Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002,S403A180002-18A				What qu	arter is this repo	rt filed?	Mark	an" X"			
PROJECT TITLE: Teacher and Administrator Effectiveness (TAE) Project				10/ 01/18-	01/01/19-	04/01/1					
						12/31/18	03/31/19	06/30/1		09/30/19	
PROJECT COORDINAT	OR: Eloise	R. Sar	ichez and Miche	elle M. Camacho		1 st Qtr.	2 nd Qtr.	3 rd Qt	r.	4 th Qtr.	
PROJECT MANAGER: J	loseph L.M.	Sanch	nez							X	
						REPORT DUE:	REPORT DUE:	REPORT I	DUE: R	REPORT DUE:	
STATE PROGRAM OFF	ICER: Mar	ia Blaz	Z			1/10/19	04/10/19	07/10/1	9	10/10/2019	
						Al	NNUAL REPORT	DUE: 11/2	28/2019	1	
AMOUNT BUDGETED (FFY	AMO	OUNT EXPEND	DED:	PERCENTA		Total Full	Time	Tota	al Part Time	
2018):		(Inclu	de all expenditures in	n this quarter)	EXPENDIT		Equival	ent	Ε	Equivalent	
		ф АП			(Overall Expen- Amount Budge	diture divided by					
\$ <u>1,635,790.62</u>		\$ <u>47</u>	0,871.68		20%	(ed)	Vacant <u>5</u>		Vacant		
					2070				Filled		
						Filled <u>16</u> Filled _					
	GRA	DE LI	EVEL(S) and N	UMBER of <u>TAR</u>	<u>GETED</u> POPU	JLATION to REC	CEIVE SERVICE	ES			
Grade Level(s)		PRI	VATE NON-PU	BLIC SCHOOL	S	PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Studen	ts	Parents	Teachers	Admin.	Students		ents Teachers		Admin.	
(PreK – 12					1			2	05	6	
PART I:											
	Goal 1: B	y Yea	r3, increase rete	ention of mentor	-supported tea	chers					
LIST THE PROJECT	by 15% fr	om pr	evious SY By Y	Year 2, increase	retention of m	entor-					
GOAL(S):	supported	teach	ers by 8% from	previous SY							
	supported teachers by 8% from previous SY By Year1, increase retention of mentor-supported teachers by 5% from previous SY Goal 2: By Year3, increase number of teachers who convert to full certification by 2% from Year1 By Year2, increase number of teachers who convert to full certification by 1% from start of grant period By Year1, increase number of temporary certified teachers by 20 participating in college coursework to attain full certification										
	Goal 2: By Years, increase number of teachers who convert to full certification by 2% from Year1 By Year2, increase number of teachers who convert to full certification by 1% from start of grant period										
	By Year1, increase number of temporary certified teachers by 20 participating in college coursework to attain full certification										
	Goal 3: By Year3, strengthen and diversify recruitment of at least 60 potential teacher candidates employed in GDOE who										
	have successfully passed the UOG English and math										
	Goal 4: By Year3, improve administrator capacity to provide school level leadership by 6 administrator										
	mentors actively mentoring all new administrators By Year2, improve administrator capacity to provide school level leadership by 2 additional administrators attaining national mentor certification										
			1 4			0		1 .			
		-	ove administrat	or capacity to pr	ovide school l	evel leadership b	y 4 administrator	rs completin	ng men	tor internship	
	requirements										

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	Goal 5: By Year3, 3% coached teachers will improve instructional practices demonstrated by implementation and use
	of effective instructional strategies documented on electronic walk through observation tools from previous year By Year2, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies from previous year
	By Year1, 100% instructional coaches will collect baseline data of teachers implementing and using effective instructional
	strategies and be consistent in their walk through observation practice
	1.1.1 June2018, 6 mentors collect baseline data about teacher practices documented on formative assessments
	 1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY 1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD 1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools
	1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools
	1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching 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) 1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements
	1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements
	1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant
LIST OBJECTIVE(S):	period 1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field)
	1.3.2 October 2018, up to 20 potential teacher candidates participate in workshops
	 1.3.3 Summer2019, additional 40 potential teacher candidates participate in workshops 1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests 1.4.1 September2018, 4 administrators attain national mentor certification
	 1.4.2 September2020, improved administrator mentoring framework completed 1.4.3 September2020, 90% administrator mentees report receiving effective instruction 1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices
	1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program
	1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy based on assessment of practices.

COMPONENT	Grant Award #: S403A1800 ACTIVITIES	EVIDENCE
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	 During the month of September 2019, the TAE Inventory Report of the equipment for both GDOE and PNP (e.g. Instructional Coaches) was completed. During the month of September/October the Surface Pro and Wi-Fi equipment for the sixteen (16) Instructional Coaches were disbursed. The inventory report has been updated. A survey was administered for the purpose of finding out the needs of these mentees, specifically in the area of assistance needed to meet requirements for full teaching certification. Project personnel held a meeting for the Initial Teacher Certification Assistance program. Under this project activity, program personnel entered into an agreement with the University of Guam to provide PRAXIS® assessments and graduate courses to qualified current teachers who fall into one of the following categories: limited term teachers, emergency certified teachers. Teacher mentor monthly meetings were held to address the Teacher Mentor Guidelines and processes for working with mentors. During these meetings, mini training sessions were provided on Standards-Based Grading and Classroom Management. These 	 Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT The TAE Inventory Report identifying the following: Name of Teacher/Administrator; Equipment Type; Location of Equipment; and Equipment Item Number. Needs Assessment Survey administered to limited term teacher mentees (see attached copy of survey instrument). Over 40 limited term teachers attended the Initial Teacher Certification Assistance Program meetings held over two days. Applications for entry and acceptance into the assistance program are due on October 11th. Over 40 teacher mentors attended the monthly meeting and minitraining sessions (see attached sign-in sheets).

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	training sessions were intended to assist mentors in their roles when working with teacher mentees.					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
COMPLETED 50% OR MORE D FULLY COMPLETED	As the TAE project re-launched this SY19-20 with a revitalized setup on its teacher mentorship component, strides are being made for provision of needed support to this group of 'new' teachers (mentees) who are a vital part of the district's teaching cadre. Performance measures on this component are not applicable at this time, but will be reported on in the coming quarters of FY'19, as applicable.		N/A (Search for replacement Project Lead ongoing)	N/A (Search for replacement Project Lead ongoing)	N/A (Interim Project Lead identified. Planning on project re- launch commenced.)	 Needs assessment survey administered to a group of limited term teachers. Agreement entered by the project with UOG provides opportunity for pursuit of full teaching certification. Conduct of teacher mentor monthly meetings to: 1) promote understanding of mentoring process, roles, and responsibilities; 2) provide support and resources needed for mentoring; and 3) provide mini-training sessions such

	Grant Award #: S403A180002	2, S403A180002	-18A			
						as classroom management.
COMPONENT	ACTIVITIES			EVIDENC	E	
COMPONENT 1.2 NEW ADMINISTRATOR MENTORING	 Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. The Program Manager continues to review the draft submitted. Five administrator mentors continued mentor work as part of their 9 month internship to attain national mentor certification. 	Draft guidelir	es provided to	the Project Ma	anager.	
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
 COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 	• Completion of a draft Administrator Mentor Guidelines (AMG) is a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators.		N/A (Search for replacement Project Lead ongoing)	N/A (Search for replacement Project Lead ongoing)	N/A (Interim Project Lead identified. Planning on project re-launch commenced.)	Draft AMG being reviewed by Project Manager.
			N/A	N/A	N/A	

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	• Engagement in actual mentor work by the five administrator mentors enables them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification.		(Search for replacement Project Lead ongoing)	(Search for replacement Project Lead ongoing)	(Interim Project Lead identified. Planning on project re- launch commenced.)	Five administrator mentors on track to attain national mentor certification
COMPONENT	ACTIVITIES		l	EVIDENC	E	I
COMPONENT 1.3 INSTRUCTIONAL COACHING	 On September 16, 2019, four Instructional Coaches commenced work with the TAE Project (additional 12 coaches will begin work on October 1, 2019). The four coaches were able to meet with project personnel and the program manager to go over the foundation of the instructional coach framework. 					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☞ NOT STARTED LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QTR.	3 rd QTR	4 TH QTR.
COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED	This activity has not been measured yet as project personnel continue to work on finalizing the framework for implementation of the instructional coach component in schools.		N/A (Search for replacement Project Lead ongoing)	N/A (Search for replacement Project Lead ongoing)	N/A (Interim Project Lead identified. Planning on project re- launch commenced.)	 Recruitment & identification of 16 instructional coaches Completion of draft framework for instructional coaching
PART II:						

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LIST TRAVEL ACTIVITIES	(Provide a brief summary for each activity during the quarter.)
COMPLETED.	
	No travel occurred during this reporting period.
LIST TRAVEL ACTIVITIES	(i.e. Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days?
COMPLETED AND DISCUSS THE	Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office? Etc.)
FULFILLMENT OF FISCAL AND	Did the traveler(s) submit a Travel Report to the Project Lead, rederal Programs, and Superintendent's Office? Etc.)
PROGRAMMATIC	Net emplicable
	Not applicable
REQUIREMENTS.	
PART III:	
DISCUSS THE VARIOUS TASKS	(This description should relate to the program activities outlined in your project application/agreement.)
CARRIED OUT BY PROJECT	100 WORD COUNT
PERSONNEL?	
I ERSONNEL.	Project personnel were responsible for developing and coordinating the framework of the Teacher Mentoring project activity
	and the instructional coaching activity. Personnel developed and administered a needs assessment survey among limited term
	teachers to determine how the project can assist them in becoming an Initial Educator Certificate holder. Personnel also
	worked on securing a contract with the University of Guam to provide services to limited term teachers.
	worked on securing a contract with the oniversity of Oaum to provide services to minied term teachers.
USING YOUR PROJECT DATA TO	(What strategies are working, not working?)
EVALUATE EFFECTIVENESS/	100 WORD COUNT
PROGRESS, DESCRIBE THE	
AREAS FOR IMPROVEMENT?	
	100 WORD COUNT
EXPLAIN HOW THE PROGRAM	
FUNDS WERE TIED TO	Through the implementation of the Teacher & Administrator Effectiveness (TAE) Project:
PROMOTING CHALLENGING	
ACADEMIC ACHIEVEMENT	1. Teacher Mentees that are mentored effectively through the first three years of their teaching experiences will show that
STANDARDS AND HOW WILL IT	they will be equipped with instructional strategies in working with their students. This will directly impact how
CONTRIBUTE TO IMPROVING	students learn in the classroom and promote their academic achievement level.
STUDENTS' ACADEMIC	2. Administrator Mentees that are mentored effectively will have strong leadership skills as they work with teachers
ACHIEVEMENT?	within their school buildings. This outcome would create a professional learning environment that will focus on
	student achievement.
	3. Coached Teachers will improve their content knowledge, as well as their instructional approaches with the recruitment

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	of sixteen district Instructional Coaches.					
	4. Limited Term Teachers that hold a "Temporary Teaching Certificate" are provided with the PRAXIS Prep and other					
	appropriate training sessions that will eventually move towards a Professional Educator Certificate and be fully					
	employed by the Department and be equipped with effective instructional practices that will lead to student academic					
	achievement.					
DID YOU ENCOUNTER	(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT					
CHALLENGES THAT AFFECTED						
PROJECT PROGRESS, AND	No major challenges					
CORRECTIVE ACTION TAKEN						
AND/OR IS PLANNED?						
WHAT ACTIVITIES WILL THE	(Have you discovered a new or better way to implement a program/project strategy? Are you conducting other types					
PROJECT IMPLEMENT NEXT	of "best practice" procedures that Federal Programs – State Office could share with other grantees?)					
QUARTER?	100 WORD COUNT					
	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.					
EXPLAIN METHODS THAT ARE	100 WORD COUNT					
BEING USED FOR MONITORING						
PROJECT ACTIVITIES.						
	QUARTERLY REPORT CERTIFICATION					

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

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

PROJECT COORDINATOR (SIGNATUE)	DATE
PROJECT MANAGER (SIGNATURE)	DATE
	PROJECT COORDINATOR (SIGNATUE) PROJECT MANAGER (SIGNATURE)

Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002,S403A180002-18A What quarter is this report filed? Mark an" X"										
PROJECT TITLE: Improving Student Learning and Achievement (ISLA): Giha'				Giha'	10/ 01/18- 01/01/19- 12/31/18 03/31/19		04/01/19- 06/30/19		07/01/19- 09/30/19	
PROJECT COORDINAT	OR: Michel	le M. Camacho			1 st Qtr	2 nd Qtr	3 rd Q		4 th Qtr	
PROJECT MANAGER: J	oseph L.M.	Sanchez							X	
					REPORT DUE:	REPORT DUE:			REPORT DUE:	
STATE PROGRAM OFFI	ICER: Rach	iel S. Duenas			1/10/19	04/10/19	07/10/	19	10/10/2019	
					Al	NNUAL REPORT	DUE: 11/	/28/2019)	
AMOUNT BUDGETED (I	FFY	AMOUNT EXPEND		PERCENTA EXPENDIT		Total Full			al Part Time	
2018):		(Include all expenditures in	this quarter)	(Overall Expen	diture divided by	Equival	ent	L L	Equivalent	
<u>\$2,935,166.39</u>		<u>\$463,169.96</u>		Amount Budge	ted)	Vacant <u>0</u>		Vacar	Vacant	
				<u>16%</u>		Filled <u>3</u>		Filled		
	GRA	DE LEVEL(S) and NU	J MBER of <u>TAR</u>	<u>GETED</u> POPU	JLATION to REC	CEIVE SERVICE	ES			
Grade Level(s)		PRIVATE NON-PU	BLIC SCHOOL	S	PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Studen	ts Parents	Teachers	Admin.	Students Parent				Admin.	
(PreK – 12	7,015		669		30,237		1	,805	100	
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% 1st, 55% 2nd); 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%. 									
LIST OBJECTIVE(S):	 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. 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. 									

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admin 1.4 2020- of hig 1.5 2019- kits a 1.6 2018- 2.1 2018- asses coord 2.2 2019- evide 2.3 2020-	 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. 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. 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. 1.6 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school. 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. 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. 2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher swill utilize formative and summative assessment data to inform instruction as evidenced by teacher swill utilize formative and summative assessment data to inform instruction as evidenced by teachers will utilize formative and summative assessment data to inform instruction as evidenced by teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher 						
and admin	istrator surveys and school site visits conducte ACTIVITIES	d by Project program coordinators. EVIDENCE					
COMPONENT	ACTIVITIES	EVIDENCE					
 Component 1. Professional Development Annually procure professional consultative services and training supplies to train cadres of teachers for the following: Classroom Instruction That Works (CITW) Sheltered Instruction Observation Protocol (SIOP) Math Strategies Literacy Strategies Cooperative Learning Project-Based Learning Early Childhood Education CHamoru Immersion 	 (List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) Training on teaching strategies was implemented during this reporting period as follows: Winning Formula Training was provided to teachers in the district during the summer. They were broken down as follows: Authentic Literacy Training (July 15-19, 2019): 26 teachers (all school levels) attended this 5-day seminar on Authentic Literacy Strategies Authentic Literacy Coaches Training (July 23-24, 2019): 15 teachers who sought to implement these coaching strategies in their schools attended the training. Culturally Relevant Transformational Leadership Training (July 25-26 2019): 11 Instructional Coaches and project 	 (Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT Various ISLA: <i>Giha</i>' training activities were provided to teachers and project personnel to enhance teaching and increase student achievement (see attached <i>sample</i> sign-in sheets for each training). 					

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STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: ᅜ	COMPONENTS EFFECTIVENESS?	(Initial collection of	~			
	EXPLAIN RESULTS AND PROVIDE EVIDENCE OF	data-when the	1 st QTR.	2^{ND} QTR.	3 RD QTR	4 TH QTR.
NOT STARTED	DATA (e.g. CHARTS, GRAPHS, ETC.).	activity first				
LESS THAN 50%		started)				
COMPLETED						• 100% of
X COMPLETED 50% OR	All participants were asked to complete a					training
MORE	survey; however teachers need some time after					respondent
FULLY COMPLETED	each training session to provide feedback. The					s indicated
	reason for this is to allow teachers to return to					that they
	the classroom after the training sessions and					believed
	implement the strategies before they can rate the					the
	sessions and strategies learned.					training
						was
						adequate
						to provide
						knowledge
						for
						classroom
						implement
						ation.
						• 50% of
						respondent
						indicated
						that they
						use taught
						strategies
						at least
						once a week
						• 100% of
						respondent
						indicated
						that they
						would
						continue
						to use the
						strategies
						in their
						classroom.

COMPONENT	Grant Award #: S403A180002 ACTIVITIES	EVIDENCE
Component 2. Assessments ISLA: <i>Giha</i> ' will procure assessments kits and testing supplies to administer the following district assessments: • ACT Aspire • LAS Links • Brigance Universal Screeners • Alternate Assessments • Online formative assessments Additionally, ISLA: <i>Giha</i> ' will procure consultative services for the revision of the Standards-Based Assessments.	 (List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT The summative assessments (ACT Aspire for grades 3-10 for ELA and Math; Standards-Based Assessments for grades 1-12 for Science and Social Studies) collected and scored. Results were received and compiled. The ELA (grades 9-12), Math (grades 9-12), and Social Studies (all grades) assessments were revised. Pilot assessments for data measurement was implemented in identified classrooms. Meetings and trainings were held with teachers to discuss results of the pilot assessments and to refine any test items. ISLA: <i>Giha</i>' project personnel were able to implement the new AIMSweb Plus in all elementary and middle schools. Training was provided to site managers and teachers for implementation, scoring, and data analysis. 	 (Describe the Outcome of your activity Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT The district has SY18-19 assessment results (see results attached). The district now has revised assessments aligned to the common core and Guam Content Standards (cover pages are attached as evidence to maintain the security and validity of the assessments for all students in grades K-8. Teachers may now access the data to inform their instruction for students who are performing below benchmark. Fall Benchmark season commenced on August 19, 2019 and ends on November 30, 2019. Results of students who were tested to date are attached.
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50% COMPLETED □ COMPLETED 50% OR MORE X FULLY COMPLETED	 HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.). ACT Aspire: Rates of students performing in the "Exceeding" and "Ready" Levels for Reading: 3rd grade: 8% 4th grade: 10% 5th grade: 11% 6th grade: 12% 7th grade: 20% 	BASELINE (Initial collection of data-when the activity first started)1ST QTR.2ND QTR.3RD QTR4TH QTR.See attached baseline resultsSee attached sY18-19.See attached sY18-19.

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o 8 th grade: 25%
o 9 th grade: 18%
o 10 th grade: 17%
Rates of students performing in the
"Exceeding" and "Ready" levels for
English:
o 3 rd grade: 46%
o 4 th grade: 42%
\circ 5 th grade: 47%
\circ 6 th grade: 50%
\circ 7 th grade: 51%
\circ 8 th grade: 59%
\circ 9 th grade: 38%
o 10 th grade: 43%
 Rates of students performing in the
"Exceeding" and "Ready" levels for Math :
$\circ 3^{th}$ grade: 18% $\circ 4^{th}$ grade: 16%
\circ 5 th grade: 7%
=th t corr
o 9 th grade: 4%
\circ 10 th grade: 6%
Standards-Based Assessments:
Rates of students performing in the
"Advanced" and "Proficient" Levels for
English/Language Arts:
\circ 1 st grade: 25%
 2nd grade: 44% 9th grade: 24%
o 10 th grade: 17%
o 12 th grade: 33%
Rates of students performing in the "A dwar as d" and "Proficient" Leavely for
"Advanced" and "Proficient" Levels for
Math:
$\circ 1^{\text{st}} \text{ grade: } 42\%$
• 2 nd grade: 28%

	Grant Award #: S403A180002	2, S403A180002-18A			
	Grant Award #: S403A18000. \circ Algebra I: 3% \circ Geometry: 0% \circ Algebra II: 0% \bullet Rates of students performing in the"Advanced" and "Proficient" Levels forScience:1st grade: 47% \circ 2nd grade: 34% \circ 3rd grade: 22% \circ 4th grade: 11% \circ 5th grade: 26% \circ 6th grade: 26% \circ 7th grade: 21% \circ 8th grade: 22% \circ Physical Science: 14% \circ Biology: 11% \circ Chemistry: 7% \circ Anatomy & Physiology: 5% \bullet Rates of students performing in the"Advanced" and "Proficient" Levels forSocial Studies:1st grade: 41% \circ 2nd grade: 35% \circ 3th grade: 26% \circ 4th grade: 8% \circ 5th grade: 8% \circ 5th grade: 7% \circ World Geography: 30% \circ U.S. History: 18% \circ U.S. Government: 25%				
COMPONENT	ACTIVITIES	EVIDENCE			
Component 1. Resources, Books, and Instructional materials	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT	(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.			

	Grant Award #: S403A180002	2, 5405A160002	-10A				
Procure supplementary instructional materials for use in the classroom.	Phase I of the Resource Compilation project was completed and all items delivered to project personnel. Hard copies were provided to the district office. Project personnel is working to upload the resource materials and disseminate the materials via the Instructional Coaches.	 How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT The resources compiled will provide teachers with quick access to lesson plans that are aligned to Key Quarterly Skills, Priority Skills, content standards, etc. See attached random samples of the resources created. 					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50% COMPLETED X COMPLETED 50% OR MORE □ FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.). As far as feedback from teachers on the usefulness of the newly produced supplementary materials, this activity has not been measured yet as project personnel continue to work to make it available to all teachers in all schools.	BASELINE (Initial collection of data-when the activity first started) No baseline data.	1 ST QTR. Ongoing work on compilation of contents for	2 ND QTR. Ongoing work on compilation of contents for	3 RD QTR Completion of content compilation, production of hard	4TH QTR. Ongoing preparation for electronic disseminatio	
	Reporting on this indicator will follow as dissemination of the materials to all the schools is completed, training on its use is provided, and materials are actually utilized as an integral part of instruction.		supplementa ry resource materials.	supplementa ry resource materials.	copies, and submission to project.	n to the schools via flash drives, instructional coach sharing, and through the Teacher Toolkit website.	
COMPONENT	ACTIVITIES			EVIDENCE			
Component 2. Formative and Summative Assessments	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT	(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.					

By year 2019, 40% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed.	 A survey questionnaire was constructed on the utilization of formative and summative assessments in the classroom. However, training on the use of assessments in the classroom just concluded. This activity was delayed due to a lag in contract signing. Project needs to give some time before venturing to collect data from the trainees on how they are applying in the classroom the things they learned from the training. 	 How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take wh was learned to impact student academic achievement?) 100 WORD COUNT Project will present survey results on actual classroom use of formative and summative assessment among the trainees in the FY'19 1st Quarter Report (see attached copy of the survey instrument). 						
STATUS FOR COMPONENT: PLEASE CHECK ONE: NOT STARTED LESS THAN 50% COMPLETED COMPLETED 50% OR MORE X FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.). Discussion on this will be done in the FY'19 1 st Quarter Report.	BASELINE (Initial collection of data-when the activity first started) No baseline data.	1 ST QTR. N/A (survey not yet constructed)	2 ND QTR. N/A (survey not yet constructed)	3 RD QTR N/A (survey not yet constructed)	4 TH QTR. Training conducted on the use of assessments in the classroom. Feedback on application of things learned among trainees will follow.		
COMPONENT	ACTIVITIES			EVIDENCE	-			
Component 1. Professional Development	 (List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT 	(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.						
By the end of 2019, reduce the percentage of freshmen placing		How did your targeted population benefit from this professional development?						

FFY 2018 Specific Conditions Letter, US Ed Risk Management Service (Letter dated: March 13, 2019)

into developmental math at UOG to 80%.	Data from the University of Guam for freshmen placing into developmental math is pending. Data has been requested from the UOG.	 How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT 						
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED X LESS THAN 50% COMPLETED □ COMPLETED 50% OR MORE □ FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.		
PART II:								
LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each activity duri No travel occurred during this reporting period.	ng the quarter.)					
LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(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.) Not applicable							
PART III:								

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	(This description should relate to the program activities outlined in your project application/agreement.) 100 WORD COUNT 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 implement various projects and training activities.
	(What strategies are working, not working?)
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	100 WORD COUNT 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
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	100 WORD COUNT 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
DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT The procurement process for contracting professional development services for Project ISLA <i>Giha</i> 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.

WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(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?) 100 WORD COUNT 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.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	100 WORD COUNT 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.
PROJECT TITLE: Project #	QUARTERLY REPORT CERTIFICATION

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

Grant Name: <u>Consolida</u>	ated Grant FF	<u>Y 2018</u>	<u>8</u> Grant#: <u>S40</u>	3A180002			What qu	arter	is this repo	rt file	d? M	ark ai	n" X"		
PROJECT TITLE: Improving Student Learning & Achievement (ISLA): <i>Ayudante'</i>						10/ 01/18- 01/01/19- 12/31/18 03/31/19		(04/01/19- 06/30/19		07/01/19- 09/30/19				
PROJECT COORDINA	ATOR: Joshu	a Blas					1 st Qtr	4	2 nd Qtr		3 rd Qtr		4 th Qtr		
PROJECT MANAGER	: Joseph L. M	I. Sanch	nez										X		
STATE PROGRAM O	FFICER: Sha	innon B	ukikosa			RI	EPORT DUE: 1/10/19		ORT DUE: 4/10/19		ORT DUE 07/10/19		PORT DUE: 0/10/2019		
								INUA	L REPORT	DUE	E: 10/31/2	018			
AMOUNT BUDGETEI 2018):	O (FFY	-	UNT EXPENI e all expenditures i		PERCENT EXPENDIT (Overall Expen	ſUŀ	RE:		Total Full Equiva				Part Time uivalent		
\$11,757,478.60		<u>\$6,38</u>	87,513.87]	Amount Budge <u>54</u>	eted)	_%	Vacant <u>1</u>		Vacant 1 Va		Vacant <u>25</u>		25	
								Filled <u>15</u>		Filled 200		200			
	GRA			UMBER of <u>TAR</u>		UL									
Grade Level(s)				BLIC SCHOOL		PUBLIC SCHOOLS (e.g. GDOE & CHARTER)							· · ·		
	Studen		Parents	Teachers	Admin.								Teache		Admin.
	Na'metgot	-		ESL – 16			SSIP- 2,276		0		SSIP- 138		SSIP-4		
	975			Na'metgot-20			ESL – 1,382	, 000			ESL - 85		ESL – 26		
							ClassSupt. – 3 Na'metgot – 2				ClassSupt 225	L-	ClassSupt – 26		
(Pre) K – 5								ASPIRE – 4,500			Na'metgo	ot-	Na'metgot –		
							Summer $-1,0$				40	~	13		
							, í	J			ASPIRE-	110	ASPIRE-25		
											Summer-	89	Summer – 5		
	Na'metge			ESL – 16			JHTD - 500				JHTD – 2		JHTD – 1		
	1,212			Na'metgot –			ESL – 337				ESL - 40		ESL – 8		
	4H – 1	0		20			ClassSupt – 1				Na'metgo	ot-	ClassSupt –		
6 – 8				4H - 1			Na'metgot-4, Summer – 1,0				40		8 Na'matgat		
							Summer $-1,0$ 4H - 800	UU					Na'metgot – 4		
							411 - 000						4 Summer – 3		
													4H-6		

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		$\begin{bmatrix} JHTD -40 \\ ESL - 40 \\ SAM - 20 \\ EP - 45 \\ Summer - 45 \end{bmatrix}$	$\begin{vmatrix} JHTD - 3 \\ ESL - 7 \\ ClassSupt - 7 \\ EP - 5 \\ Summer - 5 \end{vmatrix}$
PART I:					Summer - 1,500			
FART 1: LIST THE PROJECT GOAL(S): Components 3.1, 3.2, & 3.3 • By 2019, reduce percent of students, K-8 th scoring at Tier 2 and Tier 3 on AIMSweb ELA & Math assessment by additional 1%. • By 2019, graduation rates will increase by 1%. • By 2019 40% of TA Cohort will successfully earn 15 credits towards earning a degree in Education. Components 3.1.& 3.3 • By 2019 50% participating students, 6 th -9 th will receive a grade of 70% or higher in ELA & Math Component 3.2 • By 2019 20% participating students, K-9 th will increase Lexile scores on Achieve 3000 by 20 points. • By 2019, 80% of participating Kindergarten students will be at or above grade level in Reading & Math by end of 1 st grade.								
LIST OBJECTIVE(S):	 3.1.1 SSIP: 2018-2019: 20% of teachers attending math/ reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress 3.1.2 JHTD: 2018-2019: Monitoring reports will indicate 4 additional high schools implementing JHTD with fidelity. 3.2.1 ESL: 2018-2019 50% trained teachers report feeling better prepared to teach ELL students 3.2.2 Classroom Support: 2018-2019 50% teachers report classroom support helpful in meeting needs of special populations. 3.2.2 Classroom Support: 60% TA cohort will pass of education courses with a grade of C or grater 3.2.2 Classroom Support: 2018-2019 50% of TAs will report passage of WorkKeys assessment with a certificate of completion 							

COMPONENT	ACTIVITIES		EVIDENCE				
3.1 RESPONSE TO INTERVENTIONS 3.1.1 State Systemic Improvement Plan	UOG CEDDERS completed the activities within their 1 st contract for SSIP. The RFP for a new contract has been completed. UOG CEDDERS has been selected and awarded. The new contract was fully executed and signed by the Governor on August 21, 2019. The project is currently working with CEDDERS to create the implementation and training plan for SY2019-2020.	Activities completed for 1 st contract. 2 nd contract for additional training and technical assistance in reading and math was executed September 30 2019.					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50% COMPLETED □ COMPLETED 50% OR MORE X FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Consistently in all the training modules/topics, participants' knowledge showed an increase after training was conducted.	BASELINE (Initial collection of data-when the activity first started) 63% of teachers who attended training who reported using strategies in K-5 classrooms.	1 ST QTR. Interpreting Screening Scores Pre PD 21%-Low 57%-Moderate 13% - High Post PD 4%-Low 54%-Moderate 40%-High "Plan"-PDSA Cycle Pre PD 15%-Low 62%-Moderate 15%-High Post-PD 3%-Low 51%-Moderate 45%-High "Do"-PDSA Cycle Pre-PD	2 ND QTR	3 RD QTR	4 TH QTR. 2 nd Contract executed this quarter, activities to begin in October.	

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		20%-Low	
		61%-Moderate	
		13% - High	
		Post-PD	
		4%-Low	
		54%-Moderate	
		40%-High	
		"Study"-PDSA Cycle	
		Pre-PD	
		21%-Low	
		61%-Moderate	
		11% - High	
		Post-PD	
		4%-Low	
		58%-Moderate	
		36%-High	
COMPONENT	ACTIVITIES	EVIDENCE	
3.1 RESPONSE TO	5 teachers and administrators participated in the	Participants from the Teacher Leader Summit will be submitting their	
INTERVENTION	Teacher Leader Summit in New Orleans on July	training plan for their respective schools. JHTD has also provided training	ng
3.1.2 Johns Hopkins Talent	26-29, 2019. Participants had opportunity to	for the new admin team at George Washington and Southern High School	
Development Program	gain knowledge and skills to improve teaching	and offer what steps should be taken.	.1
Development i rogram	and foster a culture that engages educators and	and orier what steps should be taken.	
	empowers them to take on leadership roles	Contract activities have been completed. A request for proposal is	
	within their classrooms and schools.	currently ongoing for the next activity.	
	within their endstrooms and sensors.	currently ongoing for the next detrify.	
	JHTD also had their last teacher training from	Oceanview Middle School continues to implement the activities with	
	August 19-23, 2019 for GW & Southern HS	fidelity.	
	teachers. Topics included how to sustain and		
	support students as they exit 9 th grade and		
	supporting Freshmen Seminar Teachers. This is		
	the last activity to complete the current contract.		
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE	
PLEASE CHECK ONE: ☑	COMPONENTS EFFECTIVENESS?	(Initial	
		collection of 1 ST QTR. 2 ND QTR. 3 RD QTR 4 TH QTR	2.
NOT STARTED	JHTD implementation is measured based on	data-when the	
$\square \text{ LESS THAN 50\%}$	school site observations, reports and teacher	activity first started)	
COMPLETED	surveys.	# of teachers 3 schools 3 schools 3 schools 3 schools	
□ COMPLETED 50% OR		implementing implementing implementing implementing implementing	ng
		Last and the second sec	0

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MORE		JHTD	JHTD with	JHTD with	JHTD with fidelity	JHTD with
X FULLY COMPLETED		strategies with	fidelity	fidelity	(George	fidelity
		fidelity.	(Oceanview	(George	Washington HS,	(George
			MS, George	Washington	and Southern HS	Washington
			Washington	HS, and	44 teachers	HS, and
			HS, and	Southern HS	implementing	Southern HS
			Southern HS	44 teachers	JHTD (20 -GWHS,	44 teachers
			44 teachers	implementing		implementing
			implementing	JHTD (20 -	, 1	JHTD (20 -
			JHTD (20 -	GWHS, 12-		GWHS, 12-
			GWHS, 12-	SHS, 12-OMS	3	SHS, 12-OMS
			SHS, 12-			
			OMS).			
COMPONENT	ACTIVITIES			EVIDEN	СЕ	L
3.2 INSTRUCTIONAL	The Project is currently in the RFP process for	Teachers will	benefit from	these propose	d training because it	will provide
SUPPORTS	professional services to provide training on	teaching strate	egies on work	ing with Pacif	fic Islanders and bui	ld school
3.2.1 English as a Second	Pacific Island Cultural Sensitivity and LAS	capacity in LA	AS Link admin	nistration. Cu	rrently only ESL Co	oordinators
Language	Link administration.				LAS Link assessmer	
					el to be trained. No	
	While the requisition is still in process, the				y professional develo	
	project will be holding LAS Link training	currently in th			y professional devel	opinients are
	during 1 st quarter for new coordinators and PNP	currently in th	ie Kri proces	5.		
	schools.					
				1 1		
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: ᅜ	COMPONENTS EFFECTIVENESS?	(Initial		2 ND		
	The Project measures effectiveness through	collection of data-when the	1 ST QTR.	QTR.	3 RD QTR	4 TH QTR.
X NOT STARTED	observation and training evaluations.	activity first		QIK.		
□ LESS THAN 50%		started)				
COMPLETED		27% of	Training	Training	Training was not	Training
□ COMPLETED 50% OR		trained	was not	was not	held during this	was not
MORE		teachers	held	held	period.	held during
□ FULLY COMPLETED		reported	during this	during	periodi	this period.
		feeling better	period.	this		tins period.
		prepared to	periou.	period.		
		teach ESL		period.		
COMPONENT		students			0E	
COMPONENT	ACTIVITIES	G	-1 1 -	EVIDEN		
3.2 INSTRUCTIONAL	200 TAs were processed to return for school				faction of classroom	
SUPPORTS	year 2019-2020. The project also conducted		tants, 231 tea	ichers respond	led to the survey, be	low are the
3.2.2 Classroom Instructional	interviews and selections for the 30 vacant	results:				

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Supports	 positions. New incoming TAs will begin on October 10, 2019. Training for new TAs will be held on October 9, 2019. Undergraduate courses for TAs is currently in the RFP Process. The intent is to have a cohort of TAs to take undergraduate courses in Education towards a degree. 	20%- • TA pe Agree • Teach work 11%- • Overa Outst Effec The results with	Agree, 2%-No erformance/w e, 4%-Neutral aer/supervise : 29%-Alway Rarely and Satisfactio anding, 31%- tive Il be used to s	eutral, 2%- S work meanin , 1%- Disagr or provides f ys, 30%-Som n with supp Satisfactory, ee how to be	ee eedback on TA etimes, 24%-O ort TAs provid 6%-Neutral, 7	ee ongly Agree, 21%- A performance/ ften, 7%-Never, le: 55%- %-Needs, 1%-Not e types of supports
STATUS FOR COMPONENT: PLEASE CHECK ONE: D NOT STARTED LESS THAN 50% COMPLETED X COMPLETED 50% OR MORE FULLY COMPLETED	 HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? [TAs/IPAs are measured through teacher satisfaction surveys and school site observations. Teachers rated the overall effectiveness of TAs/IPAS with overall satisfaction 55%-Outstanding, 31%-Satisfactory. It is evident that TAs/IPAs are valued at the school site and that they spend their time supporting classroom instruction. Training is provided at the school site, therefore, the Project 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) 	BASELINE (Initial collection of data-when the activity first started) % teachers report classroom support helpful.	s of TA/IPAs 23%- Outstandin g 42%- Excellent 10%- Neutral, 17%-	ss of TA/IPAs 67% - Outstanding 30% - Excellent 1.5% - Neutral 1.5% - Needs Improveme nt	3 RD QTR Overall Effectiveness of TA/IPAs 27% - Outstanding 28% - Excellent 0% - Neutral 5% - Needs Improvement 0% - Not effective	4 TH QTR. Overall Effectiveness of TA/IPAs 55% - Outstanding 31% - Satisfactory 6% - Neutral 7% - Needs Improvement 1% - Not effective

COMPONENT 3.2 INSTRUCTIONAL SUPPORTS 3.2.3. Na'metgot Tiningo	Grant Award #: S403A1800 ACTIVITIES The contract with Achieve 3000 is currently with the Attorney General's Office for review.	TAs provide certificate to project director The outcome v instruction only based on stude increase with u	N/A (RFP process ongoing) vill be student ine. Teachers nt Lexile scor	s can custom red. Student	N/A (RFP process ongoing) ICE access to a variety of ize lessons/ reading to reading levels is exp on contract status).	materials
STATUS FOR COMPONENT: PLEASE CHECK ONE: D NOT STARTED X LESS THAN 50% COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Data will be collected once the Achieve 3000 licenses have been issued for student access and assessment	BASELINE (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.	1ST QTR. Contract is pending approval	2 ND QTR. Contract is pending approval	3 RD QTR Contract is pending approval	4 TH QTR. Contract is pending approval with the Attorney General.
COMPONENT	ACTIVITIES	- Junitori	I	EVIDEN	ICE	
3.2 INSTRUCTIONAL SUPPORTS	Teachers continue to implement the use of IXL to supplement instruction in Math and Language				ly updating the roster oper use of laptops.	

· · · · · · · · · · · · · · · · · · ·	Grant Award #: S403A1800			1		
3.2.4 Kinder Learn	Arts. Kindergarten and 1 st grade are currently	reported for fir	st quarter of F	Y19.		
	implementing the use. Laptops for the next					
	grade level have been procured, pending					
	delivery. SY19-20 the project will expand to 2					
	additional schools for Kinder grade levels.			1		
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: 🗹	COMPONENTS EFFECTIVENESS?	(Initial collection of	15T OTD			
NOT STARTED	Kinder Learn is measured through teachers	data-when the	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4 TH QTR.
□ LESS THAN 50%	reporting successful usage of technology in the	activity first started)				
COMPLETED	classroom and also through classroom	50% of	100% of	100% of	100% of	Schools
□ COMPLETED 50% OR	observations. In addition, effectiveness is	teachers or	Kinder	Kinder	Kinder	were in
MORE	measured to see the number of students that are	4 teachers	teachers (7	teachers (8	teachers (8	Summer
X FULLY COMPLETED	performing at or above grade level in reading		teachers)	teachers) are	teachers) are	session,
	and math.	currently	are	currently	currently	therefore,
		integrating	currently	integrating	integrating the	activities
	Note: AIMSweb training for teacher is currently	technology	integrating	the usage of	usage of	were not
	ongoing. Fall Benchmark testing started in	in reading	the usage	technology,	technology,	implemented
	September and closed in November. Data will	and math	of	IXL in the	IXL in the	during this
	be pulled for student participants.	instruction	technology,	classroom.	classroom.	period.
			IXL in the			•
			classroom.	100% of 1 st	100% of 1 st	
				Grade	Grade teachers	
			100% of 1st	teachers (7	(6 teachers)	
			Grade	teachers) are	are currently	
			teachers (8	currently	integrating the	
			teachers)	integrating	usage of	
			are	the usage of	technology,	
			currently	technology,	IXL in the	
			integrating	IXL in the	classroom.	
		W. (2010	the usage	classroom.		
		Winter 2018	of			
		AIMSweb	technology,			
		Letter	IXL in the			
		Naming	classroom.	T2• 1	77. 1	
		57% - Tier 1	Kinder	Kinder	Kinder	Pending
		on grade	3,459	5,862 (3,699-	1,288 (837-	AIMSweb
		level	(2,157-	Math, 2,193-	Math, 451-	data for
			Math,	LA) Skills	LA) Skills	Fall
		1	1			

	Grant Award #: S403A1800	12, 5403A180002	-10A			
		Number	1,302-LA)	Practiced	Practiced	Benchmark
		Identification	Skills			
		62% - Tier 1,	Practiced	3,016 (1,998-	572 (494-	
		on grade		Math, 1018-	Math, 258-	
		level	1,849	LA) Skills	LA) Skills	
			(1,233-	Mastered	Mastered	
			Math,			
			616-LA)	95%-Math,	82%-Math,	
			Skills	91%-LA	67%-LA	
			Mastered	Students	Students	
				Practicing	Practicing	
			98%-	0		
			Math,	1 st Grade	1 st Grade	
			92%-LA	7,510 (889-	299 (176-	
			Students	Math, 2614-	Math, 123-	
			Practicing	LA) Skills	LA) Skills	
			8	Practiced	Practiced	
			1 st Grade			
			775 (424-	817 (477-	184 (116-	
			Math,	Math, 340-	Math, 68-LA)	
			315-LA)	LA) Skills	Skills	
			Skills	Mastered	Mastered	
			Practiced	mustered	101ubtereta	
			Thetheed	71%-Math,	49%-Math,	
			323 (174-	64%-LA	41%-LA	
			Math,	Students	Students	
			149-LA)	Practicing	Practicing	
			Skills	Thettening	Tracticing	
			Mastered			
			Wastered			
			66%-			
			Math,			
			56%-LA			
			Students			
			Practicing			
COMPONENT	ACTIVITIES		Tracticing	EVIDENCE	l	
3.3 EXTENDED LEARNING	Meeting with all administrators regarding SAM	Teachers will b	e naid a sting		guidelines for pa	rticination
Student Advocate Mentor (SAM)	was held on August 20, 2019. Five high schools				ave been identifie	
Stutent Auvocate Mentor (SAM)	(George Washington, John F. Kennedy, Simon				eing submitted (s	
	(George washington, John F. Kehneuy, Shhoh	activity. Itaci	ici agreement	s are currently D	ong submitted (s	

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	Sanchez, Southern, and Tiyan) have been	news clipping	g).			
	identified to participate. Teacher agreements					
	are currently being submitted for 20 teachers.					
	Target date for completion of the SAM					
	Guidelines is October 2019.					
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: 더	COMPONENTS EFFECTIVENESS?	(Initial				
	The Project will collect the at-risk student data,	collection of	1 ST OTR.	2 ND QTR.	3 RD OTR	4 TH OTR.
D NOT STARTED	such as the top 100 students in the 9 th grade that	data-when the activity first	c	C		C C
X LESS THAN 50%	are off track to graduate with their cohort.	started)				
COMPLETED		N/A	Drafting	Drafting of	Draft teacher	15 signed
\Box COMPLETED 50% OR		14/11	of teacher	teacher		Feacher
MORE			contract	contract		Agreements
FULLY COMPLETED			ongoing	ongoing	*	are being
			ongoing	oligonig		outed for
						approval.
COMPONENT	ACTIVITIES			EVIDEN		
3.3 EXTENDED LEARNING	ASPIRE completed activities for SY18-19 in				d. ASPIRE for SY1	
3.3.1 ASPIRE	May.				o increase student po	
					vill help determine v	what areas
	Currently ASPIRE is ongoing for SY19-20.	teachers can f	ocus on instru	ction.		
	AIMSweb testing is also ongoing for Fall					
	Benchmark. 1 st quarter will report data for					
	current participants.					
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: 🗹	COMPONENTS EFFECTIVENESS?	(Initial		2 ND		
	Activity completed in 3 rd quarter.	collection of	1 ST QTR.	_	3 RD QTR	4 TH QTR.
□ NOT STARTED		data-when the activity first	_	QTR.	-	_
□ LESS THAN 50%		started)				
COMPLETED		AIMSweb	543 - Total	517 -	564 - Total # of	Schools
COMPLETED 50% OR		Fall	# of	Total # of	Students	were in
MORE		Benchmark	Students	Students		Summer
X FULLY COMPLETED		Scores	(44 not		225 (45.3%	session for
			tested)	196 (40%	increase)- Total #	July and
			,	increase)-	of students increas	•
			175 (39%	Total # of	scores by 10pts in	therefore,
						,
			increase)-	students	Oral Reading (564	activities for
						,

	Grant Award #: \$403A1800	J2, 5405A160002	-10A	1 .		1
		J2, 5403A180002	increase scores by 10pts in Oral Reading 110 (24% increase) - Total # of students increase scores by 10 points in Math Computatio	in Math	105 (21.3% increase) -Total # of students increase scores by 10 points in Math Computation (516 tested)	September.
COMPONENT	ACTIVITIES		n	on (495 tested)		
3.3 EXTENDED LEARNING 3.3.2 Eskuelan Puengi (EP)	Eskuelan Puengi completed in 2nd quarter. EPran from February 12 – March 21, 2019(Session A – February 12-28 and Session B –March 5- 21). EP Sites include GeorgeWashington, John F. Kennedy, Okkodo, SimonSanchez, and Tiyan High School. 1,768 studentscompleted the project.	This activity w	as complete			
STATUS FOR COMPONENT: PLEASE CHECK ONE: 🗹 D NOT STARTED D LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EP measured effectiveness through the number of students that earned credit towards graduation and the number of students that	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QT		4 th QTR.
COMPLETED COMPLETED 50% OR MORE X FULLY COMPLETED	graduated in June 2019 as a result of participation. EP Completed in 2 nd quarter.	64% of students received a passing grade of 70% or higher to		Marks Anal Session A Passing Rate A - 27% (24 B - 24% (21) C - 22% (20 D - 18% (16) F - 11% (99)	<pre>not 72% conducted 49) during this 9) period. 1) 3)</pre>	Activity not conducted during this period.

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		earn credit		
		for courses	Session B	
		taken.	Passing Rate 65%	
			A – 24% (202)	
			B – 20% (171)	
			C – 21% (174)	
			D - 30% (250)	
			F - 5% (40)	
COMPONENT	ACTIVITIES		EVIDENCE	
3.3 EXTENDED LEARNING	Summer School ended on July17, 2019 for	Outcome of Su	ummer School for elementary and midd	lle was to increase
3.3.3 Summer School	elementary and middle school. Session B for	student perform	nance from the regular school year. Th	ne outcome for high
	high school ended on July 12, 2019. 899		have students earn 0.5 to 1 credit toward	
	elementary and middle school students completed		hem from dropping out from school. S	
	the program. 842 students participated in session		below are some of the results from Stu	
	A; 814 earned ½ credit (97%). 796 participated	•••••••••		
	in session B; 789 earned $\frac{1}{2}$ credit (99%).	Flomontory/ N	Aiddle Student Results	
	Rainbows graduation was held on July 17, 2019.		omething New: 76% (61) – Strongly A	$A_{area} = 180(-(14))$
	131 students earned their high school diploma as		8 8	0
	6 1	U U	(3) – Neutral, 1% (1) – Disagree, 1% ((1) – Strongly
	a result of participation. Transportation was	Disagree.		
	provided by DPW to all participants.		lid was fun: 65% (61) – Strongly Agre	ee, 18% (14) – Agree,
			eutral, 3% (2) - Disagree	
			fectiveness: 61% (49) – Outstanding,	
		Satisfactor	y, 18% (14) – Neutral, 3% (8) – Unsatis	sfied
		El/ N		
			Aiddle Parent Results	
			rned Something New: 42% (62)– Strop	ongly Agree, 46% (67)
		U U	2% (17) – Neutral	
			d did was fun: 38% (56) – Strongly Ag	gree, 41% (60) –
		÷	21% (30) – Neutral	
		Overall Ef	fectiveness: 47% (68) – Outstanding,	45% (65) -
		Satisfactor	y and 8% (12) – Neutral, 1% (2) - Unsa	atisfied
		III al Caland	terdant Dagelta	
			tudent Results	
			conference provided sufficient time , 9% unsure	with instructor: 84%
		•		for collogo/ correct
			chool experience had prepares skills	tor conege/ career –
		. .	0% no, 9% unsure	
		Overall Ef	fectiveness: 32% Outstanding, 60% S	Satisfactory, 6%

		 Neutral, 2% Needs Improvement High School Parent Results Mandated contact hours was flexible for child: 65% Strongly Ag 12% Agree, 15% Neutral, 5% Disagree, 3% Strongly Disagree Teacher allowed child appropriate amount of time to complete assignments: 56% Strongly Agree, 26% Agree, 15% Neutral, 2% Disagree Overall Effectiveness: 38% Outstanding, 56% Satisfactory, 4% Neutral, 1% Needs Improvement 					
STATUS FOR COMPONENT: PLEASE CHECK ONE: D NOT STARTED D LESS THAN 50% COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Summer School will evaluate effectiveness for elementary and middle school students through AIMSWEB scores in Oral Reading and Math Computation.	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.	
 COMPLETED 50% OR MORE X FULLY COMPLETED 	High School will be evaluated through the number of student earning credit towards graduation.	AIMSweb 2018 Spring Benchmark Scores (Project will begin June 2018)	N/A	N/A	N/A	Elementary 669 - Total # of Students 259 (49.1% increase)- Total # of students increase by 10pts in OR (527 tested) 220 (41.2% increase) -Total # of students increase by 10 pts. in Math Comp. (534 tested) Middle 230 - Total # of Students 59 (34.9% increase)- Total # of students increase by 10pts in OR (169 tested) 8 (5.6% increase) -Total # of students increase by 10pts in Math Comp (143 tested)	

	QUARTERLY Grant Award #: S403A1800		-18A			
		Previous Grade (end of Spring 2018) (Project will begin June 2018)		N/A N/A	Middle School earned 70% or Reading 38.7% Math 64.8% (1) Language Art Marks Analys Overall Passing Session A Passing Rate 7% A - 37% (315) B - 26% (215) C - 17% (143) D - 17% (141) F - 3% (28) Session B Passing Rate 8% A - 43% (343) B - 26% (203) C - 18% (146) D - 12% (93) F - 1% (11)	higher 6 (89) 49) s 36.5% (84) is g Rate 83.3% 9.9% 6.9%
COMPONENT	ACTIVITIES			EVIDENCE		
3.3 EXTENDED LEARNING 3.3.4 4H Program	A vendor has been selected to help implement the 4H activity. The contract is currently being cost negotiated.	participating st bridge classroo	tudents and te	an increase in re eachers will have	ading and math s e strategies they c	
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☞ X NOT STARTED □ LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
 COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 		% of students that increase AIMSweb scores in Oral Reading and	Contract is pending approval	Contract is pending approval	Contract is pending approval	Contract is pending approval

Grant Award #: S403A180002, S403A180002-18A								
	Math							
	Computati	ion						
PART II:								
LIST TRAVEL ACTIVITIES								
COMPLETED.	2019 International Society for Technology in Education (ISTE) Conference – 13 Teachers, Administrators, and project personnel attended the conference on June 22 – 26, 2019 in Philadelphia, PA.							
		– 14 Teachers, Administrators and project personnel attended the						
	conference on July $7 - 12$, 2019 in Las Vegas, NV	1 · Teachers, Franknistrators and project personner atomaca are						
	, , , , , , , , , , , , , , , , , , ,							
LIST TRAVEL ACTIVITIES								
COMPLETED AND DISCUSS THE	The Project Manager is working with the traveling team on dev							
FULFILLMENT OF FISCAL AND	Division.	ed to the Project Manager, Superintendent, and Federal Programs						
PROGRAMMATIC	ISTE Conference	In a section The shine Conference						
REQUIREMENTS.		Innovative Teaching Conference						
	1. Freda Arii – Cleared & Trained	1. Haane Barcinas - Cleared						
	2. Joshua Blas – Cleared & Trained	2. Joyce Berry – Cleared						
	 Kristina Cade – Cleared Felix Chaco - Cleared & Trained 	3. Joshua Blas – Cleared & Trained						
	 Felix Chaco - Cleared & Trained Natasha Cruz - Cleared 	 Aldrin Cajigal – Cleared Michelle De Guzman - Cleared 						
	6. Natasha Dela Cruz - Cleared	6. Sophia Duenas – Cleared						
	 Kelly Escuadra - Cleared & Trained Elwin Ouitano – Cleared 	 Kelly Escuadra – Cleared & Trained Maritess Garcia - Cleared 						
	 8. Elwin Quitano – Cleared 9. Matilda Rivera – Cleared & Trained 	9. Melisa Mafnas - Cleared						
		10. Rebecca Perez - Cleared						
	10. Renee-Lynn Sanchez – Cleared & Trained 11. Genevieve Santos – Pending Clearance							
	11. Genevieve Santos – Pending Clearance 12. Debra Shimizu – Cleared	 Benjamin Santiago - Cleared Taniya Santos-Billany - Cleared 						
	13. Pamela Villanueva - Cleared	13. Ann Marie Trusso – Pending Clearance						
	15. I amera vinanueva - Cicarcu	14. Ursula Umadhay – Cleared						
		14. Ofsula Offiauliay – Cicalcu						
PART III:								
DISCUSS THE VARIOUS TASKS		rdinators) facilitated project meetings, conducted consultation						
CARRIED OUT BY PROJECT	meeting with service providers, administrators, entered requise							
PERSONNEL?		s provided small group instruction and 1:1 tutoring to support at						
	risk students. Teachers provided instruction and created lesso	on plans to address student needs.						
	a							

USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	Survey results from Summer School, TA, 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 was held 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.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	 The Project will continue to conduct school site monitoring/ observations. The Project will also continue to review project guidelines that need to be updated. The following are other activities that will happen by next quarter: EP & Summer School Planning Processing of Teacher Assistants for the vacant positions (approximately 30) Development of SAM Guidelines School Aide Monitoring/ Observations
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<i>Ayudante'</i> has used a variety of tools to evaluate the effectiveness of the Project, District and School Site Evaluation. District evaluations included project meetings, training evaluations, school site visits, data collection from AIMSweb, and project recommendations. Results were used to improve implementation. School site evaluations included project 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 Project,
	<i>Ayudante</i> ' continues to maintain communication with school administrators, coordinators, and other stakeholders. Stakeholders have been involved with project implementation and recommendations. Also many stakeholders have begun looking at ways and finding resources that can be used for future improvements for next year.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: <u>Project #3:</u> 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		10/31/19	
PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE	
Joseph L.M. Sanchez	I	Ţ	
PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE	

Grant Name: <u>Consolidate</u>	ed Grant FF	Y 2018	<u>8</u> Grant#: <u>S403</u>	3A180002,S403A	<u>180002-18A</u>	What q	uarter is this repo	ort filed?	Mark	an" X"
PROJECT TITLE: College Pathway					10/ 01/18- 12/31/18	12/31/18 03/31/19		19- 19	07/01/19- 09/30/19	
PROJECT COORDINAT	FOR: Leah	Beth	O. Naholowaa,	Ed.D		1 st Qtr	2 nd Qtr	3 rd Q	tr	4 th Qtr
PROJECT MANAGER: Joseph L.M. Sanchez							X			
STATE PROGRAM OFI	FICER: Sean	Rupl	ley			REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT 1 07/10/1		EPORT DUE: 10/10/2019
						A	NNUAL REPORT	DUE: 11/2	28/2019	
					al Part Time quivalent t					
				<u>%</u>	,	Filled <u>2</u>	-	Filled		
	GRA						CEIVE SERVIC			
Grade Level(s)				BLIC SCHOOL			LIC SCHOOLS (
	Student	S	Parents	Teachers	Admin.	Studen	ts Parent	ts Tea	achers	Admin.
(Pre) K – 5	180		0	9	0	500	0		151	2
6 - 8	0		0	0	0	0	0		0	0
9 - 12	250		0	0	0	2562	0		0	0
PART I:										

		Grant Award #: S403A1800	02, S403A180002-18A				
	the78% w	ho took the AP Exam in AP courses.					
LIST OBJECTIVE(S):	observation Year 2: 201 surveys and Year 3: 202 surveys and Goal 2 Year 1: 201 Year 2: 201 approved 16 Year 3: 202 approved 16 Goal 3: By Year 20 By Year 20	 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom vations, self-reporting surveys and lesson plans. 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting ys and lesson plans. 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting ys and lesson plans. 2: 2018 Thirty (50%) of participating teachers will increase their knowledge of College Board AP Approved syllabi. 2: 2019, Ten (10%) of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the oved letter of acceptance from AP College Board. 3: 2019, 100 students participate in English and Math camps as evidenced by attendance logs. 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs. 					
COMPONENT		ACTIVITIES	EVIDENCE				
4.1 STEM Education- strengthen the Science, Technology, Engineering Math (STEM) project th contracting professional development for STEM/ Training for a cadre of te the implementation and curriculum mapping of t Generation Science Stan	g, and rrough /NGSS eachers on the Next	As part of the contract awarded in May 2019 (REQ 20190059), Global Green STEM worked with the Guam Department of Education (GDOE) to provide one day of technical assistance for the newly designated elementary STEM Cadre and six 1-day professional development sessions for teachers new to FOSS. Each school selected one teacher who had previously participated	As part of a pre/post-survey of the six 1-day FOSS module PDs, all participants were asked to rate their level of confidence in teaching about the module concepts using the active investigation pedagogy. Before training began, a mere 12% (12 of 102) of responding participants for all six sessions said they were mostly or very confident. At the end of the training, all (100%) respondents said they were mostly or very confident teaching this content and pedagogy. <i>(See table below on FOSS Kit Training Data)</i>				

	Grant Award #: S403A18000	<u>02, S403A180002-18A</u>			
(NGSS) Phase 2 using FOSS kits.	 in both a direct FOSS PD training and had taught the kit with students to be their STEM Cadre Leader. To develop their leadership capacity within their schools, the STEM Cadre Leaders also attended one grade-level introductory PD FOSS training as a co-facilitator. Additionally, each school could send one teacher per grade level to attend the introductory PD session on the grade's FOSS module. Kinder teachers attended the <i>Sound and Light</i> module session; Grade 1 teachers attended the <i>Plants and Animals</i> session; Grade 2 teachers attended the <i>Pebbles, Sand & Silt</i> module session; Grade 3 teachers attended the <i>Environments</i> module session; Grade 5 teachers attended the <i>Earth & Sun</i> module 	<i>Q:</i> What is your teaching experience with FOSS modules?			
	Light module session; Grade 1 teachers attended the <i>Plants and Animals</i> session; Grade 2 teachers attended the <i>Pebbles, Sand</i> & <i>Silt</i> module session; Grade 3 teachers attended the <i>Motion and Matter</i> module session; Grade 4 teachers attended the <i>Environments</i> module session; Grade 5	10 0 No experience PD Only Teaching Only Both PD & Teaching # of teachers # of teachers			
		Post-Survey on FOSS Implementation			
	During this quarter, teachers conducted a couple or more investigations on their respective grade level FOSS kit through the following training:	60			
	July 30-31, 2019 K-2 August 1-2, 2019 3-5 September 12-20, 2019 K-5	10			

	Grant Award #: S403A1800	· /	A			
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? The project measured its effectiveness by	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
 □ LESS THAN 50% COMPLETED ☑ COMPLETED 50% OR MORE □ FULLY COMPLETED 	 gathering feedback from the PD participants through prompts provided on chart paper and a formal evaluation with open-ended responses and rubric-based statements. Based on participants' response to the survey at the end of the PD training, this particular training session was effective in equipping teachers with knowledge on various grade level- appropriate FOSS modules geared for teachers new to FOSS. A follow-up to this would be to determine the extent of classroom application on the things learned in this PD among this group of teacher participants. 	Before training began, 12 responding participants for all six sessions said they were mostly or very confident.	Not held at this time.	Not held at this time.	Not held at this time.	At the end of the training, all 102 respondents (100%) said they were mostly or very confident teaching this content and pedagogy.
COMPONENT	ACTIVITIES			EVIDENCE		
4.4 College Readiness	 All participating students filled out a pre- assessment survey upon arrival. Students listened to opening remarks from the College Pathway Director, GDOE's Superintendent and Deputy Superintendent, and special guests. Students were divided into groups, accordingly by schools, and participated in a round robin session. Students were rotated three times in the following sessions: Meet and greet with military academies WICHE/WUE Financial Aid GPA Game Choosing a college, introduction to 	(See attached o and a copy o	copy of SY18 of the pre-ass			

Grant Award #: S403A1800	002, S403A180002-18A
 college, and college application timeline, Students completed a post-survey to 	Number of students who submitted their pre-assessment prior to the presentation
complete their participation.	Figure 1 Pre-Assessment Survey
	Figure 1 Pre-Assessment Survey Pre-Survey for College Fair (1,013 responses)

 Grant Award #: S403A180002, S403A180002-18A
Figure 3 Pre-Assessment on FAFSA
Are you familiar with the Free Application for Federal Student Aid (FAFSA)? 681 responses
31.7% 9 Yes 9 No 50.8%
Figure 4 Post-Assessment on FAFSA
Are you familiar with the Free Application for Federal Student Aid (FAFSA)? 308 responses
28.2% 28.2% 64.9% • Yes • No • Somewhat

Grant Award #: 5405A180002, 5405A180002-18A	
Figure 5 Pre-Assessment on financial aid Are you familiar with financial aid opportunities? 680 responses	
39.6%	Yes No Somewhat
Figure 6 Post-Assessment on financial aid Are you familiar with financial aid opportunities? 307 responses	
30.6% • Ye. • No • So 64.5%	

Grant Award #: S403A180002, S403A180002-18A	
Figure 7 Post-Asses Rate your ability to "right" college/uni 267 responses	o identify at least 3 areas to consider in choosing the
	28.1% 9 good • excellent
	asment on knowledge and confidence
	46.5% 15.9% 32.8%

	Grant Award #: S403A1800		4			
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE	BASELINE (Initial collection of				
PLEASE CHECK ONE: 🗹	ITS COMPONENTS EFFECTIVENESS?	(Initial collection of data-when the	1 ST QTR.	2 ND QTR.	3 RD QTR	4 TH OTR.
		activity first				· · · · · ·
NOT STARTED	Figures 1-2	started)				
LESS THAN 50%	College Pathway Project conducted a	<u>Figure 1</u>				Figure 2
COMPLETED	pre-assessment and post-assessment survey	1,013 students				316 student
□ COMPLETED 50% OR	for all participating secondary students.	submitted their	N/A	N/A	N/A	data entries
MORE	1,013 students submitted their forms prior	pre-assessment	(College	(College	(College	have been
X FULLY COMPLETED	to the college presentations and 316 student	forms prior to	Fair not	Fair not	Fair not	entered on
	data entries have been entered on Google	the college	held at	held at this	held at	Google forms.
	forms. Data will be updated as they are still	presentations.	this time)	time)	this time)	Data will be
	being processed by College Pathway and	1				updated as
	high school counselors.	Figure 3				they are still
		51% of high				being
		school juniors				processed by
	Figures 3-6	and seniors				College
	Based on the pre-assessment surveys,	stated they				Pathway and
	51% of high school juniors and seniors	were familiar				high school
	stated they were familiar with Free	with Free				counselors.
	Application for Federal Student Aid	Application for				
	(FAFSA). The post-assessment survey	Federal				Figure 4
	indicates that 65% of our students recognize	Student Aid				The post-
	FAFSA.	(FAFSA).				assessment
		(1711 571).				survey
	On a similar topic, students were also	Figure 5				indicates that
	asked if they were familiar with financial	47% indicated				65% of our
	aid opportunities, in general. Figure 5	yes to being				students
	displays the results of the pre-assessment	familiar with				recognize
	survey, which indicated 47% said <i>yes</i> , and	financial aid				FAFSA.
	in Figure 6 the post-assessment displays an	opportunities.				17157.
	increase of percentage to 65%.	opportunities.				Figure 6
	increase of percentage to 05%.					<u>Figure 6</u> 65% of
	So students are becoming more sware of					students are
	So, students are becoming more aware of opportunities and programs that offer					more aware of
						financial
	financial assistance when they attend					
	college.					opportunities.

	Grunt Hward #1 D400111000		
	 Figure 7 At the end of the round-robin session of three or more presentations, students were asked to rate their ability on identifying at least three crucial component areas in selecting the right college for them. 75% of students rated themselves as "good" or "excellent" as displayed in Figure 7. Evidently, students are becoming more knowledgeable and showing more interests in researching for the appropriate college that suits their needs. Figure 8 In Figure 8, students rated themselves on their knowledge and confidence in applying for a college. Data shows that more than half of the students, which is 63%, have "good" to "excellent" knowledge and confidence in applying for colleges. It is understood that students are gaining new information that boosts their confidence to pursue post-secondary options. 		Figure 775% ofstudents ratedthemselves as"good" or"excellent" ontheir ability inidentifyingimportantfactors whenchoosing acollege.Figure 863% ofstudents whohavesubmittedtheir post-assessmentsurveyindicated thatthey have"good" to"excellent"knowledgeandconfidence toapply forcolleges.
COMPONENT	ACTIVITIES	EVIDENCE	
	(List each Activity completed or ongoing for	(Describe the Outcome of your activity. Be able to d	isaggregate the
4.2 Advanced Placement (AP)	this quarter. Describe how much was accomplished? What work was done?)	proof of your activity. Example: Sign-in sheets workshop, training or profe	

	Grant Award #: S403A1800					1
GDOE students will have access to two (2) additional AP courses	100 WORD COUNT During this reporting period there were	development.How did ye	our targeted	d population	benefit from	ı this
approved by the College Board.	challenges with finalizing of the contract (i.e. RFP# 014-2019), however during the next reporting period the contract will be implemented and program activities will resume.	 How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take wh was learned to impact student academic achievement?) 100 WORD COUNT 				vas learned in ators take what
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: ☑ X NOT STARTED	COMPONENTS EFFECTIVENESS? <i>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF</i> <i>DATA (e.g. CHARTS, GRAPHS, ETC.).</i>	(Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
 LESS THAN 50% COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 	Target number was not achieved due to challenges with the aforementioned contract					Target: increase of two (2) additional AP courses (Psychology and Statistics) Contract is in paper process. Waiting for finalization and updating requisition
COMPONENT	ACTIVITIES			EVIDENCE		
	(List each Activity completed or ongoing for	(Describe the Out	come of you	r activity. Be	able to disa	ggregate the

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4.3 Math and English Camp	Grant Award #: S403A1800 this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT During this reporting period there were	 proof of your activity. Example: Sign-in sheets for workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT 				
	challenges with finalizing of the contract (i.e. RFP# 003-2019), however during the next reporting period the contract will be implemented and program activities will resume.					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ X NOT STARTED □ LESS THAN 50%	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QTR.	3 RD QTR	4 TH QTR.
 COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 			N/A (due to lack of contract)	N/A (due to lack of contract)	N/A (due to lack of contract)	Contract is in paper process. Waiting for finalization and updating requisition
COMPONENT	ACTIVITIES			EVIDENCE		
4.2 AP Program Forty percent (40%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans.	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT During this reporting period there were challenges with finalizing of the contract (i.e. RFP# 014-2019),, however during the next reporting period the contract will be implemented and program activities will resume.	profession How did this activity From this was learn 100 WORD COU	ivity. a sheets work your targete nal developn the targeted ity in the cla s activity, ho led to impact JNT	tshop, trainin d population nent? l population a ssroom or the w did teacher t student acae	ng or profess benefit from apply what w e school? rs/administr lemic achiew	sional n this vas learned in ators take what vement?)
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4^{TH} QTR.

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PLEASE CHECK ONE: ☑ X NOT STARTED □ LESS THAN 50% COMPLETED □ COMPLETED 50% OR MORE □ FULLY COMPLETED	COMPONENTS EFFECTIVENESS? <i>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF</i> <i>DATA (e.g. CHARTS, GRAPHS, ETC.).</i>	(Initial collection of data-when the activity first started)	N/A (due to pending contract)	N/A (due to pending contract)	N/A (due to pending contract)	Contract is in paper process. Waiting for finalization and updating requisition
PART II:						
LIST TRAVEL ACTIVITIES COMPLETED.	AP Annual Conference, July 19-24, 2019 O NACAC Conference, September 26-28, 201	<i>,</i>	tucky			
LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	AP Annual Conference Travelers: Bernadette Gumataotao Russel Cortez Anthony Blas Gilbert Mangosong Mary Ann Angeles NACAC Travelers: Sahlee Felisan Joseph V. Lujan Beatriz Camacho Jane C. Shiu					
PART III:						

	Grant Award #: S403A180002, S403A180002-18A
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	 Project personnel performed the following but some activities may not have been listed: Created memo to invite STEM elementary teachers from each grade level to practice using the FOSS kit for their grade level. Monitored contracts that were pending at the Procurement/Legal and TPFA Prepared materials and supplies needed for training days. Answered questions raised by teachers regarding NGSS curriculum plans. Maintained record-keeping of attendance, working documents, and closing reports. Reported data to Federal Programs officers. Met with Secondary Counselors to prepare for College Fair Met with TCEA Committee to organize the upcoming competition in January 18, 2020 Issued 2nd batch of Singapore Math Workbooks to Elementary and Middle School participants ✓ Implemented Annual College Fair, requesting funds for venue, supplies, materials for workshops, and bussing for 3,100 GDOE students (juniors and seniors) in learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different colleges/universities of both and off-island campus recruiters.
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	Based on our data, an area of improvement is to ensure that we compile data before the trainer departs. We shared the same evaluation at the end of each training session. To avoid situations like this, scheduling should provide time to analyze data before moving on to the next activity.
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	The project has spent a large amount of money on FOSS kits. Increasing teacher knowledge, skills, and confidence to implement the FOSS kits in the classroom is beneficial by providing our students a curriculum that covers content that will be addressed in the ACT Aspire Science Assessment. Moreover, students will be provided opportunities to expose themselves to STEM related activities and promote higher-order thinking skills.

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DID YOU ENCOUNTER CHALLENGES THAT AFFECTED	There were four (4) activities that were not implemented due to no contract. College Pathway will re-enter the contract to
PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN	implement those activities.
AND/OR IS PLANNED?	Contracts for the following activities:
	Advanced Placement Contract Test Fees (4.2 Advanced Placement) Summer College Readiness (4.2 Advanced Placement)
	Online Technology Courses (4.2 Math and English Camp) STEM 4H (4.1 STEM)
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	College Pathway will conduct the Part two and Part three of the Next Generation Science Standard (NGSS) training to include the curriculum mapping for Secondary Teachers, Singapore Math and STEM Unit Development for Middle School and STEM Expo Planning for 2020.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	The program funds provided additional support to help students prepare for post-secondary education and to increase student access to post-secondary education through college readiness projects. By having a college fair, it would increase student engagement, interest, and improve academic performance and readiness for college entry.

PROJECT TITLE: <u>Project #</u>

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

Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002,S403A180002-18A					<u>180002-18A</u>	What o	quarter i	s this repo	rt filed?	Marl	s an" X"		
PROJECT TITLE: Career Pathway						10/ 01/18- 12/31/18	01/01/19- 03/31/19		04/01/ 06/30/	/19	07/01/19- 09/30/19		
PROJECT COORDINAT	FOR: Sylvia	T. Ca	lvo			1 st Qtr	2	nd Qtr	3 rd Q	tr	4 th Qtr		
PROJECT MANAGER:	PROJECT MANAGER: Joseph L.M. Sanchez										X		
STATE PROGRAM OFF	FICER: Roo	jue Ya	mashita			REPORT DUE 1/10/19)RT DUE: /10/19	REPORT 07/10/2		REPORT DUE: 10/10/2019		
							ANNUAI	L REPORT	DUE: 11/	28/201	9		
AMOUNT BUDGETED (2018): \$3,124,960	(Include all expenditures in this quarter) EXPENDIT (Overall Exper \$658,038.20 Amount Budge			TURE: aditure divided by eted)	I by			tal Part Time Equivalent nt0					
		21			_%	Fille	ed2		Fille	d1			
	GRA	DE LE	EVEL(S) and NU	U MBER of <u>TAR</u>	GETED POP	ULATION to R	ECEIVE	E SERVICI	ES				
Grade Level(s)		PRIV	ATE NON-PU	BLIC SCHOOL	S	PUBLIC SCHOOLS (e.g. GDOE & CHARTER)							
	Studen	ts	Parents	Teachers	Admin.	Studer	nts	ts Parents		Parents Tea		achers	Admin.
(Pre) K – 5													
6 - 8				8		6458	3			44	29		
9 - 12	813			9	10	9536	6	21		218	31		
PART I:													
LIST THE PROJECT GOAL(S):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.GOAL(S):Goal 2: By year 2020, 80% of participating students will receive a passing grade in their career academy courses. Goal 3: By year 2020, 15 classrooms will have updated equipment. Goal 4: 90% of graduating seniors will pass the WorkKeys assessments with a Bronze score or higher. Goal 5: By year 2020, increasing percentage of students who are participating in CTE course offerings will increase by 5%													
LIST OBJECTIVE(S):	GOAL 1: Year 1: increasing knowledge 25%, utilizing strategies 25%, increase access to technology Year 2: Deeper knowledge, in 50% more strategies, 50% access & utilize technology Year 3: 30 % using strategy, 75% access & use of technology												

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		Grant Award #: S403A1800	02, S405A180002-18A			
	Year 2: as Year 3: as GOAL 3: Year 1: 7 c Year 2: 8 c Year 3: 15 GOAL 4: Year 1: 60 Year 2: 75 Year 3: 90 GOAL 5: Year 1: 29 Year 2: 30	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 Year 3: as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy 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 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 Year 3: 90% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate				
COMPONENT	1	ACTIVITIES	EVIDENCE			
5.1: GDOE 21 st CTE Classrooms	Century	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT A distribution schedule for 630 laptops and the network access points were provided to the DOE Property Office for disposition. The first contract extension with the University of Guam to provide training on Career Academies was executed. Planning for the training scheduled for December is ongoing. Supplemental books for the Business Teachers were distributed and the book vendor will train them on October 21 on how to use the book.	 (Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT The laptop carts are utilized by students to practice the WorkKeys curriculum as well as to take the WorkKeys assessment. As more students avail of the curriculum, the district should realize a considerable improvement in the WorkKeys scores from previous years (see attached school distribution schedule). The accessibility of the Career Interest Inventory scores have been foundational to the implementation of the Choices 360 career exploration. The Project expects to see an increased interest in the pursuit of the 'career' pathway among students with access to career			

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		awareness opp				1
		college finding and financial aid information through our				
		Choices360 Career Interest Inventory for our middle and high				
		school student		j		
		senoor student	3			
		Some other has	ofite of horing	the lentence on	I maria than ana	haing utilized
		Some other ben				
		in the classroom				
		curriculum supp				
		student work, an		nnancing instru	ction through us	se of teaching
		websites and ga	mes.	1		1
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: 🗹	COMPONENT'S EFFECTIVENESS? EXPLAIN	(Initial collection	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4 TH OTR.
	RESULTS AND PROVIDE EVIDENCE OF DATA (e.g.	of data-when the activity first	I QIK.	2° QIK.	5 QIK	4 QIK.
NOT STARTED	CHARTS, GRAPHS, ETC.).	started)				
LESS THAN 50%		No equipment	No new	Requisitions	Distribution	Monitoring
COMPLETED		purchased yet.	equipment	for the mobile	schedules for	form created
X COMPLETED 50% OR		Technology	has been	laptop carts,	technology	for classroom
MORE		bid pending	purchased,	laptops,	equipment	observation.
FULLY COMPLETED		completion	but teachers	software &	were sent to	
		completion	continue to	access points	Property	It is
Year 2: 8 classrooms will have updated	Upon delivery to the targeted schools, the Project		report	are in	Office	anticipated
equipment and teachers will show	will collect receiving reports for the 36 mobile		positive	procurement.		that way more
evidence of usage of equipment	laptop carts and 15 digital whiteboard then begin		usage of the			than 8
evidence of usage of equipment	periodic monitoring on their use in the classroom		previously			classrooms
	and impact made on the student's learning.		purchased			will have
			technology			updated
	Each equipment will have a usage form/template		and equipment			equipment.
	designed to track data on student usage of		equipment			
	equipment in the classroom.					
	· ·					
	With a greater number of laptops, the project will					
	be exceeding its target number of outfitted					
	classrooms for the year.					
			See	See attached	N/A	N/A
	Impact on student learning of CTE teacher		attached	Table of %	(grading not	(grading not
Year 2: as a result of a higher quality	training as well as provision of supplemental		Table of %	students	done at this	done at this
curriculum, 65% of participating	books to teachers will have to be measured at a		students	earning a	time)	time)
students will receive a passing grade in	later time.		earning a	grade of 70%		
their career academy			grade of	or above		
			70% or			
			above			

COMPONENT	Grant Award #: S403A1800 ACTIVITIES	EVIDENCE
5.2: ACT KeyTrain training, and WorkKeys assessment / Choices360 Career Assessment System Year 2: 75% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate	 (List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT Implementation: Through DOE's contracted agreement with GCC, the program coordinator accomplished the following: created 3,958 WorkKeys curriculum student accounts for SY19-20 conducted Curriculum training for 8 school site facilitators at Tiyan HS conducted Proctor training for 4 JP Torres SA, 3 Simon Sanchez HS and 3 Tiyan HS staff who will administer WorkKeys Assessment provided support services associated with WorkKeys Program for each school site Implementation: GCC program coordinator accomplished the following services to support Choices 360 Program implementation: met with Agueda Johnston MS, FB Leon Guerrero MS and V.Benavente MS staff to discuss Program implementation created 15,546 Choices student accounts for SY19-20 provided support services associated with the Choices Program for each school site 	 (Describe the Outcome of your activity Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT 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. With the creation of the 3,958 curriculum student accounts, students will be able to increase their workplace readiness knowledge and skills and be better prepared to take the WorkKeys assessment. 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.]
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).	BASELINE (Initial collection of data-when the activity first started)1ST QTR.2ND QTR.3RD QTR4TH QTR.
□ LESS THAN 50% COMPLETED	S Ed Pick Managamant Sarvica (Lattar datad: March 13-2010)	WorkKeys: For 1stWorkKeys: For 2nd quarterWorkKeys: For 3rd quarterWorkKeys: For 3rd quarter

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X COMPLETED 50% OR MORE **FULLY COMPLETED**

	Updated Totals	Total
	Bronze	370
	Silver	239
	Gold	138
	Platinum	85
То	tal Certificates Earned	832
	Incomplete	5
	NONE	142
	Total Assessed	979
seniors ta goals wer the quarte This is a g	good indication that the a	ent show target vs. 75% target) for im of getting the
seniors ta goals wer the quarte This is a g students t accomplis students a they are a The proje	king WorkKeys Assessm e exceeded (85% actual v er.	im of getting the s gradually being e and more employable, i.e. sary for work.

00002-1	loA			
	quarter	343/426	900/1086	the data reflects
	84/107	assessed or	assessed or	the results of
	assessed or	81% achieved	83% achieved	the seniors who
	79%	Bronze or	Bronze or	took the
	achieved	higher status.	higher status	assessment in
	Bronze or			SY18-19.
	higher status.	17 Platinum,	98 Platinum,	832/979
		44 Gold,	149 Gold,	assessed or
	2 Platinum,	114 Silver &	256 Silver, &	85% achieved
	12 Gold,	168 Bronze	397 Bronze	Bronze or
	17 Silver, &	certificates	certificates	higher status
	53 Bronze	were earned.	were earned.	
	certificates			85 Platinum,
	were earned.			138 Gold,
				239 Silver, &
	More			370 Bronze
	assessment			certificates
	are pending			were earned
	throughout			
	the year.			
	WorkKeys			
	scores have			
	improved			
	considerably.			
	More	Choices 360:	Choices 360:	Choices 360:
	Choices360	A total of 4,554	A total of 6,905	A total of
	accounts	accounts were	accounts were	15,546
	have been	established and	established and	accounts were
	created and	the number of	students	established
	more	students	completed	
	students are	completing the	activities in the	
	using the	activities is	following	
	system.	shown in the	sections:	
	- I	preceding table	Interest	
		-	Profiler, Work	
			Values Sorter,	
		-		

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		Career Cluster Survey, A Picture of Me in the Future, After High School Transition Plan.
COMPONENT	ACTIVITIES	EVIDENCE
 5.3: CTE Academies A. By year 2019, percentage of students who are participating in CTE course offerings will increase by 1% (Modified) [overall] B. as a result of a higher quality curriculum, 60% of participating students will receive a passing grade in their career academy C. 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion 	 (List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT Twenty six (26) students completed the Construction Craft Laborer I Program at the Guam Trades Academy. Sixteen (16) of these students continued on with the next level, Construction Craft Laborer II Program. The end of the program is scheduled to be completed in December 2019. The contract renewal with the Guam Trades Academy to provide NCCER Basic Core Curriculum & Construction Craft Laborer I & II was executed in August. The contract with Guam Community College (GCC) to provide CTE courses in the secondary schools, administer the WorkKeys Assessment and Choices 360 Career Interest Inventory was executed in September. Services are currently being provided at the 	 (Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development. How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) 100 WORD COUNT The new contract with GCC affords high school students opportunities to enroll in courses in electronics, marketing, allied health, automotive, carpentry, culinary and LMP. There are currently 13 different CTE courses offered at the various public high schools. Twenty six (26) students in the Construction Craft Laborer I courses have been exposed to a variety of trades, including <i>carpentry, masonry, ironworking, electrical, welding, heavy equipment</i> and <i>cranes</i>. 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.
	secondary schools.	
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF	BASELINE (Initial collection of data-when the1ST QTR.2ND QTR.3RD QTR4TH QTR.
□ NOT STARTED	DATA (e.g. CHARTS, GRAPHS, ETC.).	activity first started)

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LESS THAN 50%
COMPLETED
X COMPLETED 50% OR
MORE
FULLY COMPLETED

School Year 19-20 Allied Health Auto Services Tech	GW 86	JFKS			1	1
Auto Services Tech	86	JLV2	OHS	SHS	SSHS	THS
Auto Services Tech		81		57	72	
uto Collicion Bonair	55	55	60	42	42	63
Auto Comsion Repair	55			61		
Const Trades Auto CAD	37					
Const Trades-HVAC				25		
Const Trades Carpentry	47	58	44		54	45
arly Childhood Ed	90					
lectronics Tech	64		87	50	66	
/Jarketing	52	79	85	42	71	54
ourism LMP	71	82	83	39	86	77
ourism ProStart	66	71	78	47	52	
elecommunications						60
/isual Communications	66					55
TOTAL SY 19-20	689	426	437	363	443	354
TOTAL SY18-19	662	437	445	314	457	444
Difference	+27	-11	-8	+49	-14	-90

USP	11000	JUZ, 5405A180002-1					,
			NO NEW DATA FROM VENDOR	The contract for CTE Academies is currently in	All participating public high schools	Thirteen (13) CTE courses are offered at the 6	
SHS	THS		(Guam Community	procurement	showed a	participating DOE High	
72			College)	and upon execution of	performance of at least	Schools	
42	63			the contract services for the 12 classes will continue	79% (>55% target) in the percentage of students	Data on the percentage of students receiving a passing grade	
54 66	45			without any interruption to all the high schools	received a passing grade of 70% or above	of 70% or above unavailable until the	
71	54					school's 1 st semester ends	
86	77					in January	
52						2020.	
	60						
	55						
43	354						
57	444						
14	-90						
lecr	y total eases ease						

COMPONENTACTIVITIESEVIDENCE5.4: Professional Development for(List each Activity completed or ongoing for
(List each Activity completed or ongoing for
(Describe the Outcome of your activity. Be able to disaggregate the

	Grant Award #: S403A1800	/				1
CTE teachers	this quarter. Describe how much was	proof of your a				
	accomplished? What work was done?)	Example: Sign	-in sheets for	workshop, tra	ining or profe	ssional
A. 60% of GDOE and PNP	100 WORD COUNT	development.		.		
teachers attending CTE				ed population	benefit from t	his
training will self-report	The contract extension for the Career	-	ional develop			
implementing strategies in	Academies Training was executed and planning			ed population a		s learned in
CTE classrooms and	is ongoing for a December training.		•	assroom or the		
monitoring student				ow did teacher		
progress.	The contracts for Computer Science curriculum			ct student acao	lemic achiever	nent?)
P8	standards development and for Career	100 WORD CC	DUNT			
B. 70% of participating	Exploration curriculum development are still in					
students receiving a passing	the procurement phase. Project personnel	The Career Aca				
grade of 70% or higher.	continue to monitor the progress on the	of Practice for a				
grade of 70% of higher.	approval phase to ensure the contracts are	teaming strategi				
G D 2010 (00/)	executed so work can begin.	Academies. The				
C. By 2019, 60% of		have a map to p				
participating teachers will		necessary comp	onents are in j	place for implei	menting a succe	essful program.
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.						
ioson pluis.						
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE:	COMPONENTS EFFECTIVENESS?	(Initial collection				
	EXPLAIN RESULTS AND PROVIDE EVIDENCE OF	of data-when the	1 ST QTR.	2 ND QTR.	3 RD QTR	4 TH QTR.
□ NOT STARTED	DATA (e.g. CHARTS, GRAPHS, ETC.).	activity first				
X_{\Box} LESS THAN 50%		started)	Trainings	Requisitions	Work	Planning for
COMPLETED			have been	for	continues to	Career
□ COMPLETED 50% OR	Project Personnel will collect data on each		beneficial	professional	process	Academies
MORE	secondary school's progress with establishing		to update	development	requisitions	training is
□ FULLY COMPLETED	Career Academies.		our teachers	have been	for the	ongoing.
			on the latest	released and	Professional	

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	Project Personnel will collect participation numbers for the Computer Science curriculum development and Career Exploration curriculum development activities. Data will also be collected on the types of products created and how they are used in the classroom to help instruction.		trends in technology and curriculum.	are being routed for procurement approvals	Development Training. Upon execution of the contract s training will commence.	Data on participation rate, products developed & utilization rate will be collected
PART II:						
LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each activity duri) There were no travel activities funded by Career Pa		e 4 th quarter.			
LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(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.) There were no travel activities funded by Career Pathway during the 4 th quarter.					
PART III:	L					
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	 (This description should relate to the program 100 WORD COUNT Project Personnel worked closely with Pr contracts for CTE services in the high sch executed. Project Personnel worked closely with Pr invoices for services completed and executed and Guam Trades Academy to continue s 	ocurement Office ools, Career Aca ocurement Office ite contract renew	e, Legal Couns demies Traini and Federal l vals with Gua	sel and Federal ng and Curricu Programs Offic m Community	Programs Offic lum Developme e to close out ac	e to have new ent training ctivities, certify

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USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	(What strategies are working, not working?) 100 WORD COUNT 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 th & 12 th 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
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	 100 WORD COUNT 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. 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.
DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT The total contract review process involves multiple approval steps which cause delays with the contract execution and ultimately the carrying out of services. In the case of the RFP006-2019, reviews by internal approvers and their subsequent requests for clarification on the scope of work required several rounds of back-and-forth communication between vendor and Project personnel. Two face-to-face meetings were also held before the contract was finalized and subsequently sent to the Attorney General and Governor for signatures.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(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?) 100 WORD COUNT The Project will continue to follow-up with all schools' progress on implementing 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. Preparation and planning for Career Academies training, Labor and Trades courses for students, and services for CTE Programs at the various schools will be done. Project personnel will coordinate with the participating schools to secure representation for each activity.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	 100 WORD COUNT Project personnel maintains communications via telephone, email messages and face-to-face visits with vendors to get updates on progress of activities as well to provide technical assistance and guidance on issues or concerns that arise. This communication is followed up with site visits and classroom observations. 						
	QUARTERLY RI	EPORT CERTIFICATION					
regulations governing the aborelates to federal funds.	owledge that all activities reported to a named program. It is understood to	for the project titled above, is true and correct that any willful misrepresentation or fraud is su					
THIS REPORT WAS REVIEWED AND VALIDATED BY:							
Sylvia T. Calvo							
PROJECT COORDINATO	NAME (PRINT) PROJEC	T COORDINATOR NAME (SIGNATURE)	DATE				
Joseph L.M. Sanche	2		<u> </u>				
PROJECT MANAGER NAM	IE (PRINT) PROJEC	T MANAGER (SIGNATURE)	DATE				

Grant Name: <u>Consolidate</u>	d Grant FFY	<u>2018</u> Grant#: <u>\$403</u>	3A180002, <u>S403A</u>	<u>180002-18A</u>	What qu	arter is this repo	rt filed?	Mar	k an" X"
PROJECT TITLE: Giftee	d and Talente	ed Education (GATE			10/ 01/18- 12/31/18	01/01/19- 03/31/19 06/30			07/01/19- 09/30/19
PROJECT COORDINAT	OR: Leon P.	C. Bamba			1 st Qtr	2 nd Qtr	3 rd Q	tr	4 th Qtr
PROJECT MANAGER:	Joseph L.M. S	Sanchez							X
	STATE PROGRAM OFFICER: Shandice J. Calano			REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT 2 07/10/2		REPORT DUE: 10/10/2019	
					A	NNUAL REPORT	DUE: 11/	28/201	9
AMOUNT BUDGETED (2018):				URE: diture divided by	Equivale	Total Full Time Equivalent		Total Part Time Equivalent	
<u>\$ 1,151,082.00</u>		\$ 216,508.08 Amount Budget			Vacant <u>2</u> Filled <u>7</u>		Vacant <u>1</u> Filled <u>1</u>		
AMOUNT BUDGETED (2017): <u>\$ 1,078,225.87</u>		AMOUNT EXPENDED: (Include all expenditures in this quarter)PERCENTA EXPENDITU (Overall Expendit Amount Budgete 83%\$ 893,770.3483%		URE: diture divided by					
	GRAI	DE LEVEL(S) and N	UMBER of <u>TAF</u>	RGETED POP	ULATION to RE	CEIVE SERVICE	2S		
Grade Level(s)		PRIVATE NON-PU	1		PUBLIC SCHOOLS (e.g. GDOE & CHARTER)				
(Pre) K – 5	Students 94	Parents	Teachers	Admin.	Students	Parents	Parents Tea		Admin.
6 - 8	211				139				
9 - 12	186				72				
PART I:	200		I				I		
LIST THE PROJECT GOAL(S): Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music). Year 2: 12% increase in number of students participating in GATE activities, Year 3: 15%. Goal 2: Increase the academic success of GATE students.									

FFY 2018 Specific Conditions Letter, US Ed Risk Management Service (Letter dated: March 13, 2019)

		Grant Award #: S403A180002, S403A180002-18A Year 2: 62% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments, Year 3: 65%.					
LIST OBJECTIVE(S):	2 Art integ Year 2: 55 determined <u>Objective</u> Year 2: 75 math. Year <u>Objective</u> Year 2: 70 confident i <u>Objective</u> Year 2: 70	ective 6.1: Guam Academic Program / Professional Development for Educators (PreK – 5 th) (Year 1 STEM PD, Year rt integration PD, year 3 Social Emotional Development PD) rr 2: 55% PK-5 th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as brmined during quarterly in- service meetings, Year 3: 60%. iective 6. 2: Math Enrichment Program (4 th /5 th grade GATE) rr 2: 75% of math teachers in math enrichment program will report using supplemental instructional materials in teaching h. Year 3: 80%. ective 6.3: Academic Special Events r 2: 70% of students participating in academic special events will report being more engaged in learning and feeling more fident in their academic work, Year 3: 75%.					
COMPONENT	Г	ACTIVITIES	EVIDENCE				
6.1 Guam Academic Program/Professional Development		The GATE Project filled the GATE Math Enrichment Teacher position. GATE testing for K-5th was administered to 73 eligible students at 8 elementary schools in which 61 qualified and 12 did not qualify. End-of-the-year assessment results for GATE- identified students (3 rd , 4 th , 5 th) were extracted from the ACT Aspire website (see results in table on next page 4 th Quarter column).	A weeklong GATE Professional Development took place from September 16-20, 2019 with instruction on Integrating Art into the GATE classroom. A total of 27 Teachers participated, 5 from Private Non Public and 22 from Public Elementary Schools (see attached sign-in sheets). School Program Consultant (SPC) conducted on site monitoring at Astumbo, Machananao, L.B. Johnson, and Upi Elementary Schools on usage of strategies from PD and concluded that all have applied strategies learned for this reporting period. Entering of supplies, materials, equipment and contractual items				
			continue to be entered into the MUNIS and once received, distributed accordingly.				

	Grant Award #: S403A1800		ІдА		T		
STATUS FOR COMPONENT: PLEASE CHECK ONE: ゴ NOT STARTED	HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 TH QTR.	
 LESS THAN 50% COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 	Compared to the previous year's ACT Aspire results (SY17-18) for Reading and Math combined for GATE students, 4 th grade showed	K-5 th : 997 PreK: 126	K-5 th : <i>1,013</i> PreK: 126	K-5 th : 1,156 PreK: 126	K-5 th : 1,172 PreK: 126	K-5 th : 970 PreK: 126	
	69% at Ready or Exceeding, whereas SY18-19 showed 53%, a decrease of 16%. 5 th grade Reading and Math combined showed 59%, whereas SY18-19 showed 43%, a decrease of 16%.	No baseline data	N/A (summative assessment not given at this time)	Summative assessment given at this time, but results to be released at a later time.	N/A (summative assessment not given at this time)	ACT Aspire Assessment Results: % 'Ready' & 'Exceeding' $\frac{\text{Reading}}{3^{rd} - 38\%}$ $4^{th} - 50\%$ $5^{th} - 50\%$ $\frac{\text{Math}}{3^{rd} - 61\%}$ $4^{th} - 55\%$ $5^{th} - 35\%$	
COMPONENT	ACTIVITIES	EVIDENCE					
6.2 Math Enrichment	The newly hired GATE Math Enrichment Teacher began services to identified students providing a pretest to about 307 students. Based on the results of the pretest, first math lessons were provided accordingly.	All procured items for this program were utilized by instructor and students during this reporting period. GATE Math Enrichment Teacher will provide a list of instructional items necessary to replenish supplementary materials needed for instruction (see attached summary of pre-test results).					
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE (Initial collection	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4 TH QTR.	

	Grant Award #: S403A1800		IOA	1			
PLEASE CHECK ONE: ᅜ	COMPONENTS EFFECTIVENESS?	of data-when the activity first started)					
 NOT STARTED LESS THAN 50% COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED 	Math Enrichment Program started back up this SY19-20 due to position being vacant.	starteu)	N/A (no GATE math teacher)	N/A (no GATE math teacher)	N/A (no GATE math teacher)	307 out of 307 K- 5^{th} GATE- identified Public School Students utilized supplementary materials for math = 100% utilization	
COMPONENT	ACTIVITIES	EVIDENCE					
6.3 Academic Special Events	GATE Academic Special Events Coordinator provided announcements/applications for participation to all eligible schools for all events. Schedules will be created and provided to all coaches after Pre-Season Meetings. First competitions will begin in November.	 Pre-Season Meetings for Coaches/Judges: September 23 – Middle School Academic Challenge Bowl September 24 – High School Academic Challenge Bowl September 25 – National Forensic League Coaches September 26 – National Forensic League Judges (see attached meeting sign in sheets) 					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☞ □ NOT STARTED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Participation and support for the Academic	BASELINE (Initial collection of data-when the activity first	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.	
 LESS THAN 50% COMPLETED COMPLETED 50% OR MORE X FULLY COMPLETED 	Special Events (ASE) among schools, both public and private, remain consistently steady. In fact, there was a slight increase in the number of schools that joined ASE events in SY18-19. The annual award ceremony was highly attended by students and teachers/coaches	started) ACB Middle 5 Public: 112 Students 6 PNP: 108 Students ACB High 5 Public: 82 Students 6 PNP: 67	ACB Middle 6 Public: 115 Students 7 PNP: 100 Students ACB High 6 Public: 43 Students 6 PNP:	Math Olympiad 16 Public: 64 Students 6 PNP: 24 Students MATH COUNTS 3 Public: 18	Math Olympiad 16 Public: 64 Students 6 PNP: 24 Students MATH COUNTS 3 Public: 18	New SY, Teams still being created.	

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	from both public and private schools.	Students	92 Students	Students	Students		
	Entertainment was also provided from the	National	National	3 PNP: 18	3 PNP: 18		
	GATE Theatre Program during this event.	Forensic	Forensic	Students	Students		
		League	League	ACB	ACB Middle		
	First competitions for the new school year SY1-	2 Public: 5	2 Public: 20	Middle	6 Public: 115		
	20 (4 th quarter of FY'18) are scheduled for	Students	Students	6 Public:	Students		
		3 PNP: 25	4 PNP:	115	7 PNP: 104		
	November 2019. Teams still being created.	Students	72 Students	Students	Students		
		MATH	MATH	7 PNP: 104	ACB High		
	This group of students (i.e. participants to	COUNTS	COUNTS	Students	5 Public: 45		
	GATE's academic special events) showed	Public:	Comp	ACB High	Students		
	moderate engagement (86.3%) in a school	12 Students	scheduled for	5 Public: 45	5 PNP:		
	engagement survey administered by the	PNP:	Feb. 16	Students	93 Students		
	GATE project staff.	21 Students	Math	5 PNP:	National		
	1 5	Math	Olympiad	93 Students	Forensic		
		Olympiad	Comp	National	League		
		Public:	scheduled for	Forensic	2 Public: 20		
		125 Students	Mar. 30	League	Students		
		PNP:		2 Public: 20	3 PNP:		
		42 Students		Students	72 Students		
				3 PNP:			
				72 Students			
COMPONENT	ACTIVITIES			EVIDENCE			
	ACTIVITIES						
COMPONENT 6.4 Visual Arts/Theatre/Music	ACTIVITIES Theatre:	Theatre: Stud	lents attended	EVIDENCE			
6.4 Visual Arts/Theatre/Music			lents attended	EVIDENCE			
	<u>Theatre:</u> First Theatre function scheduled for	- Acting	lents attended	EVIDENCE			
6.4 Visual Arts/Theatre/Music	<u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway	- Acting - Voice	lents attended	EVIDENCE			
6.4 Visual Arts/Theatre/Music	<u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway Musical Christmas at the Agana Shopping	- Acting - Voice - Dance		EVIDENCE workshops of	n:		
6.4 Visual Arts/Theatre/Music	<u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway Musical Christmas at the Agana Shopping Center.	- Acting - Voice - Dance Students learn	ed how to put	EVIDENCE workshops of on a musical		e attached	
6.4 Visual Arts/Theatre/Music	<u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway Musical Christmas at the Agana Shopping Center. <u>Music (Choir):</u>	- Acting - Voice - Dance	ed how to put	EVIDENCE workshops of on a musical	n:	e attached	
6.4 Visual Arts/Theatre/Music	<u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway Musical Christmas at the Agana Shopping Center.	- Acting - Voice - Dance Students learn	ed how to put	EVIDENCE workshops of on a musical	n:	e attached	
6.4 Visual Arts/Theatre/Music	Theatre:First Theatre function scheduled forNovember 30, 2019. GATE BroadwayMusical Christmas at the Agana ShoppingCenter.Music (Choir):Music Teacher auditioned 140 students for	- Acting - Voice - Dance Students learn copy of auditio	ed how to put on announcem	EVIDENCE workshops of on a musical ent).	n: production (se		
6.4 Visual Arts/Theatre/Music	Theatre:First Theatre function scheduled forNovember 30, 2019. GATE BroadwayMusical Christmas at the Agana ShoppingCenter.Music (Choir):Music Teacher auditioned 140 students forGATE Honor Choir and 38 accepted at	 Acting Voice Dance Students learn copy of audition Music (Choir 	ed how to put on announcem <u>):</u> This is a 6 v	EVIDENCE workshops of on a musical ent). veek after sch	n: production (se nool program. 7	Гће	
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6.4 Visual Arts/Theatre/Music	Theatre:First Theatre function scheduled forNovember 30, 2019. GATE BroadwayMusical Christmas at the Agana ShoppingCenter.Music (Choir):Music Teacher auditioned 140 students forGATE Honor Choir and 38 accepted atTalofofo Elementary School. 21 were alsoauditioned for the GATE Drama Club, 7accepted. A performance was done for the	 Acting Voice Dance Students learn copy of audition <u>Music (Choir</u> culminating active sch culminating active sch 	ed how to put on announcem <u>):</u> This is a 6 v ctivity of this p ool or at a site ctivity, student	EVIDENCE workshops of on a musical ent). veek after sch orogram is a c determined b s also partici	n: production (se nool program. 7 concert held at by the school. 4 pate during pul	The each Aside from the blic events	
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6.4 Visual Arts/Theatre/Music	Theatre:First Theatre function scheduled forNovember 30, 2019. GATE BroadwayMusical Christmas at the Agana ShoppingCenter.Music (Choir):Music Teacher auditioned 140 students forGATE Honor Choir and 38 accepted atTalofofo Elementary School. 21 were alsoauditioned for the GATE Drama Club, 7accepted. A performance was done for theParent Teacher Organization on September27 th at 6pm.Music (Band):	 Acting Voice Dance Students learn copy of audition <u>Music (Choir</u> culminating active sch culminating active sch culminating active and school PT of audition antip 	ed how to put on announcem <u>):</u> This is a 6 v ctivity of this p ool or at a site ctivity, student O monthly me nouncement).	EVIDENCE workshops of on a musical ent). veek after sch orogram is a c determined b s also particip eetings to nam	n: production (se nool program. 7 concert held at by the school. 4 pate during pul ne a few (see a	The each Aside from the blic events ttached copy	

	 17 students at H.S. Truman Elementary and 24 students at Wettengel Elementary with Art Exhibits scheduled for October. Dance: Dance workshops were provided to students from D.L. Perez Elementary (25), Astumbo Elementary (35) and Simon Sanchez High School (40). <i>Note:</i> Schools covered for Music/Art program are limited due to number of instructional days. 	 <u>Art:</u> At the end of a 5 week session, an Art exhibit is held at each respective school to showcase student art pieces (see attached copy or invite). <u>Dance:</u> Teacher provided workshops on different genres. Certificates are being provided to those students who complete the program. 					
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED □ LESS THAN 50% COMPLETED □ COMPLETED 50% OR MORE X FULLY COMPLETED	 HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? 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. This group of students (i.e. participants to GATE's visual performing arts) also showed moderate engagement (88%) in a school engagement survey administered by the GATE project staff. 	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR. Theatre: 144 students 76 Public 68 PNP <u>Music</u> (Choir): 2 schools 71 Public ES students <u>Music</u> (Band): 27 Students <u>Art:</u> 2 schools 44 Public ES students <u>Dance:</u> 3 Public Schools 103 Students	2 ND QTR. Theatre: 144 students 76 Public 68 PNP Music (Choir): 2 schools 84 Public ES students Music (Band): 39 Students <u>Art:</u> 2 schools 29 Public ES students <u>Dance:</u> 6 Public Schools 122	3 RD QTR Theatre: 144 students 76 Public 68 PNP Music (Choir): 2 schools 86 Public ES students Music (Band): 39 Students Art: 2 schools 32 Public ES students Dance: 8 Public Schools 143 Students	4 TH QTR. Theatre: New SY, first performance in Nov. Music (Choir): 45 Public ES students Music (Band): Position VACANT Art: 2 schools 41 Public ES students Dance: 3 Public Schools 100 Students	

LIST TRAVEL ACTIVITIES COMPLETED. LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel during this reporting period. No travel during this reporting period.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	 Project Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components. School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings. Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges. Program Coordinator I – provides support to all GATE programs. Currently detailed to PC II Academic Special Events Coordinator. Currently VACANT. Secretary I Typist – provide clerical work for all programs and schedules GATE testing for eligible students. (2) Music Teacher IV (PT) – provides instructional in age appropriate lessons and activities in music for identified GATE students. Currently 1 VACANT. Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students. Music Teacher II – prepares selected students for music show at end of 30+ day instructional period. Currently VACANT. School Aide II – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity. School Aide I - assist GATE PreK teacher.
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	GATE Theatre Program will continue to conduct rehearsals at Central GDOE Conference Room as needed. Engaging in a partnership with outside entities helps with venue to perform. 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 is challenged with former coaches retiring/re-assignments.

EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	Contractual services have been approved for Professional Development (PD) for teachers, which will improve teacher skills and student learning. New requisition in progress for PD in 2020. Academic Special Events will begin in November 2019 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 the GATE Math Enrichment Teacher will definitely help to improve GATE 4 th and 5 th grade identified students this school year.
DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	 GATE Art Teachers requested to postpone Art Shows due to Professional Development provided during September. GATE Art Teachers will need to consider all scheduled events to stay on track with scheduled Art Exhibits.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	 GATE Tester to continue testing referrals received but focus on GATE PreK students that are now in Kindergarten. Art, Music, Band and Dance will continue working with their students. Theatre to select and prepare for a new production. Academic Special Events to schedule competitions and communicate with all coaches and judges for any changes this school year. GATE Math Enrichment Teacher to complete Pretesting with all identified schools.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	 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 or other trainings. GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities. School Administrators evaluate GATE VPA teachers who provide services to their students. Delivery of items received from approved POs and following up on items not received. GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.

FFY 2018 Specific Conditions Letter, US Ed Risk Management Service (Letter dated: March 13, 2019)

Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

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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:

LEON P.C. BAMBA PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE
JOSEPH L.M. SANCHEZ PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE

Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002/S403A180002-18A What quarter is this report filed? Mark an" X"					ζ"								
PROJECT TITLE: #7 STUDENT PARENT COMMUNITY ENGAGEMENT				CNT	10/01/18-			01/01/19- 04/01/1					
PROJECT COORDINAT		ISR	RUKIKOSA				12/31/18 1 st Otr					³ Qtr	
I KOJECI COOKDINAI	ION. DON	15 D.	DUNINUSA				1 Qu		Qu	5	Qu		
PROJECT MANAGER:	DR. KELLY	7 R. S	UKOLA										X
						RE	EPORT DUE		RT DUE:			DUE: REPORT DUE:	
STATE PROGRAM OFF RHEA TAITANO	ICERS: MA	AKIA	BLAL & KAUE	IEL SAN I US-D	UENAS &		1/18/19	04/	10/19	07,	/10/19	10/10	0/2019
KHEA IAIIANU													
							1	ANNUAL	REPORT	DUE:	04/16/2	019	
AMOUNT BUDGETED (FFY	AMO	OUNT EXPEND	ED:	PERCENT	AG	E OF		Fotal Full	Time	r	Fotal Par	t Time
2018):	``	(Inclu	de all expenditures ir	n this quarter)	EXPENDIT				Equival	ent		Equivalent	
					(Overall Exper							_	
		ሰ	1 5/1 402 00		Amount Budge	geted)		Vaca	Vacant <u>3</u>		Va	Vacant	
CG18: \$2,950,640.00		\$	1,561,492.09		25								
	~~					25 % Filled 33 Filled GETED POPULATION to RECEIVE SERVICES							
	GRA					ULA	-						
Grade Level(s)				BLIC SCHOOL									
	Student	ts	Parents	Teachers	Admin.	-	Students	Parents	Teache	rs A	dmin	Staff	Others
(Pre) K – 5							435	49	146		26	172	58
6 - 8							357	61	215		137	67	32
9 - 12							220	9	78		93	50	13
PART I:													
LIST THE PROJECT GOAL(S):Goal 1: 2020: Improve graduation rate to 85%. (2019: 82%; 2018: 80%) Goal 2: 2020: Decrease the discipline rate and suspension rate for the LEP population to 60% for discipline and 30% for suspension. (2019: 65% & 32%, 2018: 67% & 35%) Goal 3: 2020: Reduce the number of students being treated for severe diabetes to 10 and decrease percent of students suffering from obesity to 14-18%. 2019 – 15 cases and 16-20%. 2018 – 20 cases and 18-22%.													
LIST OBJECTIVE(S):	ST OBJECTIVE(S): 7.1 SSOT: 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												

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

Grant Award #: \$403A180002 & \$403A180002-18A
Year 3: Determine the effectiveness of STS and make necessary adjustments to system.
 2: 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade: Year 1: 2% points increase Year 2: 2% points increase Year 3: 5% points increase
 3: 85% of Referrals received will be completed Year 1: 60% successful completion (issue(s) addressed and resolved) Year 2: 75% successful completion (issue(s) addressed and resolved)
 7.2 <u>PBIS FRAMEWORK:</u> 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 <u>PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT</u> 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 <u>HEALTH & SAFETY</u> 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

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COMPONENT	ACTIVITIES	EVIDE	NCE		
	7.1 SSOT	Type of Referral	4th Qua	arter	
7.1 Support Services &	• Among 11 SSO Teams of two (2)	Type of Referral	Closed	Open	
Outreach Teams (SSOT)	personnel 1,633 referrals were entertained (1,529 were completed/ 104	Attendance	339	28	
	remain open)	Behavior	61	2	
	• Led 14 Student Engagement (SE)	Interpreter/Translator	8	1	
	activities (763 participants) and 34 Parent	Medical	210	1	
	Engagement (PE) activities (1,875	Registration	238	32	
	participants).	School Parent Conference	95	5	
	 Provided 10 Staff Development (SD) 	Support Services	578	35	
	trainings to personnel. (26 trainers/512	TOTALS	1529	104	
		Home visits	1024	1	
	 participants) Project personnel were provided eight (8) Professional Development (PD) opportunities for up to 23 project personnel. 	 Table 1. Reflects the closed and open referrals to *Home visits are not referrals, but a mean set of the set of student/ # of parent pare of 07/02/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/08/1 07/18/19, 07/03/19, 07/03/19, 07/08/1 07/19, 08/01/19 0utreaches: SSOT personne Price Elementary School (CHE School (DLPES: 0/51), V.SA E 0/17), J.F. Kennedy High Sch School/M. Sablan Elementar Wettengel Elementary School and/or conducted door-to-door information, school related information, school	ans of completin ticipants) 9, 07/09/19, (4, 08/02/19: 1 from AIJMS 3PES: 39/41), D. 3PES: 39/41), D. 4 4 4 4 4 4 4 4 4 4 4 4 4	07/16/19, 07/1 SPCE Sur (23/13), Capt. L. Perez Elema e School (VSA /59), Southern S/MSES: 8/0) set up display distributed pro ool supplies, as SMES). Outre ool supplies, as SMES). Outre apts, Agana He nity Health (ent Public Hea ; Southern Reg emlani, Dewar Jarmon and Pa	mmer . H.B. lentary ABMS: a High) and table ogram ssisted eaches eights; Center alth & gional n and Payless

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	SHS/MSES and DLPES set up a display table and distributed
	program information during the Medical Outreaches held at
	Pagachao Community Center, Agat (0/21) hosted by DPHSS and
	Palauan Abai Center, Dededo (0/19) hosted by Todu Guam Medical
	Outreach. (0/40)
	• 07/13/19: Guam Police Department (GPD) Kickball
	Tournament: JQSMES CPA set up project display table and
	distributed program information and school related information.
	JQSMES CPA was assisted by JFKHS CPA and LPUMS SSOT
	(25/14)
	• 07/27/19: GDOE 5 th Annual Fair: SPCE organized the 5 th
	Annual GDOE Fair, featuring various GDOE Programs and Projects
	promoting services and information for parents and families. <i>Guma</i>
	<i>Mahiga</i> , The Last Minutes Band and the GATE dancers, comprised
	of GDOE students performed during the fair. (0/108)
	• 08/01/19 & 08/06/19: Student/Parent Orientation (Middle
	Schools): SSOT Personnel from DLPES at F.B. Leon Guerrero
	Middle School (FBLGMS: 199/187), LPUMS (81/81) and
	VSABMS (0/140) presented and/or set up display table and
	distributed program brochures and school related information.
	(280/408)
	• 08/01/19, 08/06/19 & 08/08/19: Student/Parent Orientation
	(High Schools): SSOT Personnel from CHBPES at G. Washington
	High School (GWHS: 79/76), DLPES at S. Sanchez High School
	(SSHS: 169/209) and JFKHS (60/54) presented and/or set up display
	table and distributed program brochures and school related
	information (308/339)
	 08/02/19, 08/05/19, 08/06,19 08/07/19, 08/08/19 & 08/09/19:
	School Student/Parent Orientation (Elementary Schools):
	School Student arent Orientation (Elementary Schools). SSOT Personnel and Elementary PBIS Coaches presented and/or set
	up display table and distributed program brochures at their
	respective school sites: AdES (0/64), CHBPES (0/28), DLPES
	· · · · · · · · · · · · · · · · · · ·
	(0/113), FES $(0/133)$, LES $(0/78)$, MACHES $(0/63)$, MAUES $(0/21)$, UES $(0/60)$ and WES $(0/24)$ $(0/672)$
	(0/91), UES (0/69) and WES (0/34) (0/673)
	• 08/23/19, 08/29/19, 08/30/19, 09/05/19 & 09/09/19: School Open
	House: SSOT Personnel and PBIS Coaches set up project display
	and distributed project information and incentives at their respective
	schools: LPUMS (0/72) and JFKHS at CBMES (0/18) (0/90)

Grant Award #: S403A18000	
	SD: (# of trainers/participants)
	• 07/19/19 & 09/20/19: Program Monthly Meeting Training:
	AIJMS SW presented a Case Scenario during the July Monthly
	Program Meeting held at World Café, Tumon. (1 trainer/22
	participants); Juan Martin, DLPES SW and Frank Limtiaco, PBIS
	Coach co-presented on "Youth Mental Health First Aid (YMHFA)
	Overview Presentation" and Juan Martin, DLPES SW, SHS SW,
	LPUMS SWs and Project Lead presented a "Child Sexual Assault"
	Overview during the September Program Monthly Meeting held at
	the Talofofo Golf Club. (6 trainers/22 participants)
	 07/31/19: Leadership Academy: SWs Simeon Perez and Juan
	Martin and Steve Pangelinan, SSS co-presented on Cultural
	Sensitivity held at the GDOE Tiyan, 1 st floor Conference Room. (3)
	trainers/58 participants)
	 08/05/19: SPCE SSOT SW Meeting: SSS conducted training on
	improving service delivery and resolving challenges (1 trainer/12
	participants)
	08/09/19: SSOT Overview: Teacher Orientations (High Schoole): USK SSOT Erlinde Texas SW and LDUMS SWa
	Schools): JFK SSOT Erlinda Toves, SW and LPUMS SWs
	Camerin Quitugua and Vanessa Nagal presented program
	information/referral process and/or set up program display table and
	distributed program brochures and referral forms to faculty held at
	JFKHS (1 trainers/92 participants) and Tiyan High School (THS) (2
	trainers/79 participants).
	• 08/09/19, 08/12/19 & 09/12/19: SSOT Overview: Teacher
	Orientations (Middle Schools): DLPES SSOT and FES SW
	presented program information/referral process and/or set up display
	table and distributed program brochures/ referral forms to faculty at
	FBLGMS (4 trainers/65 participants) and Astumbo Elementary
	School (AsTumboES) (1 trainers/35 participants).
	• 08/08/19, 08/09/12 & 08/12/19: SSOT Overview: Teacher
	Orientations (Elementary Schools): SSOTs from DLPES,
	VSABMS presented program information/referral process and/or set
	up program information display table and distributed program
	brochures/referral forms to faculty at LES and MAUES (2
	trainers/84 participants) and UES (4 trainers/43 participants).
	PD: (# of participants)
	• 07/19/19: SPCE Monthly Program Meeting: SPCE SSOTs and
	PBIS Coaches attended Case Scenario Training conducted by

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	 AIJMS SW. (23 participants) 07/25/19 & 07/26/19: Leadership Training: SSS attended "Culturally Relevant Transformational Leadership Strategies" presented by Dr. Laura M. Torres Sauder and Dr. Samuel Betances. (1 participant) 08/05/19: SW Training: SSS conducted a SW Training reviewing problem solving strategies and improving service delivery. (1/12) 08/23/19: SOP Training: 100-004 & BP 901: Vanessa Nagal, LPUMS SW and LPUMS CPA attended Customer Service and Sexual Harassment Training conducted by Ansley Jackson. (2 participants) 08/25/19 - 09/01/19: YMHFA Conference DLPES SW, Juan Martin attended the YMHFA Instructor Training held at Los Angeles, California (1 participants) 09/05/19 - 09/08/19: 24th International Summit on Violence, Abuse & Trauma Across the Life Span Conference: SPCE SWs from AIJMS, FES, JQSMES, VSABMS and WES attended multiple workshops during the conference. (5 participants) 09/12/19 & 09/13/19: Child Sexual Assault Conference: DLPES, SHS & LPUMS SWs and the Project Lead and attended various sessions offered. (5 participants) 09/20/19: SPCE Monthly Program Meeting: SSOTs and PBIS Coaches attended presentations on "YMFHA" by DLPES SW and PBIS Coach, Child Sexual Assault by SWs from SHS, DLPES, LPUMS and Project Lead and Building Rapport by SSS. (23 participants) Additional Projects: None this reporting cycle.

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		D A GET THE				1 1
	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1 st QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
		(SY17-18: 4th Qtr.): Referrals (1,391 closed/135 open) 44 EA • 15SE – 394/ 39 PE – 1,952 • 19 SD (23/614) 3 PD – Up to 27	(SY18 - 19: 1 st Qtr.): Referrals (1,977 closed/139 open) 48 EA • 8 SE – 2,315/12 PE – 3,350 • 19 SD (30/349) 9 PD – Up to 27	(SY18 - 19: 2 nd Qtr.): Referrals (2,004 closed/177 open) 14 EA • 8 SE – 842/ 6 PE – 1,505 • 7 SD (10/131) 6 PD – Up to 23	(SY18 - 19: 3 rd Qtr.): Referrals (1,638 closed/73 open) 14 EA • 10 SE – 1,166/10 PE – 1,430 • 3 SD (13/259) 4 PD – Up to 23	(SY18 - 19: 4 th Qtr.): Referrals (1,529 closed/ 104 open) 32 EA • 14 SE – 763/34 PE – 1,875 • 10 SD (26/512) 8 PD – Up to 23
COMPONENT	ACTIVITIES			EVIDENCE	2	
	 7.2 PBIS Framework: All participating schools to successfully implement the PBIS framework with fidelity 4 Coaches provided assistance to schools: supporting School Climate Cadres (SCC) conducting site visits and consultations. Provided five (5) Parent Engagement (PE) Activities (126) parent participants). Provided 18 Staff Development (SD) training sessions (28 trainers/430 	and attend Scho on conducting e for decision mal SE/PE: (# of st • 07/27/1 GDOE promoti Mahiga of GDC • 08/02 Framew	ol Climate Ca fficient/effect king. udent/parent 9: GDOE 5 th Fair, featuri ng services a , The Last M DE students pe & 09/19: E vork Overvie	dre meetings as ive team meetin participation) Annual Fair: ing various C nd information inutes Band and rformed during lementary PBI w, distributed	SPCE organize SPCE organize SDOE Program for parents and d the GATE dan the fair. (0/108 (S Coach, fact	ing data needs d the 5th Annual as and Projects l families. <i>Guma</i> ncers, comprised b) ilitated a PBIS ures during the

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 Project personnel were provided with four (4) Professional Development (PD) opportunities for up to four (4) participants. 	 08/05/ & 08/07/19: Lucile Palomo, Elementary PBIS Coach facilitated a brief overview of the PBIS framework and passed out PBIS brochures during the Student Orientations for L.B. Johnson Elementary School (LBJES: 0/46), Tamuning Elementary School (TAMES 0/13) and CBMES (17). 09/9/19: Connie Santiago, Secondary Coach attended the Inarajan Middle School Open House, spoke to parents about the initiatives school administrators, faculty and staff are implementing in creating a safe learning environment through the PBIS framework. (23 parents) 07/12/19: Connie Santiago, Secondary PBIS Coach facilitated training on PBIS: Overview and Trauma Informed Schools with Southern High School staff. (1 trainer/19 participants) 07/12/19: Lucille Palomo, Joyce Kaneshiro, Elementary PBIS Coaches and Connie Santiago, Secondary PBIS Coach, co-facilitated the District's Principal's Leadership Training on PBIS: Fidelity and Initiatives within the PBIS Framework for (3 trainers/59 participants) 08/5/2019: Secondary Coaches co-facilitated training PBIS: Framework and Building Communication with Students with LPUMS Staff (2 trainer/18 participants) 08/7/2019: Joyce Kaneshiro, Elementary PBIS Coach, facilitated a PBIS Systematic Supervision Training for the MULES supports staff.(1 Trainer/11 participants) 08/8/2019: Joyce Kaneshiro, PBIS Coach, facilitated PBIS Overview and the Role of a PBIS Coach at Merizo Martyrs Elementary School (MMMES) Teacher Orientation. (1 Trainer/27 participants) 08/12/2019: Secondary Coaches, co-facilitated training PBIS: Fidelity and Initiatives within the PBIS framework for AMS and Okkodo High School (OHS) Faculty (2 trainers/105 participants) 08/12/2019: Secondary Coaches, co-facilitated Training PBIS: Fidelity and Initiatives within the PBIS Coach at Merizo Martyrs Elementary School (OHS) Faculty (2 trainers/105 participants) 08/12/2019: Secondary Coaches, co-facilitated Training

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 09/10/2019: Secondary PBIS Coaches co-facilitated DATeam Meeting PBIS: Data Integrity, Comparison Pulse and SWIS Data. (2 trainers/24 participants) 09/17/2019: Secondary PBIS Coaches co-facilitated PBIS: Responding to Non-Responders, Managing De-Escalation with LPUMS faculty. (2 trainers/66 participants) 09/20/2019: Francisco Limtiaco, Secondary PBIS Coach co- facilitated with Juan Martin, SSOT Social Worker III on the overview of Youth Mental Health First Aid. (2 trainers/22 participants) during the SPCE Monthly Meeting
PD (# of participants)
 07/19/2019: Elementary PBIS Coaches and Second PBIS Coach attended SPCE monthly meeting; GDOE Fair updates, Summer Outreach updates, 3rd Quarter report and travel updates. Case scenario, video presentation by C. San Agustin.(3 PBIS Coaches) 8/6/2019: PBIS Coaches attended the meeting/training with SPCE Social Services Supervisor. Meeting include: PBIS Coach Evaluations outcomes, PBIS Assessments Survey Submission Timeframe; Individual Strengths and Weaknesses, Communication Skills/Language using Tier approach (4 PBIS Coaches). 08/26/19 - 08/28/19: Francisco Limtiaco, Secondary PBIS Coach for Secondary Schools with Dr. Kelly Sukola, Deputy Superintendent ESCL; Nadine Cepeda, SSSD District Psychologist and Juan Martin, SPCE SSOT Social Worker III, attended a Youth Mental Health First Aid Training. (1 PBIS Coache) 09/20/2019: PBIS Coaches attended SPCE Monthly Meeting: Updates on GDOE Fair, CG19 Updates, Mileage, Requisition, to include a presentation facilitated by J. Martin and F. Limtiaco on YMHFA Overview, D. Bukikosa, J. Martin, A. Gagarin, V. Nagal and C. Quitugua presentation on Child Sexual Abuse Conference and S. Pangelinan facilitated Building Rapport (4 PBIS Coaches) 08/21/2019: Secondary PBIS Coaches attended the Cultural Safe
Environment-Skilled Schools meeting. 08/22 & 23/2019: Joyce Kaneshiro, Elementary PBIS Coach, facilitated Behavior Expectations for non-classroom settings and the bus during the

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		PBIS S	tudent A	ssembly						
		9/12/20	019: Fran	icisco Li	mtiaco	, Secondary C	Coach attende	ed an Inada	hi (To	
		Care) Initiative meeting.								
	 Positive Learning Centers (PLC) (6 rooms funded) 6 PLC operating with supports – All rooms are supported by Instructional Program Aides 	ns PLC Rooms: JRMS SOAR Model					ur Childrer Famagu'o Children) I	n) Model m-ta Model		
			G 1 1	Salas Participan			ticipants	ipants		
			School	Name	1 st Q			4 th Qtr.		
			JRMS		16	34	12	6		
			BMS		72	80	35	25		
			LPUM	S	2	42	19	0		
			OMS		18	18	6	6		
			AIJMS					1		
			AMS					7		
								•		
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASE	ELINE							
PLEASE CHECK ONE:	COMPONENTS EFFECTIVENESS?		collection							
I LEASE CHECK ONE. –		of data-	when the	1 ST Q	TR.	2 ND QTR.	3 RD QTF	R 4 TH	QTR.	
□ NOT STARTED	Coaching:	activity								
□ NOT STARTED X LESS THAN 50%	Project personnel continue to monitor data	started)		TIC						
COMPLETED	integrity with Discipline Referrals both with the	SY18-2		TIC		TIC	TIC	TFI n		
□ COMPLETED 50% OR	PowerSchool/Pulse and the School-wide	4 th Qtr		replac		replaced	replaced		uled for	
MORE	Information System (SWIS).	TIC R		with T		with TFI	with TFI	subm		
□ FULLY COMPLETED	See Fourth Quarter Data Report	ES AV		1 st QT		2 nd QTR	3 rd QTR	durin		
	and a second	TIC No		ES TF		ES TFI	ES TFI	repor		
			ted this	AVG:		AVG:	AVG: Tion 1: 020	perio	u	
		reporting	ng	Tier 1: 85%		Tier 1: 89% Tier 2: 79%	Tier 1: 929 Tier 2: 789			
		period		85% Tier 2:		Tier 2: 79% Tier 3: 71%	Tier 2: 789			
				77%		1101 3. / 170		ν υ		
				Tier 3:						
				1 lef 3:						

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

 Grant Award #: S403A180002	2 & S403A180002-	18A			
		77%			
		MS TFI AVG: Tier 1: 73%	MS TFI AVG: Tier 1: 28%	MS TFI AVG: Tier 1: 87%	
		HS TFI AVG: 78% for 3 schools completin g the assessment	HS TFI AVG: 21% for 5 schools completing the assessment	HS TFI AVG: 61%	
	Major Offenses: ES – 2 MS – 306 HS- 353	Major Offenses: ES – 315 MS – 2,136 HS - 1,751	Major Offenses: ES – 370 MS – 2,461 HS - 1,903	Major Offenses: ES – 262 MS – 2,392 HS - 1,252	Major Offenses: ES – 59 MS – 372 HS - 475

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COMPONENT	ACTIVITIES	2 & 5403A100002-10A		EVIDEN	CE			
COMPONENT 7.3: PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT	Grant Award #: S403A18000 ACTIVITIES 7.3: PBIS Interventions & Training to school personnel and students Judiciary of Guam (JOG – Consultant): JOG Activities: 1. School Resource Officers in the 6 High Schools – utilizing the Triad Approach 2. Safe School Ambassador (GDOE: SSA) 3. PNP: PBR: No activities this reporting period. 4. PNP: SSA	GDOE SRO Triad Approact 1. SRO Triad: Data no reporting time Activity Educator (Training) Mentor/Counselor Visible Law Enforce. 2 & 4. SSA (GDOE & • Student Train Dusit Thani H initial/refreshe • 09/08 comp GDO PNP	h: ot availabl GWHS GWHS ing was co lotel. GDC er training & 09/19: leted the t E: SHS (9 : Acade Saint H San Vi Saint F) & 11/19: ng. : Bishop	e for Augu JFKHS onducted of DE and PN Cone (1) G raining. 2 students my of Our Paul's Chris cente Catl Francis Ca Five (5) P	on Septer P schoo DOE an /12 adul Lady of istian Sc holic Scholic Sc NP scho	SHS mber 7 - ls comp ad four (ts) f Guam hool (S hool (S chool (S cols con	 SSHS – 10, 201⁴ bleted the (4) PNP s (AOLG: PC: 80/7) VS: 93/10 SFS: 93/10 opleted the 	THS 9 at the chools 92/7) 0) 0) 10
	 SWIS Subscription: School Climate Cadres (SCC) utilized specialized reports to make decisions –18 participating schools subscribing to online student discipline information system. Student Peer Mediation (PM): Contract will be initiated this upcoming cycle. 	trainii) & 11/19: ng. : Bishop (BBM Domin Saint A Santa I Discipline fety Asses	Five (5) P Baumgar S: 92/8) Anthony C Barbara Ca Data Com	NP scho tner Mer olic Scho atholic S atholic S nparison nducted	ools con morial (ool (DC School (School (this rep	npleted th Catholic S CS: 93/8) (SAS: 82/ SBS: 80/ porting pe	ie School 7) 10)

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

	Grant Award #: S403A18000	2 & S403A180002	-18A					
	Restorative Justice (RJ) Training: Contract will be initiated this upcoming cycle.	RFP to be announced to initiate new contract period.						
	iSAFE Subscription: Subscription is currently being renewed at this time.			g compiled to a once the subscri				
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED	PBIS Interventions & Training to school personnel and students	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 TH QTR.		
X LESS THAN 50% COMPLETED COMPLETED 50% OR		SY17-18 4th Qtr.	SY18-19 1 st Qtr.	SY18-19 2 nd Qtr.	SY18-19 3 rd Qtr.	SY19-20 4 th Qtr.		
MORE D FULLY COMPLETED		Major Offenses: ES – 2 MS – 306 HS- 353	Major Offenses: ES – 315 MS – 2,136 HS - 1,751	Major Offences: ES – 370 MS – 2,461 HS - 1,903	Major Offences: ES – 262 MS – 2,392 HS - 1,252	Major Offences ES – 59 MS – 372 HS – 475		
		Self- Assessment Survey: None conducted this reporting period	ES TFI AVG: Tier 1: 85% Tier 2: 77% Tier 3: 77%	ES TFI AVG: Tier 1: 89% Tier 2: 79% Tier 3: 71%	ES TFI AVG: 3rd QTR ES TFI AVG: Tier 1: 92% Tier 2: 78% Tier 3: 73%	ES TFI AVG: Not scheduled during this reporting period.		
			MS TFI AVG: Tier 1: 73% HS TFI AVG:	MS TFI AVG: Tier 1: 28% HS TFI AVG: 21%	MS TFI AVG: Tier 1: 87% HS TFI AVG: 61%	MS TFI AVG: Not scheduled during this reporting period. HS TFI		
					HS TFI AVG: 61%			

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	Grant Awaru #; 5405A16000					
			schools completin g the assessment	completing the assessment		Not scheduled during this reporting.
COMPONENT	ACTIVITIES		•	EVIDENCE		•
7.4 Healthy & Safety	7.4 Increase Teacher Knowledge & Practices	 No additiona 	l training occu	urred during this	s reporting peri-	od.
STATUS FOR COMPONENT: PLEASE CHECK ONE: ☑ □ NOT STARTED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Phase I of Project:	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
X LESS THAN 50% COMPLETED COMPLETED 50% OR MORE FULLY COMPLETED	No data to be collected until Phase III	NO BASELINE. 1 ST YR PILOT				
PART II:						
LIST TRAVEL ACTIVITIES COMPLETED.	 Youth Mental Health First Aid Training (Tra Training in Glendale, CA on August 26 0- 28 Dr. Kelly Sukola, Deputy, ESCL Nadine Cepeda, District Psychole Juan Martin, Social Worker Francisco Limtiaco, PBIS Coach San Diego, Institute on Violence and Trauma Maricor Amande Patrick Camacho Simeon Perez Colleen San Agustin Christine Zabala-Dulla 	s, 2019: ogist, Director SB	BH			

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)

	Grant Award #: S403A180002 & S403A180002-18A
LIST TRAVEL ACTIVITIES	LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND
COMPLETED AND DISCUSS THE	PROGRAMMATIC REQUIREMENTS.
FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	 Individual completed an intense three-day training. See attached Travel Report and Training Plan. J. Martin and F. Limtiaco were able to complete an initial overview presentation to the Project Personnel during the September Monthly Meeting. The 1st training was scheduled during the GDOE 2nd District PD, Oct 14, 2019. However, Super Typhoon Hagibis threatened the Mariana Islands on Tuesday, Oct 8, 2019, resulting in the PD day being used as a make-up day. The training will be rescheduled. All members have fiscally cleared of all obligations. Documents have been submitted to the State Program Office for review. The individuals are scheduled to conduct presentations on Oct 18, 2019, during October Monthly Meeting. See attached Travel Reports. Additional training session is planned for the November Monthly Meeting and for use with students and families needing the unique skill set obtained during the conference. All travelers has fiscally cleared of all obligations. Documents have been submitted to the State Program Office for review.
PART III:	
DISCUSS THE VARIOUS TASKS	
CARRIED OUT BY PROJECT	I. SSOT: Project SWs and CPAs completed 1,529 referrals (Attendance, Behavior, I/T, Medical, Registration and Support
PERSONNEL?	 Services) for the period and organized 14 student engagement activities with 763 participants, 34 parent engagement activities with 1,875 participants, ten (10) staff development sessions with 512 participants and eight (8) 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 five (5) parent engagement activities with 126 participants, 18 staff development with 28 presenters and 430 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 bullying prevention programs are available at the respective school sites. IV. Health and Safety: No Project personnel directly tied to this component. However, Project Lead supported participating teachers in obtaining the necessary supplies needed to conduct student training sessions and other activities.
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	 I. SSOT: Two (2) SWs were filled in July and August 2019. The CPAII was hired in April, but subsequently resigned in June 2019. Position currently remains vacant. The Interpreter/Translator (I/T) SOP and Agreement was approved. ITs have been brought on board and completing the new Agreement process for review and approval by the State Program Office. Programmatic Data, Project Evaluation & Parent Survey results/comments indicate the continued need and demand for social support services. II. PBIS Framework: Schools continue to request for training specific to strategies dealing with more challenging students (Tier 2 students). The Tiered Fidelity Inventory (TFI) results indicate that secondary schools do not have the framework or

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	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.
	• 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. Schools have been instructed to utilize Functional Behavior Assessment, create and utilize a
	Behavior Improvement Plan for identified Tier 2 students and modify the interventions as needed.
	III. Promoting Positive Behaviors And Safe School Environments
	• Using the PBIS Framework, schools are encouraged to continue using their respective discipline data to
	determine various interventions needed to maintain or reduce discipline incidents in their respective schools.
	IV. Health and Safety
	• Participating teachers will continue to complete student trainings to fulfill certification requirements
	• 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.
	• Equipment and supplies have been procured and pending delivery to participating schools.
	I. SSOT: Social services support assist at-risk students and families address challenges or barriers that these families face.
EXPLAIN HOW THE PROGRAM	Team members help families address the challenges and allow students to focus on education and learning. Project
FUNDS WERE TIED TO	personnel's salaries, benefits, local travel and operational supports are funded through the CG.
PROMOTING CHALLENGING	II. PBIS Framework & III. Promoting Positive Behaviors and Safe School Environments: Coaching and behavior
ACADEMIC ACHIEVEMENT	supports provide school with options on addressing continuous problematic behaviors and supporting the
STANDARDS AND HOW WILL IT	most challenging students. The PLC supports also help the students address weak academic skills and low
CONTRIBUTE TO IMPROVING	self-esteem before returning to the regular classroom setting. Project personnel's salaries, benefits, local travel
STUDENTS' ACADEMIC	and operational supports are funded through the CG.
ACHIEVEMENT?	IV. Health and Safety: Skills acquired in various trainings provided support efforts to help students understand that making
	better health choices and habits will result in healthier lives. CG funds training, supplies and equipment needed to
	complete project activities.
DID YOU ENCOUNTER	SSOT:
CHALLENGES THAT AFFECTED	 Procurement process from start (requisition creation) to finish (delivery of items/services) resulting in delays of the
PROJECT PROGRESS, AND	much needed supplies/equipment and the ability to start or complete the various activities.
CORRECTIVE ACTION TAKEN	SOLUTION: Continued follow throughout the entire procurement process.
AND/OR IS PLANNED?	PBIS:
	 Schools facing many challenges and unable to prioritize discipline and the use of intervention and supports.
	SOLUTION: Continue training on importance of PBIS Framework and addressing student issues as a means of resolving
	recidivism.
	 Low assessment results from schools claiming to have all critical features in place
	SOLUTION: Review data results with School Cadres and Admin and address discrepancies.
	PBIS Framework & III. Promoting Positive Behaviors And Safe School Environments:
	 Delays in finalizing contracts for services within the allowable performance period.

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	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.
	Health and Safety:
	 Teachers are challenged with scheduling student training.
	SOLUTION: Training should be conducted within the regular instructional time as allowed.
WHAT ACTIVITIES WILL THE	Oct - Dec 2019:
PROJECT IMPLEMENT NEXT	I. SSOT Activities
QUARTER?	 SPCE Monthly Meetings with Professional Development
	 SPCE Outreach Activities
	 Food and Shoe Drives
	 Project Presentations
	 Trainings on SSOT Program Services to Teachers and Support Staff
	 Uniform Drive
	 Complete procurement of supplies/materials
	 Outreach Activities
	 November – December 2019: Holiday Food Drive
	 Regional Parent-Information Workshops
	 Trainings on SSOT Project Services.
	 Fill vacant CPA vacancy.
	II. PBIS Framework and III. Promoting Positive Behaviors And Safe School Environments:
	 Cadre Trainings
	 PBIS Outreach Activities
	IV. Health & Safety
	 Ensure teachers fulfill student training requirements
	 Procure technology for participating teachers
	 Finalize teacher needs for upcoming school year
	 Arrange for additional training for participating teachers
EXPLAIN METHODS THAT ARE	I. SSOT:
BEING USED FOR MONITORING	 Activity Data Collection Sheets
PROJECT ACTIVITIES.	 Project Evaluation Forms (Perception Surveys) – completed by referring party
	 Project Evaluation Forms (Perception Survey) – completed by referring party Project Student/Parent Survey Forms (Perception Survey) – completed by student/family receiving social support
	services
	 Parent Information Workshop (PIW) Evaluation Forms – completed by workshop participants
	 Daily Attendance Sign In Sheets & Time Certification Forms
	 Site Visits and Observations
	II. PBIS and II. Promoting Positive Behaviors And Safe School Environments:
	II. This and II. I folloung I ostuve behaviors And Sale School Environments.

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 Tiered Fidelity Inventory Assessment – completed by school level committees 					
 Safety Perception Surveys – completed by school faculty, staff and admin (conducted annually) 					
School Safety Survey (SSS)					
Self-Assessment Survey (SAS)					
 District Discipline Data (Major Infractions) – PULSE/SWIS Data 					
 Daily Attendance Sign In Sheets & Time Certification Forms 					
III. Health and Safety: (will be collected during Phase III of pilot)					
• District Health Data					
 School Health Counselor Reports 					
 Training Agendas, Sign In Sheets and Exit Survey Forms 					
QUARTERLY REPORT CERTIFICATION					

PROJECT TITLE: Project #7 STUDENT PARENT COMMUNITY ENGAGEMENT PROJECT

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above named 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
KELLY R. SUKOLA PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE

Grant Name: <u>Consolidate</u>	d Grant FFY 2018 Grant#: S403A180002,S403A180002-18A What quarter is this report filed? Mark an" X"										
PROJECT TITLE: #8 S	ECOND CH	ANC]	E PROJECT			10/ 01/18- 12/31/18			[9- 10	07/01/19- 09/30/19	
PROJECT COORDINAT	FOR: Jesse R. Pendon Jr.					1 ^{2/31/18} 1 st Qtr	2 nd Qtr	06/30/ 3rd Q		4 th Qtr	
PROJECT MANAGER:	Joseph L.M	. Sanc	chez						X		
STATE PROGRAM OFI						REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT 1 07/10/1		REPORT DUE: 10/10/2019	
		L	0			1/10/19	01/10/19	01110/1		10/10/2017	
							NNUAL REPORT				
AMOUNT BUDGETED (2018):	(FFY		OUNT EXPEND de all expenditures in		PERCENT. EXPENDIT		Total Full Equival				
2010).			-		(Overall Exper	diture divided by	Equiva		-	Equivalent	
\$ 1,420,866.01		\$ 27	76,411.26		Amount Budge 19%	eted)	Vacant <u>2</u>	acant <u>2</u> Va		nt <u>0</u>	
							Filled <u>17</u>		Filled <u>0</u>		
	GRA	DE L	EVEL(S) and N	UMBER of <u>TAR</u>	GETED POP	ULATION to RE	CEIVE SERVICI	ES			
Grade Level(s)			VATE NON-PU			PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Student	ts	Parents	Teachers	Admin.	Student	s Parents '		chers	Admin.	
(Pre) K – 5											
6 – 8											
9 - 12						179			23	1	
PART I:											
LIST THE PROJECT GOAL(S):Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade.Goal 1: By the end of SY 2018-2019, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 58% will recover enough credits to allow them to move to the next grade.Goal 1: By the end of SY 2017-2018, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 58% will recover enough credits to allow them to move to the next grade.									ore behind in		
credits to graduate, 43% will recover enough credits to allow them to move to the next grade.											

Grant Award #: S403A180002, S403A180002-18A									
	Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.								
	•	Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled							
LIST OBJECTIVE(S):	in the project.								
LIST ODJECTIVE(S).		e 1.3 Annually increase by one grade level 10%	of participating students who have been incarcerated during high						
	school.								
			of participating students who are housed at the Youth Shelter.						
			sfactory based on a quarterly student perception survey that measures						
	the extent	to which they feel safe, positive and supported							
COMPONENT		ACTIVITIES	EVIDENCE						
8.1 Provide Credit Recover	rv	Credit Recovery teachers working with the	The overall percentage of high risk students progressing is 74% at all three						
Project Coordinator (PC)	•	credit recovery school aides have identified	Second Chance locations. Breaking down the student population of 12 th ,						
Typists provide direct co	ordination	student who are in need of assistance to	11 th , 10 th and 9 th graders at JPTSA we have 88%, 75%, 71%, and 75% of						
between the core program		complete their goals for this school year.	the population progressing respectively. Overall progress at the Youth						
supplemental parts at the		Together they have provided assistance after	Correctional Facility is at 66% and the Youth Shelter 100%.						
High Schools, Youth Co		normal school hours and on weekends to help							
Facility, Youth Shelter. E		the student achieve.							
Chance teachers to provid with credit recovery 5 days									
hours a day during the		Second Chance personnel conducted							
year. 2nd Chance teac		interviews and student intake in preparation							
provide a variety of credi		for the opening of SY 2019-2020. Project							
options such as but not		Lead assisted in the finalization of the							
face to face, course by c	onference,	Activity 8.2's contract and made initial							
online, and blended learnin	ıg.	coordination with the district's schools for							
		initial student intake. Project School Aides,							
		Clerks, and Project Lead moved federally							
		funded supplies and equipment to an							
		expanded central project site. Ensuring that							
		the two (2) Project sites are properly							
		resourced.							
		The Project's Clerk Typist III transitioned							
		from servicing Second Chance exclusively							
		to servicing Consolidated Grant Projects							
		under Curriculum and Instruction.							
STATUS FOR COMPON	ENT:	HOW DID THE PROJECT MEASURE ITS	Goal 1: By the end of SY 2018-2019 among the 20% population who are 17-21						
		IS Ed Risk Management Service (Letter dated: March 13, 2019)							

Grant Award #: S403A18000	_ /				
COMPONENTS EFFECTIVENESS?					8% will recover
Project personnel provides our students with		allow them to n	nove to the next	grade	1
credit recovery 5 days a week 7 hours a day					
during the academic year using a variety of		1ST OTD	2ND OTD	3RD OTD	4 th QTR.
credit recovery options. Using and extracting		I QIK.	2 QIK.	J QIK	4 QIN.
data from the District's Online					
Gradebook/Database of Record. Student must	52% of students	85% of	74% of	98% of	N/A
earn passing marks on at least 3 of their 4	progressed SY	students	students	students	
classes in order to be considered as	2017-2018	Progressed	Progressed	Progressed	This marks a
"progressing."					new school
	(270 Students)				year.
Referring to the Project's FY18 Performance					
Measures Chart: Students at all locations are					
being serviced, but with district's school year					
starting August 13, 2019 there are not enough					
assessments to properly measure student					
progress. Incoming students are being assessed,	Objective 1.5 809	6 of project part	ticipants will ind	icate Satisfied or	higher that they
provided goals and standards of conduct. By 1st	feel safe, positive	and supported	based on a quarte	erly 25 question s	urvey.
QTR of our FFY19 (Year 3) we will establish a	BASELINE				
baseline and have enough data to report	(Initial collection	1ST OFF			
progress.		1 ⁵¹ QTR.	2^{ND} QTR.	3 RD QTR	4^{TH} QTR.
above 90%.	•				
	/	Very	Very	Verv Satisfied	Very Satisfied
	-	Satisfied	Satisfied	19.33%	13%
	respondents: Very Satisfied		Satisfied 19.33%		13% Satisfied 87%
	respondents: Very Satisfied 29%	Satisfied 29% Satisfied	19.33% Satisfied	19.33% Satisfied 79.49%	Satisfied 87% Neutral 0%
	respondents: Very Satisfied 29% Satisfied 68%	Satisfied 29% Satisfied 68%	19.33% Satisfied 79.49%	19.33% Satisfied 79.49% Neutral 0%	Satisfied 87% Neutral 0% Dissatisfied
	respondents: Very Satisfied 29% Satisfied 68% Neutral 1%	Satisfied 29% Satisfied 68% Neutral 1%	19.33% Satisfied 79.49% Neutral 0%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0%
	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10%	Satisfied 87% Neutral 0% Dissatisfied 0% Very
	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very
	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
ACTIVITIES	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
ACTIVITIES This activity started August 20, 2019 with the	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
This activity started August 20, 2019 with the	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
This activity started August 20, 2019 with the contract awarded to Asmuyao Community	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
This activity started August 20, 2019 with the contract awarded to Asmuyao Community School (ACS). The Project Lead has	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
This activity started August 20, 2019 with the contract awarded to Asmuyao Community School (ACS). The Project Lead has developed a schedule to conduct monitoring of	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
This activity started August 20, 2019 with the contract awarded to Asmuyao Community School (ACS). The Project Lead has	respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%	Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%	19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied	Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied
	 COMPONENTS EFFECTIVENESS? 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. Student must 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 all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. 	COMPONENTS EFFECTIVENESS?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. Student must earn passing marks on at least 3 of their 4 classes in order to be considered as "progressing."Jease BASELINE (Initial collection of data-when the activity first started)Referring to the Project's FY18 Performance Measures Chart: Students at all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. above 90%.Objective 1.5 809 feel safe, positive BASELINE (Initial collection of data-when the activity first started)	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. Student must earn passing marks on at least 3 of their 4 classes in order to be considered as "progressing."enough credits to allow them to rReferring to the Project's FY18 Performance Measures Chart: Students at all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. above 90%Objective 1.5 80% of project par feel safe, positive and supported BASELINE (Initial collection of data-when the activity first	COMPONENTS EFFECTIVENESS?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. Student must earn passing marks on at least 3 of their 4 classes in order to be considered as "progressing."BASELINE (Initial collection of data-when the activity first students1ST QTR.2ND QTR.Referring to the Project's FY18 Performance Measures Chart: Students at all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. above 90%.Objective 1.5 80% of project participants will ind feel safe, positive and supported based on a quart BASELINE (Initial collection of data-when the activity first started)1ST QTR.2ND QTR.Objective 1.5 80% of project participants will ind feel safe, positive and supported based on a quart BASELINE (Initial collection of data-when the ata-when the tarted)02ND QTR.	COMPONENTS EFFECTIVENESS?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. Student must earn passing marks on at least 3 of their 4 classes in order to be considered as "progressing."1ST QTR.2ND QTR.3RD QTRReferring to the Project's FY18 Performance Measures Chart: Students at all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. above 90%.Objective 1.5 80% of project participants will indicate Satisfied or for data-when the activity first started)3RD QTR.BASELINE (Initial collection of data-when the activity first started)1ST QTR.2ND QTR.Baseline and have enough data to report progress. above 90%.3RD QTR.3RD QTRAgro QTR3RD QTR3RD QTR

FFY 2018 Specific Conditions Letter, US Ed Risk Management Service (Letter dated: March 13, 2019)

	Grant Awaru #: 5405A1600	2, 5405A100002-	IOA			
school hours, semesters and days in order to provide maximum flexibility in scheduling for students.	7:00pm) at ACS. As with component 8.1 there are not enough					
• Students participating in this activity	assessments to properly measure student					
will be provided the opportunity to take	progress during this reporting period. Incoming					
High School courses at their own pace	students are being assessed, provided goals and					
which will be facilitated and monitored	standards of conduct. By 1 st QTR of our FFY19					
by certified classroom teachers.	(Year 3) we will establish a baseline and have					
• Through this activity, students can	enough data to report progress. There are					
apply at the Second Chance project and	currently 36 students enrolled under this					
be placed in this independent study	component.					
pathway to either augment or replace						
their current school schedule.						-
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE				
PLEASE CHECK ONE: ☑	COMPONENTS EFFECTIVENESS?	(Initial collection	1ST OTD		ABD OWD	ATH OTD
	This activity has not been fully implemented,	of data-when the	1 st QTR.	2^{ND} QTR.	3 RD QTR	4^{TH} QTR.
NOT STARTED	the activity commenced on August 20, 2019.	activity first started)				
LESS THAN 50%		N/A	N/A	N/A	N/A	N/A
COMPLETED		1.0/1	1 1/1	1 1 1 1	1 1/1	1 1/1 1
□ COMPLETED 50% OR						
MORE						
□ FULLY COMPLETED						
PART II:						
LIST TRAVEL ACTIVITIES						
COMPLETED.	During this reporting period there was no off-island	nd travel activity.				
LIST TRAVEL ACTIVITIES	On August 9, 2019 and August 12, 2019, training	was provided to	the faculty a	nd staff of J P	Torres Success	Academy and
COMPLETED AND DISCUSS THE	the Second Chance project personnel. This train					
FULFILLMENT OF FISCAL AND	Trauma-Skilled Schools Conference 2019 held or					
PROGRAMMATIC	Project Manager, Project Lead, School Administ					
REQUIREMENTS.	Foundational Strategies of a Trauma Skilled Sch					
	took place at J.P. Torres Success Academy prior t				Receivery proce	isses. Irunning
	look place at s.r. rones baccess readenly phore	o the start of selle	51 year 2017-	2020.		

PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	All project staff to include the Project Manager and Project Lead evaluated the effectiveness of our credit recovery by using lessons learned, student academic, and student log entries to evaluate our approaches to implementing the project goals. This analysis included an examination of four project characteristics: (1) size, (2) family income, (3) location, and (4) graduation rate. Only statistically significant observation was the location of the project site in relation to student population. As a result, the Project now services students at two (2) sites, one at the J.P. Torres Success Academy in Santa Rita, Guam and the second in a central location in Barrigada, Guam.
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	As stated in the above block, the splitting of the Second Chance Project into two different site locations (exclusive of the Youth Shelter and Youth Correctional Facility) is a major move to improve the effectiveness of the project. In essence the project will move the majority of its assets to a site that is closer to our service population. The project will then evaluate its effectiveness this School Year.
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	The Project is servicing students from all the district's schools through an awarded contract with an accredited professionally monitored, and self-paced credit recovery institution. This will increase graduation rate. Students needs will also be met by having additional site locations as well as expanded times for credit recovery.
DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	Currently there are no significant challenges that the Project encountered this reporting period.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	Project personnel will conduct assessments to properly measure student progress and establish baseline data to report progress.

	Orant 11waru #: 040511100002, 040511100002-1011
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 will be with the opportunity to succeed. Project Lead on a daily basis is present at both project sites, and twice a week at Asmuyao Community School.
	QUARTERLY REPORT CERTIFICATION
PROJECT TITLE: Project #	8 SECOND CHANCE

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)	<u>10/22/19</u> DATE
Joseph L.M. Sanchez PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	10/22/19 DATE

Grant Name: <u>Consolidated Grant FFY 2018</u> Grant#: <u>S403A180002</u>					What qu	arter is this repo	rt filed? Ma	rk an" X"		
PROJECT TITLE: ENHANCING EDUCATION THROUGH TECHNOLOGY PROJECT COORDINATOR: NEIL ROCHELLE				10/ 01/18- 12/31/18	01/01/19- 03/31/19 2nd Otr	04/01/19- 06/30/19 3rd Qtr	07/01/19- 09/30/19 4th Otr			
PROJECT COORDINAT	OR:MEIL R	UCHELLE			1 st Qtr	2 nd Qtr	3 ^{ra} Qtr	4 Qtr		
PROJECT MANAGER: FRANKLIN J.T. COOPER-NURSE, ACTING							X			
STATE PROGRAM OFF	ICER: SHAN	NNON BUKIKOSA			REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019		
					Al	NNUAL REPORT	DUE: 11/28/20	19		
AMOUNT BUDGETED (2018):		AMOUNT EXPEND		PERCENTA EXPENDIT		Total Full Equival	-	otal Part Time Equivalent		
\$2,543,195.00		quarter)		(Overall Exp by Amount I	enditure divided Budgeted)	Vacant 1		ant N/A		
φ -, ς, , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	E1860, \$1,217,200,07			Filled 6		Filled N/A				
	GRAD	E LEVEL(S) and N	UMBER of <u>TAR</u>	<u>GETED</u> POPU	ULATION to RE	CEIVE SERVICI	ES			
Grade Level(s)		PRIVATE NON-PU	BLIC SCHOOL		PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Students	Parents	Teachers	Admin.	Student	s Parent	s Teacher	s Admin.		
(Pre) K – 5	N/A	N/A		Ĭ		N/A	GDOE: 2	64 GDOE: 0		
6 - 8	N/A	N/A	Ĭ	I	N/A	IN/A	PNP: 20 Charter:	1		
9 - 12	N/A	N/A	1	Ĭ				1		
PART I:	• • • •	• • •				·		·		
LIST THE PROJECT GOAL(S):9.1 Improving technology support/IT services Teachers will report having access to well-functioning technology and reliable connectivity for teaching; SY17-18: 60%; SY18-19: 70%; SY19-20: 80%										
9.2 Expanding technology tools/resources for schools/teachers/students 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)

	Increase access to technology for teaching and learning by creating library learning centers in 6 school libraries SY17-18 ; and six more annually SY18-19 and SY19-20 that did not have learning centers in the prior year.
	9.3 <u>Enhancing teacher skills in integrating technology</u>
	Fewer teacher will rate themselves as beginning technology users; SY17-18: 45% ; SY18-19: 40% ; SY19-20: 35% EXPAND: Create on-demand professional learning library including curriculum resources for administrators, teachers, staff. EXPAND: Provide GDOE teachers and staff video modules on-demand.
	9.4 Implementing fully automated Library system in all public schools
	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
	9.1 Improving Technology Support/Delivery of IT Services Teachers/staff report timely, high quality and effective services; SY17-18: 75%; SY18-19: 80%; SY19-20: 80%. Provide annual service and maintenance for 1500 Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.
	9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use ANNUAL: Schedules show teachers using computer labs at least once a week and 10% increase each year in students reporting using technology in courses.
LIST OBJECTIVE(S):	9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning
	 Year 1: 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 SX 2018 2020
	Select and purchase Learning Management System to pilot with 100 teachers for use SY 2018-2020. Year 2: (Modified targets)

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

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.					
Ye	ear 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	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.4a NEW: Librarians will create action plans for creating maker spaces in at least three schools (1 elem, 1 middle, 1 high school) by agust 2019.					

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

Grant Award #: S403A180002							
COMPONENT	ACTIVITIES	EVIDENCE					
9.1 Improving Technology							
Support/Delivery of IT							
Services							
Services							
Year 1, Year 2, Year 3							
9.1a Annual Contract	0 1a DEO20100656 for Lopton	9.1a Contract executed for (IFB 024-2019) under PO20191515. Work to be					
for re-imaging laptops 3	9.1a REQ20190656 for Laptop Maintenance released. Re-imaging of	done over a longer school break to re-image out of warranty devices. Will					
	1,610 laptops and cleaning of 50 mobile	continue activity during year 3 performance period.					
	carts.	continue activity during year 5 performance period.					
(approximately 1,500) and update service for	calls.						
students/teacher laptops							
And re-configuring							
access points on carts.							
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.							
9.1b Annual	9.1b PO20190022 provides supplemental	9.1b Service provides supplemental broadband across the district.					
Supplemental Broadband	broad band for the district. EETT	47% of responders report broadband greatly improved with 46% reporting					
400-600mb/sec to	surveys teachers regarding tech services	some improvement. Only 8.7% report seeing no improvement. Measure					
enhance capacity of the	including connectivity.	indicates teachers are successfully accessing online resources and streaming					

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)

	Grant Aw	/ard #: \$403A180002
 GDOE network so federally funded programs have the access necessary to carry out their technology related projects. 9.1 Procurement of computer-repair/admin/training supplies, webinar platform, Goverlan software and wireless internet (Wi-Fi/Mi-Fi) services for training Inclusive of cost associated for advertising of IFBs, RFPs, Public Notices, Notice of Trainings and Announcements related to the project for each component. 	9.1 • Zoom-purchased with P.O. 20191131	 9.1 Project has already used Zoom for meetings and webinars for Atriuum and Booktracks live training with vendor. All other procurement activities such as Goverlan software, MI-FI devices are currently being used by the project for daily operations. Subscriptions have been purchased in time for year 3 activities to continue seamlessly.

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)

		rd #: S403A180	002			1
STATUS FOR	HOW DID THE PROJECT MEASURE	BASELIN				
COMPONENT:	ITS COMPONENTS	E				
PLEASE CHECK ONE:	EFFECTIVENESS?	(Initial				
ন্দ্র	I	collection			- DD	
		of data-	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4 th QTR.
D NOT STARTED		when the				
□ LESS THAN 50%		activity				
COMPLETED	Project staff renewing tools and services	first				
X COMPLETED	necessary to perform program activities.	started)	r r			
50% OR	• 83.9% reports excellent quality					
MORE	services; 16.1% reports average				04.00/ 6	
	quality services.	86% as of	89.7% of	90.1% of	94.8% of	89.4% of helpdesk
COMPLETED		March 30,	those	helpdesk	helpdesk users	users report timely
	Average Quality	2018 and	surveyed	users	reporting	service
	18.1%	46%	report	reporting timely	timely	
		reporting	improved	service.	service.	83.9% report high
		adequate or	or greatly	service.		quality service
	83,9% Excellent Quality	improved	improved	83.3%	89.5%	
	83.9%	connectivity	connectivit	indicate	indicate	92% of users
			У	high quality	high quality	reporting some or
			89.7%	service	service	greatly improved
	• 44.6% report greatly improved WI-		report		20.00/ 6	connectivity
	FI		High	91% of	29.8% of teachers	
	No improvement		Quality	teachers	report great	
	7.9% Greatly improved Wi-Fi Wi-Fi Wi-Fi		Service	report some to great	improveme	
	access 44.6%		93% report	improveme	nt in	
	44.6%		timely	nt in	connectivit	
			service	connectivit	y]	
				y		
	• Laptop maintenance requisition in	3000 EETT	Activity	Activity	Activity	Activity not begun
	progress	eligible	Not begun	Not begun	Not begun	due to late
		laptops as		Ũ	-	execution of
		of year 1:				contract. Will
		1608				continue in yr 3
		laptops out				performance period
		of warranty				
		remain to be				FY19 4Q: 121 44%
		refreshed/re				decrease from
		-image.				baseline

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

	Grant Awa	rd #: S403A180	002			
	• 7 % reduction in the number of Wi- Fi/Connectivity tickets from 2017- 2018 instructional year helpdesk	Oct 1, 2017- May 30, 2018 Total 215 tickets: First quarter	Tickets compared to last year: 19% decrease in tickets for connectivity	FY 19 2Q: 115 46% decrease from baseline (215)	FY 19 3Q:51 76% decrease from baseline (215)	
COMPONENT	ACTIVITIES			EVIDE	NCE	
 9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use Year 1, Year 2, Year 3 9.2a 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 9.2b 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 boards. Interactive white boards for 12 GDOE Libraries and 12 PNPs for shared-use (24 whiteboards). Year 2 (NEW) 9.2c Provide 14 GDOE 	9.2a- f PO's have been converted and pending delivery	2019); PO20	190233 – 1,45 190163 – 49 a	56 laptops (Ve access points	endor estimate (delivered aw	nates delivery Nov. 15, es delivery Nov 15, aiting carts/devices red
and 11 PNP Shared						

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)

Grant Award #: S403A180002									
mobile carts with 27-30									
devices, mobile carts	9.2d 3 rd Renewal for Booktracks with	9.2d: Webinar training for use of booktracks to track usage of equipment							
(schools with only 3 carts	PO20190115	occurred September 26, 2019. Assigned personnel from pilot schools							
for all students and		attended: Beverly Davis, CBES; Leilani Perez, FBLG; Naomi Toves and							
teachers to access),		Hester Sanchez, SSHS; Tessie Cruz, JFKHS							
internet access points,									
and projectors for each.									
9.2d 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	9.2e iPads, Projectors, and Video cameras	9.2e Pending delivery of laptops (delivery anticipated for 11/15/19)							
resources are most	have been delivered to schools that								
efficiently used and	requested for the items.								
shared. – 3 scanner and 1 tablet provided to each									
school.									
9.2e Provide 7 PNP									
schools with technology									
tools (iPad carts -2									
schools, projectors -3									
schools, desktop	9.2f PO20190233 (26 laptops ordered to	9.2f Vendor anticipates delivery Nov 15, 2019.							
computers – 1 school,	replace surveyed teacher/student laptops)	**See attached 4 th request for delivery extension letter by vendor							
teacher laptops – 4									
schools, and video									
cameras – 1 school,									
netbooks)									
9.2f Laptop Replacement									
Program to replace									
surveyed or unworkable									
student/teacher laptops.									

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)

Grant Award #: S403A180002									
	HOW DID THE PROJECT MEASURE	BASELIN							
	ITS COMPONENTS	Ε							
	EFFECTIVENESS?	(Initial							
ন		collection							
	Monitor frequency of use of	of data-	1 ST QTR.	2^{ND} QTR.	3 RD QTR	4 TH QTR.			
NOT STARTED	established computer labs	when the							
LESS THAN 50%	Teacher survey of Computer Lab Use in	activity							
COMPLETED	Schools*;	first							
X COMPLETED		started)							
50% OR	1. JFK-23171:6/101 6%	7 Computer	Target is	2 schools	2 schools	Target is 45% of			
MORE	2. OCPES- 23172:	Labs	45% of	met target	(AHES,	teachers using:			
\Box FULLY	12/36 33%	established	teachers	_	MULES)	See Chart for % of			
COMPLETED	3. LPUMS- 23173: 4/82 5%	in SY16-	using:		met the	teachers at each			
	4. WES- 23174: 11/43 26%	17/7 labs	See Chart		45% of	school reporting they			
	5. MULES- 23174: 11/43 2076	created SY	for % of		teachers	use the lab. 1 school			
		2017-2018=	teachers at		using	nearly meets target at			
	18/41 44%	14	each		Comp labs	44% (MULES), one			
	6. MAUES- 23176: awaiting	Computer	school		in the	school exceeds goal			
	data from Erwin; doc given	Labs	reporting		schools	at 52% (AHES)			
	did not display any use of		they use						
	comp lab		the lab. 1						
	7. FBLG- 23177: 2/77 3%		school						
	8. AHES- 29837: 14/27 52%		meets						
	9. FES- 29838: 1/55		target						
	10. HSTES- 29843 no data								
	submitted to date								
	11. MMES- 29839: 3/19 16%								
	12. PCLES- 29840: NO USE								
	due to school awaiting tech								
	permission forms;								
	TESTNAV being								
	downloaded on laptops								
	13. HBPES- 29841: 9/45 20%								
	14. CBES- 29842: 8/24 33%								
	Review sign-out forms for daily								
	ite new sign out forms for dury								

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)

	Grant Awar	d #: S403A1800	J02			
	computer lab use (3 x's day goal) Student survey: 95.8% of 282 students reported their teacher use online learning activities during class	Zero-just implementi ng Will establish baseline Fall 2018	Not achieved Insufficien t responses to use	Not achieved 95.8% report teacher using technolog y	Not Achieved Data not collected. Students on Summer Break	Not achieved given testing schedule in schools. Data not collected as training was the last week of perf period.
COMPONENT	ACTIVITIES			EVIDEN	ICE	
9.3 Enhancing Teacher Skills and Integrating Technology Year 1, Year 2, Year 3						
9.3a 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	9.3a • ISTE travel complete. The project funded 16 travelers (GDOE: 3 teachers, 2 librarians, 2 project staff; PNP: 6 teachers, Charter School: 2 teacher, 1 IT).	Part o devel teach librar	of the requirent opment is to store of the s	nent to attend hare the infor DE have prese a presented to	off-island Promation with off-island Promation with official offic	er reporting period. ofessional colleagues. Both olowski presented to neeting to all staff at

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)

	Glaitt Awai	(a #: 5405A180002
] 9.3a Annual Professional services for Interactive Whiteboard Board (training on various levels to <u>30</u> <u>GDOE</u> Teachers and <u>70</u> PNP teachers. Includes librarian training for learning centers.	• Promethean Board training: GDOE 37 OCE 24 St. Johns 2 GACS 14 TOTAL 77 Trained 77	• PO20191167 (Promethean Board training) *see attached training list
9.3aAnnualPowerSchoolTrainingvia24/7onlineprofessionaldevelopmentsubscriptionaccess for140newteachers,administratorsor	• Powerschool Training: 111 teachers requested and were provided access to PS online training; 54 or 49% completed training	• Powerschool Training *see attached training list
computer operators. 9.3a MODIFIED: Annual Professional Development for teachers on classroom technology integration and cost for venue for 270 participants (Cohort 1 and establishing Cohort 2).	• Annual PD: Connected Educator Kumunidat: REQ20200068 formerly REQ20190203 (RFP 019- 2019)	 As of 10/10/2019, contract is at AG for review and approval. Activity will have to take place Quarter 1 of 2019 Perf Period.
 9.3b Longitudinal Data System (LDS) Annual Support for maintenance and update. Customization of LDS templates, professional development for principals and teachers in use of the system. 	9.3b LDS: Trainer for LDS has left district. District needs to reassign the training component. Access has been provided to administration.	• Outcome to ensure administrators have access to Pulse, learn features available and how to navigate the system.

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	Graitt Awa	rd #: \$403A180002
Year 2 9.3a NEW: 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	• Online Self-paced PD: 42 teachers have activated accounts and begun online PD	 Makerspaces and Flipped Classroom accounts have been created. See attached list of teachers participating in online PD.
9.3a NEW: Cost of tracking and renewal of FY16 purchased licenses for self-paced online PD	• PO20190053	• Tracking and renewal of 11 courses
9.3a NEW: Create on- demand professional video library for professional development platform and resources.	• Professional Video Library has been converted to PO and services have been rendered.	Online platform can be accessed through <u>https://www.gdoe.community</u>

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)

		<u>d #: S403A180</u>	002	1		1
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS COMPONENTS	BASELIN E				
PLEASE CHECK ONE: PLEASE CHECK ONE: NOT STARTED LESS THAN 50% COMPLETED X COMPLETED	EFFECTIVENESS? Speak Up Survey (results expected2 nd quarter	(Initial collection of data- when the activity first started)	1 st QTR.	2 ND QTR.	3 RD QTR	4 th QTR.
50% OR MORE D FULLY COMPLETED	Teacher and student survey regarding	37% rated themselves beginning users in Spring 2017 survey	Speak up results expect March 2018	Speak up results indicate 5% of teachers rate themselve s as beginner tech users	COMPLET E	Completed
	technology use in class.	New baseline established Sept 2018	Insufficien t responders to use data.	70% of students indicate teacher is using technology. 70% of students indicate teacher is uses technology more frequently than once a month (weekly, several times a week). 28%	No data. Students are on summer break and training has not been conducted. Contract was converted to purchase order on July 2, 2019.	No student survey as training occurred last week of performance period. Students will be surveyed after time for teachers to implement new learning.

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 Grailt Awa	<u>d #: S403A180</u>	002			
			indicate daily use.		77 Teachers received training
Promethean Training					
Powerschool Online access and	18 new purchases for min 18 teachers to be trained	68 teachers received training 1 st	Activity not begun	Activity will be conducted 4 th Qtr.	111 Teachers received training/ 54 teachers completed training
completion rate: Number of requests/ Access given: 111 Completed training: 54 or 49%	X% who requested access completed training	6 teachers requested: 0 completed	18 teachers requested. 3.6% completed	3 requested; 0 completio n	
Online Courses for Teachers: 42	-				
registered Awaiting PO and execution of contract to	Baseline determined by number of teachers registering for online courses.	Awaiting PO for course refresh and tracking to open to teachers	34% of registered participant s completed	84% completed Google for the Connected Classroom s courses	3 teachers have completed Makerspaces course
begin services		Dec 10-13 UOG PIP Office provided Sheryl Nussbaum beach for refresh of standards with 79 teachers	Standards document being edited for district approval	Contract is still being reviewed and processed internally	<u>Standards</u> <u>developed awaiting</u> <u>Board approval</u>

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)

 Grant Awar	<u>rd #: S403A180</u>			-	
Tyler Pulse training for Administrators		and 12 admin.			
Tyter I dise training for Administrators					
	Planning with consultant No principal trained yet	Activity not begun	Training to be provided third quarter	Training to be provided 4 th Quarter	Vacancy for Tyler Pulse training needs to be filled by district
Online Platform, Standard					
Implementation and resources for					
Implementation and resources for teachers. Awaiting contract for platform and consultant)	Materials on various department sites to be organized into one platform	Activity not begun]	Activity to take place third quarter. Awaiting contract for vendor	Activity to take place 4 th Quarter. Contract still being reviewed and processed internally	Online Platform @ www.gdoe.commun ity completed. Video module for Tech Use/Policies completed

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)

COMPONENT	ACTIVITIES	-d #: S403A180002 EVIDENCE
9.4 Implementing a Fully	ACTIVITIES	EVIDENCE
Automated Library System		
in all Public Schools		
9.4a Continue		
implementation of		
Automated Library System.		
EETT purchased library	9.4a: Atriuum Webinar was conducted	9.4a 29 librarians attended Atriuum webinars. 26 Librarians participated in
automation system with	by vendor on September 18, 20, 24, 25	Booktracks training via Webinar. 4 staff piloting equipment sign-out
2015 funds and last of initial	and 26, 2019 for 3hrs. via Webinar.	attended Booktracks training as well.
training was complete March	Booktracks training conducted September	
2017. Support needed in	118, 20, 24 25 and 26th for 3 hours via	
2018-19 cycle for	Webinar	
contracting for Atriuum		
Library system support, with		
booktracks module		
subscription renewals		
(Content Cafe2, Accelerated	0 4- A manifestra I il mante A secondation	9.4a See attached travel reports for ALA travelers: Alicia Whitaker,
Reader, Lexile), and at least	9.4a : American Library Association travel complete. The project funded the	VBMS; Melissa Gentapanan, MAUES; Jhoanna Co, OCE; Elizabeth
two days each of follow-up training for librarians. Funds	travel of 4 librarians (GDOE: 2 PNP: 2)	Imamura, OCE.
needed for additional	travel of 4 horanans (ODOE. $2 FINF. 2$)	
barcode labels – see		
supplies). Additional PD for		
41 public schools.		
Year 2		
9.4a MODIFIED 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.		

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)

	1			d #: S403A1800	102			
	HOW DID THE PR		EASURE	BASELIN				
	ITS COMPONENT			Ε				
	EFFECTIVENESS?			(Initial				
T				collection				
r				of data-	1 st QTR.	2^{ND} QTR.	3 RD QTR	4 th QTR.
NOT STARTED				when the				
□ LESS THAN 50%	ſ			activity				
COMPLETED	Observation, dis		meetings	first				
□ COMPLETED 50%	with Librarians.			started)				
OR	• Use of Admin E			93%	86%	86%	86%	87% circulating
MORE	monitoring circu	ulation and u	se;	schools are	circulating	circulating	circulating	using the system
X FULLY	4 New Librarians in	npact data an	d total	circulating	in system	using the	using the	
COMPLETED	%age use. Data base	ed on 37 scho	ools (not	holdings		system	system	
	41).			stored for				
		Some		use in ALS.				
	4/37	Usage	1	4 libraries				
	37 schools with			are vacant				
	usage		8	and baseline				
		11		will drop.				
				Target 90%				
	3 schools to develop	plans for M	aker					
	Spaces by June 2019							
	~ F			Zero- none	Activity		Librarians	3 schools will
				have maker	not begun		have	implement
				spaces			requested	makerspaces
							to pilot:	
							Plans	
							pending.	
							Extension	
							requested	

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)

PART II:		Γ
DISCUSS THE VARIOUS		
TASKS CARRIED OUT BY	Meeting attendance when request by Federal Programs Office	
PROJECT PERSONNEL?	Continuous consultation with FSAIS/Technicians regarding project needs and status	
	Monitored Assets and assisted end users with questions or issues with equipment	
	Began process of transferring assets purchased prior to 2015	
	Monitored Helpdesk tickets for service	
	Review vendor invoices and approvals for payment	
	Ensure close out of FY 2017 along with Quarterly Report submission to FPO	
	• 4 Technicians monitored and resolved helpdesk requests. Schedule for technicians to visit all schools on a monthly rotation. (Presently two vacancies)	
	 Requisition entry for CG 2019 so as to avoid interruption of services/contracts that would impact project activities 	
	 Continuous dialogue with procurement office regarding procurement matters for project RFP, IFB's, etc. 	
	 Worked with consultant that is assisting in the draft document for Refreshed GDOE Tech Standards 	
	 Consultation and contact with vendors and contractors as needed 	
USING YOUR PROJECT		
DATA TO EVALUATE	• Improve frequency of use in computer labs throughout the district using EETT equipment	
EFFECTIVENESS/	• Expedite procurements whenever possible to ensure activities take place timely	
PROGRESS, DESCRIBE	• Continue to support on-going PD needs of librarians in use of Booksystems and Atriuum	
THE AREAS FOR	• Need to streamline systems and paperwork like the EETT sign-out process	
IMPROVEMENT?	• Need to work with schools that have computer labs on reporting timely	
IMPROVENIEN I :		
		-
EXPLAIN HOW THE PROGRAM FUNDS	EETT provides technology tools and professional development in the use of tools and systems that are used by teachers	
WERE TIED TO	to have the necessary resources needed for teaching in order to better engage students in the learning and demonstrating	
PROMOTING	their learning. Teachers need a current guide regarding digital learning and the refresh of standards activity will provide	
CHALLENGING	that once implemented.	
ACADEMIC		
ACHIEVEMENT	Teachers sign out EETT equipment in the schools. Teachers are indicating the type of activities students are engaging in	
STANDARDS AND HOW	with the technology. Highest use of technology is for the purpose of research and presentations, literacy activities and	
WILL IT CONTRIBUTE	digital literacy lessons. Technology is used to implement the GDOE Common Core curriculum.	
TO IMPROVING		
STUDENTS' ACADEMIC	We are now surveying students regarding the use of tools and technology by teachers that have participated in EETT	
ACHIEVEMENT?	activities. Students are increasingly reporting more use and the fact they do believe it helps them in their learning (Speak	
	Up survey indicates students increased technology use and benefits.	

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

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DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	 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. This is a product of our teacher retention challenges. 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. Loss of a technician is a challenge. As the amount of devices are increased by the project, there is a need for more 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 is a loss. There is concern and asset guidelines. 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 schools visits have been excellent in addressing individual school's concerns and asset guide

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	Grant Award #: \$403A180002					
WHAT ACTIVITIES						
WILL THE PROJECT	Monito the use of Booktracks for Teacher sign-out of equipment in three schools using digital sign-out					
IMPLEMENT NEXT	Plan for refresh and reimage student laptops out of warranty.					
QUARTER?	• Continue to monitor Schools use of computer labs and EETT Equipment.					
	• Work to complete the GDOE Technology Scope and Sequence refresh for district approval and distribution. Begin					
	implementation plan as soon as contract can be executed					
	Complete reminder of purchases of supplies and equipment for 2019 CG activities					
	• Continue Library Automation System and provide on-site and Webinar training to librarians in additional features of					
	Atriuum and provide librarians & FSAIS in use of Booktracks for equipment monitoring.					
	 Plan for travelers to ISTE and ALA Conference June 2020 					
	 Connected Educator Kumunidat Conference for Cohort 1 and Cohort 2 (target November 2019) 					
	 Delivery and distribution of equipment and devices ordered 					
	- Derivery and distribution of equipment and devices of dered					
EXPLAIN METHODS						
THAT ARE BEING USED	• Project is monitoring the project activities through a variety of means;					
FOR MONITORING	 Direct Observation in Schools 					
PROJECT ACTIVITIES.	 Google Forms/Surveys for feedback regarding activities and equipment use 					
	 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 Regults from Project of Tomorroy					
	Speak Up Survey Results from Project of Tomorrow Derticipant feedback in person amail and survey					
Participant feedback; in person, email, and survey						
Atriuum/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					
	VUARIERLI REFURI CERTIFICATION					

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)

PROJECT TITLE: <u>Project # 9 Enhancing Education through Technology (EETT)</u>

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
FRANKLIN J.T COOPER-NURSE, Acting PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE

Fiscal Year 2019	CFDA Title: Project Title: <u>82610 Im</u>	
	82610 Improving Student Learning & Achievement (ISLA) - GIHA	Guam Department of Education (GDOE) Quarterly Personnel Certification Form



Reporting Period: 4th Quarter (Jul - Sep)

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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.

							690-01-2509	690-01-3496	690-00-5818	EIN No.
1001							Taitague, Kevin M.	Toves, Philip A.	Camacho, Michelle M.	Employee Name
							ADMIN ASST	PROG COORD III	PROG COORD IV	Employee Position Title
		2					820 C&I	820 C&I	820 C&I	Site Location
										Comments

administrative penalties. 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

Date:	Project Manager Signature:	Date:	rederal Programs Compliance Administrator Signature:
OCT 2 2 2019	Project Manager Name: Joseph L.M. Sanchez	P	Føderal Programs Compliance Administrator Name:
10/11/19	Project Coordinator Signature:	(c//// g	inimicanes officervisor's algorithms:
	Michelle M. Camacho		Michelle M. Camacho/ Joseph L.M. Sanchez
	Project Coordinator Name:	q	Immediate Supervisor's Name:

84.403A Controlidated Grant to the Outlying Areas 82620 Improving Student Learning & Achlevement (151A) - Ayudante Project Title: **CFDA Title:**

Fiscal Year 2018

4th Quarter (Jul - Sep) Reparting Period: 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 Position Title Ster Location Comments	820 C&I	PROG COORD III 820 C&1							
Employee Name	VERA L DELA CRUZ	KELLY C ESCUADRA							
EIN No.	7635	1662							

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.

Internate Supervisor's Name: JOSEPH I. M. SANCHEZ	Project Coordinator Name: JOSHUA BLAS	10/12/18
Immediate Supervisoria Signature	tor Signature:	l Date:
Federal Programs Compliance Administrator Name:	Project Manaser Name.	
IGNACIO C. SANTOS	INSEPTI M SANCHE?	
Federal Programs Compliance Administrator Signature: Date:	K	/ D/ Date:
	- DANANC	× 1 Ul 1
	2	

CFDA Title: B4.4014 Consolidated Grant to the Outlying Areas Project Title: B2620 Imotovine Stutient Learning & Arhievement [ISLA] - Avudante¹

L. WILLS

Fiscal Year 2018

Reporting Period: <u>411. Quarter (July - Seo)</u>

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

(animth)		ASPARE	ASPIRE 1.1 {Dvertime}							
Strtetalten		536 - 85E	329 - AES							
Eins syre Past an Title	ELEMENTARY TEACHER	ELEMENTARY TEACHER	SCHOOL ANDE I							
و تدله دو م و سرد	TILLER. BLAS	NORINA CALILING	FRAHCINE CUINTANKLA							
CINIO.	1896	9879	6014							

By signing his 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.

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Janice Chateualaf	
liminediale Supervisor's Signatury ////	Jerojeti Coordinato Signature:
I X UNITANDOV IN/U/	
Control Description of the Annual State	
	Plaject Manager Name:
jignacio C. Santus	Internets P. A. Constant
rederal Programs Compliance Administrator Signature;	Project Manager Signature: ()) Man M

Date:

i pres

64.403A Consulidated Grans to the Outlying Areas Project Tille: CFDA TRIe:

82629 Improving Student Learning & Achievement #SLAI - Avudante

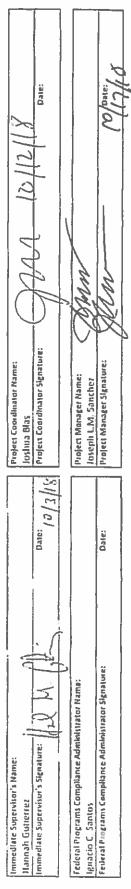
Fiscal Year 2018

Reporting Period: <u>Ath Quarter (July - Sep)</u>

This is to certify that the following individuals have worked 100% of their titue wider a single cost objective for this supplemental grant funds to promote teaching, tearning, safe schools, support students who are at esta

	LERAMIT CRUZ RAEANINE C AFAISTU MARIE A PABLO NIKCHAS B CRUZ	IEACHER ASSISTANTIS [TA) IEACHER ASSISTANTS [TA) IEACHER ASSISTANTS [TA] TEACHER ASSISTANTS [TA]	301 ANCS 301 ANES	
	AF ANNE C AFAISFN MARIE A PABLO NUCHAS B CRUZ	TEACHER ASSISTANTS (TA) TEACHER ASSISTANTS (TA) TEACHER ASSISTANTS (TA)	301 AILES	
	MARIE A PAGLO MIRCHAS B CRUZ	TEACHER ASSISTANTS [TA] TEACHER ASSISTANTS [TA]		
	RIKOLAS B.CRUZ	TEACHER ASSISTANTS (TA)	301 AIH5	
			301 - A1(ES	
	DOLDRES CAYANAN	ELEAIENTARY TEACHER	301 AHES	AGORTE:
	MARY MENGAN TERIALE	LLENERIARY TEACHER	301 AHLS	ASPIRE
120 I M	WEIMA QUITUGUA	ELEMENTARY LEACHER	JOI - AHES	Aspinc
	CLAIRE ARCED	SENGOLARE III	301 - AHES	ASIME 1.1 (OVERTIME)
13579	JOEY CANALES	SCHOOL AIDE H	301 - AHES	ASPIRE 1 [OVERTMAC]

By signing his 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.





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B4. 403A Contolidated Grant to the Outlying Areas B2620 imptoving Student Learning & Achievement (ISIA) - Avidante² Project 1114e:

Fiscal Year 2018

CFDA Tule:

Reporting Period: <u>4th Quarter (July - Seo)</u>

Ibs is to could the following individuals have worked 100% of their time inder a single cost injective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-inst academically, increase graduation rates, and prepare studients for college and calles teporting period and within the grant period.

ten lies	THE SALE SALE			C GIFTERALIA
14873	BLAS, ANGELIA JEAN P.	SUMMER SCHOOL TEACH	437 - AMS	
IRCET	CARRANIA, KATRINA C.	SUMMER SCHOOL TEACH	SMA 769	
14075	CARRERA, CLAIREN.	StiMMER SCHOOL TEACH	37 AMS	
13204	CORTEZ, RUSSELL F.	SUMMER SCHOOL TEACH	437 AMS	
\$645	ESPINA, ALPHA C.	SUMMER SCHOOL TEACH	SMA TEM	
5927	ILOHES, THERESE	SUMMER SCHOOL TEACH	417 AMS	
13454	GAGARING, MELISSA S.	SUMMER SCHOOL TEACH	SMA VEA	a contract of the state of the
0360	tVAH V AGUOR	TEACHER ASSISTANTS (TA)	SINA TEA	
14411	KHISTRIA M FLORES	1EACHER ASSISTANTS (TA)	SWE LEN	
125.41		ICACHER ASSISTANTS {1A}	437 AMS	
14033	MARIBIISAN, KOLEEN MAHLE T.	SUMMAR SCHOOL TEACH	SINA TEA	
13700	PAYUMD, DIANNA C.	SUMMER SCHOOL IFACH	437 - AMS	
11504	FINEIRO, MICHELLE M.	SUMMER SCHOOL TEACH	437 AMS	-
62611	RIVO-CRUZ, SAMANTHA C.	SUMMER SCHOOL TEACH	SMA-764	
4457	RIZALIHA S DSERA	TEACHER ASSISTANTS (TA)		
13480	ROSS, JO-ANH ALBAND	SUMMER SCHOOL TEACH	437 AMS	
5744	SENGEDAU, ANNE K.	SUMMER SCHOOL TEACH	437 AMS	
	ALYSA E.C. BUSTAMANTE	TEACHER ASSISTANTS (IA)		
4812	IENNIELE IASMIN G BIOS	TEACHER ASSISTANTS (IA)	437 AMS 15	

By signing his 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.

Project Coordinator Name: DAA 10/12/13	Date Date Condinatur Signature:	Project Manager Name:	Joseph LM. Sanchez	Dale: Piujett Manager Signature:	ETCYN MARY	
Immediate Supervisor's Name: Rita Flores	immediate supervisar's signature:	r sacial //og/ami compRance Administrator Name:	Ignacio (Santos	redetal Programs Compliance Administrator Signature:		



84.403A Coerolidated Grant to the Outlying Areas 22630 - finationing Student Teambur & Achievement (131A) - Arudanie Project Title:

CFDA TISU:

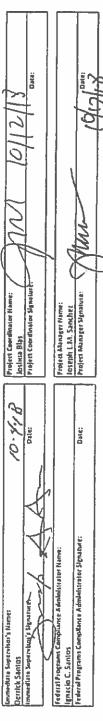
Fiscal Year 2018

Reparting Period: <u>4th Quarter (Mdv - Sept</u>

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1186	CORNELS C BORIA	TEACHER ASSISTANTS (TAF	315.ASTES	A line of the second seco
[1273	DAMNTH F QUENGA	TEACHER ASSISTANTS [TA]	325 - A5FE5	
7162	CIANIA MARK P TAUALLE	SUNDARY SCHOOL NEACH	315-ASTES	
9928	ORIZA, JAYNE E.	SUVURIA SCHOOL SEACH	1/5+ASILS	
4123	FEILPE, MARIA LOURDES G	SURVINER SCHOOL REACH	315×v2115	
13019	FERMANDO, NOSAN B.	SULIMEN SCHOOL FEACH	325-ASIES	
12106	JAMINE SAMOS	TEACHER ASSISTAULS [TA]	318	A second s
6878	JOANNE A CENEDA	TEACHER ASSISTANTS (LA)	325-A5TES	
14559	LAVARIAS, LAURENCE C.	SURAMER SCHOOL TEACH	325 - ASTES	
78	AMATHA & MARTIN	ILACHER ASSISTANTS (IA)	215 YIC	
24	NOVEE, MARY B.	SURAMIN SCHOOL TEACH	115-ASIES	
6583	PANGELMIAN, VANESSA S.	SUMMER SCHOOL TEACH	315-A5165	and an and a set of the
6014	PEAC2, VENESSA REATE D.	SURAMER SCHOOL TEACH	375-ASIES	
9616	PESTAURS, CHRISTURA DR	SUMANER SCHOOL TEACH	325-ASTES	
29961	TEME, IDRI KANESHI	SUARNER SCHOOL TEACH	375-A3TC3	
\$200	MICA, LUBK 10	SUMMURA SCHOON TEACH	325-A5165	
1656	WUSSIIC, GRIAB,	SUMMARK SCHOON TEACH	115- ASTES	

By signing his 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.





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LELA INIE: Project This:	84.493A Compilated Grant to the Outlying Acest 8.8.8.0 Investigat Student Leauther & Athlerement (19.4) - Avidante ²	ing Areas Mercinent (196A) - Aviedante		
Fiscal Year 2018				ur ur
Reporting Perlad: This is to certify that if	<u>Ath Charter (July - Seo)</u>	છે છેલ્ડ ને વિવસ્ત છેલ્લું છે. આ દુર્વ લ્વા છેલ્ટ્રેલ્લો એવ્યુ	for this supplemental.	Reporting Parlod: 4th Quarter (tuir - Seo)
academically, increase UN ha	at addresizier, forceare graduation rates, and prepare students for codege and career woon graduation for thes reporting period and within the grant period. This has the second and within the grant for the second states with the second and within the grant period.	talle fe and faret upon graduation for th Time aget 2001 on The e	ns reporting period an Size l'Interiors	a sum success and the grant period.
10286	GLONIA FAIAS	ELEMENTARY TEACHER	325 - ASTES	Alarat
1396	WUAR PATAGUE	ELEMENTARY TEACHER	335-45105	SPAR
1206	MICHELLE MANALO	LENGENTARY BLACHER	335-ASTES	STAR
6730	ELANNE UNION	REMENTARY REACHEN	325-43165	Jardsk
1111	VANESSA PANGEINIAM	LEMENTARY LEACHER	375 ASTES	ASPIRE
By signing his report l an administrative penaltles.	eport I am aware that any false benalties.	, fictitious, or fraudulent infe	ormation, or the	By signing his 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.
kırıntektəta Suparvhor'a Hama: Dertick Santos	'i flame:	G.2.10	Project Caordinatue Name: Instance Man	Name: / M A 12, 117 / 12
Immediale Superchor's Signature:	a Signature: And A	The Bull	Project Coordination Signatures	1212 121
Frderal Programs Comp Ignatio C. Santos	Frderal Programs CompTance Adoministator Name: Ignatio C. Santos		Project Manager Mame:	
Irdetal Fragrams Cam	federal fragrams Compliance Administor Signature:	044c	Project Manuger Signature:	native: (MAAA

10/17/1 Bate

Inn-

By signing his 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 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 Dale: academically, increase, graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period. WHILE I . I (OVERTIME) Project Coordinator Signature: GPAGE ASPIRE NURE ASPINC SPIRE Project Courdinator Name: Project Manager Signalup Project Manager Name: Joseph L.M. Sanchez Site Lacal Cn 303 - 0FCCS 303 DPCE5 303 - BPCCS 303 - DIYCES 303 - APCES 303 - BPCES 303 - OPCES 303 - BPCES 303 - BPCES 303 - BPCES **Joshua Blas** TEACHER ASSISTANTS [TA] TEACHER ASSISTANTS (TA) TEACHER ASSISTANTS (TA) TEACHER ASSISTANTS [1A] ELEMENTARY TEACHER Finglayee Past on The ELEMENTARY TEACHER ELEMENTARY TEACHER ELEMENTARY TEACHER Ž ELEMENTARY TEACHER SCHOOL AIDE HI 50 62620 _ Improving Student Learning & Achievement #SLAI - Avvdante¹ Dates Date; 84.403A Consolidated Grant to the Outlying Areas MONETTE RAE-AL N BLAS JUHNIFUR S CHARGUALAF IEHESA A CONCEPCION MARCHELLE SABLAN **UDHANNA GUZMAN** ELVIRA MAGBARUA JCARIFERI QUENGA **OLIVA VELASQUEZ** Emalayee Norse SERINA M UNIDA ELIZABETH REYES Federal Programs Compliance Administrator Signature: 4th Quarter (July - Sep) Federal Programs Compliance Administrator Name: 7 administrative penalties. immediate Supervisor's Signature: immediate Supervisor's Name: Reporting Period: Fiscal Year 2018 Lisa Cooper-Nurse 1.7105. 12420 12394 13678 1658 6035 4220 6580 5556 4340 Project Title: **CFDA Thile:**



Guam Department of Education (GDOE) Quarterly Personnel Certification Form

Ignacio C. Santos

02620 _ Imorgylor Student (carofine & Athlevement (151A1-Aruklante) 84.403A Consolidated Grant to the Outlying Areas Project Tille:

Fiscal Year 2018

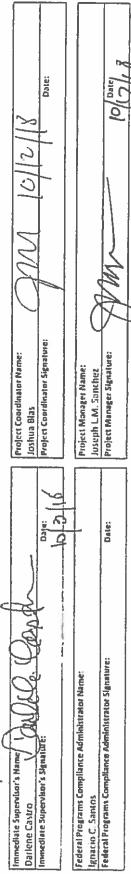
CFDA Tide:

Reporting Period: 4th Quarter (July - Sep)

This is to certify that the following individuals have worked 100% of their time under a surgle cost objective for this supplemental grant funds to momple teaching, learning, sale schools, support students who are as risk arrangemental contrasts and within the man and within the man house.

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13685	EARL JAMES O FLORES	TEACHER ASSISTANTS (TA)	324 • CDES	
13288	FBELYNL DM2	TEACHER ASSISTANTS (TA)	32A - CBES	
BEGI	MELINDA A BURKE	EIEMENTARY TEACHER	374 • CBLS	CSL Consultation, Locally funded eft. 8.20.18
11745	PATTY CIMAPAR	IEACIJER ASSISTANIS [TA]	374 - CBES	
12483	SAMANTIJA I WELCH	TEACHER ASSISTANTS (TA)	334 • CBES	
	A'ISHA IOHHAYE A. DELEOH GHERRENO	TEACHER ASSISTANTS (TA)	324 - CBES	
1559	FRANKY INDALECIO	ELEMIENTARY ITACHER	324 - CBES	NSPIRE
2155	TRICIA ALCONARA	ELEMENTARY REACHER	324 - CDLS	ASPIRE
16111	AJARY LEALL M. PERVEZ	ELEMENTARY TEACHER	324 • CDES	ASPIRE
	DELLA A. TAHERDM	ELEMENTARY TEACHER	324 - CBL5	MSPIRE

By signing his 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.





 GFDA Title:
 B4.403A Compliated Gram to the Outlying Areas

 Project Title:
 87670 Improving Student Learning & Arhievement (ISLA) - Avudante⁴

- Bernard

Fiscal Year 2018

Reporting Period: Ath Quarter (July - Sep)

This is to certify that the following individuals lave 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-shire according period and within the grant period.

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Sile location	304 - 0105	304-01165	304 - CLTES	304 - CLTES	304 - CLTCS	304 - CLTES	304 - CLTES		_					
Employee Poulion Tille	TEACHER ASSISTANTS (TA)	TEACHER ASSISTANTS (TA)	SCHUOL ATDE I	TEACHER ASSISTANTS (TA)	TEACHER ASSISTANTS { [A}	TEACHER ASSISTANTS (TA)	ELEMENTARY TEACHER			Contraction of the second s				
Employce Name	AVEANNA L OSBORN	CHRISTINA ANN C QUIDACHAY	JOSEPH A TAITAND	Olivia C DIZON	ROSE ANN A FRANCISCO	TOMMAY-FON V TAITAND	CHARLENE ANN THAA DY							
ERN No.	06111	14404	3633	4234	11946	13167	15209							

By signing his 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:		Project Coordinator Name:	
Corina Paultno		Jushua Blas	
Immediate Supervisor's Signification of MARAMAN	81/22.61	Project Coordinator Signature:	10/22/18 DME:
Λ		2	
Federal Programs Compliance Administrator Name:		Project Manager Nane:	
ignacio C. Santos		Joseph L.M. Sanchez	-
federal Programs Compliance Administor Signature:	Date:	Project Manager Signaulee:	10-22-94
		A	

n n

Project Title: CfDA Thile:

84.403A Consolidated Grant to the Outlying Areas 82630 - Imutoying Student Learning & Athlevement (151A) - Ayudante⁴

Fiscal Year 2018

Reporting Period: <u>Ath Quarter (July - Sen)</u>

Hur is to cerrich that the following individuals frave worked fOUX of their time under a single cost objective for this supplemental grant functs to promote teaching, learning, safe schoolt, support students who are at rish academically, mote are graduation to set and within the grant period.

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

Immediate Tupervisor's Name;	Froject Coordinator Name:	10-11-11
Rebecca Duenas	Mashua Blas	10/11/12
Immediate Standaue: Date: Da	Project Coordinator Signature:	Date:
Federal Magrams Compliance Administrator Name:	Project Manuer Name:	
Ignacio C. Santos	Joseph L.M. Sancher	
Federal Programs CompMance Administrator Signature: Date:	Project Manager Signatures NAM.	(biter
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CEDA THE: B4.401A Consolidated Grant to the Duilying Areas Project Title: B2620_Imatovine Student Learning & Arthevement (151A1-Avvilante'

Fiscal Year 2018

Reporting Period: 4th Ounder [Iniv - 5co]

This is to certify that the following individuals have worked 100% of their time unifer a single foot this supplemental grant funds to promote teaching, fearwing, safe schools, support students who are al-tisk academically, increase graduation rates, and prepared and within the grant period.

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By signing his 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.

	Project Coordinator Name:	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	7-11-11.2
Kohert Marthiez	lioshua Blas	INI VI	X1171121
Immediate Supervisor's Stenation:	Т		
10/ march 0/ d/ 1	riojeti Looininatar Signature:	//	/ / Date:
		/	
federal Programs Compliance Admirestatur Name;	Project Manager Manage		
frameric Frameric			
	Joseph LM. Sancher	(
federal Programs Compliance Administrator Signature:			
	ruject meneger pignature: (/ W/W	Date:



Project This: 22620 imatovine Student Learnhue & Achievement (ISIA) = Avadante*

34.401A Consolidated Grant to the Outlying Areas

CFDA THIE:

Fiscal Year 2018

Reporting Period: <u>4th.Ovarter (July - Seo)</u>

This is to certify that the following individuals liave worked 100% of their lime under as lingle cost objective for this supplemental grant funds to promote teaching, learning, support students who are at risk addentially, increase staduation rates, and prepare students (or cobere and carried and which the easy second

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	NDIOLA	TEACHER ASSISTANTS (TA)	306-FES	
	11ET	TEACHER ASSISTANTS (TA)	30G - FES	
	AFAISEN	TEACHER ASSISTAN15 (IA)	306 - FES	
	N HAZ	ELEMENTARY JFACHER	306 - FES	ESL Coordinator Locally funded eff. 8.10.18
	INAG	TEACHER ASSISTANTS (TA)	306 - FES	
	BARIS	TEACHER ASSISTANTS (TA)	306-FES	
	RIANO	ELEMENTARY TEACHER	306 - FES	ASPIRE
GB/DB VENESSA RENEE PEREZ	ie Perez	ELEMENTARY TEACHER	306 - FES	ASPIRE
5189 TARSHAT MUDI	IUUI	CLEMENTARY TEACHER	306 - FES	WPIRE .
10648 AIEUSSA HERIVANDEZ	ANDEZ	ELEMENTARY JEACHER	306 · FES	ASPIRE

By signing his 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.

2 E \mathcal{O} federal Programs Compliance Administrator Name: Immediate Soperdisor's Signature 1 Immediate Supervisor's Name: Gerardo Galape

Project Coordinator Signature: Joshua Blas

Date: 0 PtoJect Coordinator Name:

3 Ule_ Joseph L.M. Sanchez Project Manager Signature: Project Manager Name:

Date:

federal Programs Compliance Administrator Signature:

Ignacio C. Santos

21620 improving Student Lambac & Athlevement (151A) - Avudante" 84.401A Consolidated Grant to the Outhring Areas Project Thic: CFDA TILLE:

Fiscal Year 2018

Reputing Period: <u>9th Quarter (July - Sen)</u>

INs is to certify that the following individuals have worked JODS to their time under a single cast objective for this supplemental grant funds to promote reading, featuled, support students who are at risk a structure graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

	Cline- and				25L. Croudinator Lucally funded eff. 8.10.18. Also Summer School Teacher									
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fst playeu Pass cis 7 1 st	SUMMER SCHOOL TEACHER	SCHOOL ANDE HI	SUMMER SCHOOL TEACHER	SUMMER SCHOOL TEACHER	HIGH SCHOOL TEACHER	SUAMMER SCHOOL TEACILER	TEACHER ASSISTANTS (TA)	TEACHER ASSISTANTS (LA)	SUMMER SCHOOL TEACHER	SUNIMER SCHOOL TEACHER	SUMMER SCHOOL TEACHER	SUMMEH SCHOOL TEACHER		
furp cyce Name	BABAUTA, DERVICE ANN M.	BLRAICE L LOSONGCO	BDRIA, GEORGE-ANTILORY	DIEGO, JOHN D.	1101×3 CHACD	FIELDEA, MAILLA E.	MAIDMIE J SANTOS	PERDUITO ALBRETO P CAMACHO	PEREZ, KCHLYN B.	QUCHOCHO, DARLENE R.E.	QUINTAMELA, MARIENE	TAITAKO-HERMAL, ESTHER C		
Eth No	6479	A114	3669	5156	2 A P P	10523	E0)61.1	14727	13879	10657	7171	6912		

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

Project Caordinator Name: DAN 10/12/18	Project Coordinator Signature:	Project Manager Name:	Jaicpit L.M. Sancher	Project Managet Signature:
Immediate Supervisor's Naver And A Collinda Hermandez-Avilia	Immediate Supervisor's Signatury:	reverse trugtam compliance administrator Name;	Junaciu L. Santos	rederal Fragrams Compilance Admunistrator Signalure:

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31. 1.5.

B2620 Improving Student Learning & Achievement ((SLA) - Avudante' 84.403A Consolidated Grant to the Outlying Areas Project Tille; CFDA THIC:

Fiscal Year 2018

Reporting Period: __<u>4th Quarter (Iu(y.-5ep)</u>

This is to certify that the following individuals lave worked BOUS of their time under a single cost objective for this suppremental grant funds to promote fearthing, fearning, safe schools, support students who are at sink academically, intrease graduation rates, and prepare for college and career upon graduation for this reporting period and within the grant period.

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By signing his 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 2 ~ (administrative penalties.

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uaisy kamirez Immediate Supervisor's Signalure:	N		Date: Date:	जे	-

-0-1	Project Coordinator Name: Joshua Blas	(AM	10/12	//8	
	Project Coordinator Signature:			Date:	
1					

Federal Programs Compliance Administrator Name:	gnacio C. Santos	federal Programs Compliance Administrator Signature:

Date:

Project Manager Name: Joseph LM. Sanchez Project Manager Signature:

Pare: C



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas Project Title: 82620 Innroving Student Learning & Achievement (151A) - Avudante^{*}

B

Fiscal Year 2018

Reporting Period: 41h Quarter (July - Sep)

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.

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Employen Position Title	TEACHER ASSISTANT	TEACHER ASSISTANT	TEACHER ASSISTANT	ELEMIENTARY TEACHER	ELEMENTARY TEACHER	ELEMENTARY TEACHER	ELEMENTARY TEACHER						
Employee Name	BERNICE M DIEGO	DEL CARMEN L NAPUTI	FAYE M BAHCINAS	KATHY CANDASO	JACKYSHA GREEN	CIANN SAN NICOLAS	AMBER POWERS						
EIN No.	7667	66EE1	4105	6662	197	14826	1103						

By signing his 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:		Project Coordinator Name:	(
Annette Salas			<	10/12/17	
Immediate Supervisor's Signature:	Date:	Project Coordinator Signature:	1 100		Date:
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Federal Programs Compliance Administrator Name:		Project Manager Name:			
Ignacio C. Santos		Joseph L.M. Sanchez		\	
i recerai Programs Compliance Administrator Signature:	Dute:	Project Manager Signature:	VI MI 4		A. Quer,
		/			N101, 2
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CFDA Title: B4.403A Consolidated Grant to the Outlying Areas Project Title: <u>82670 Improvine Student Learning & Achievement (151A1 - Avvidante</u>

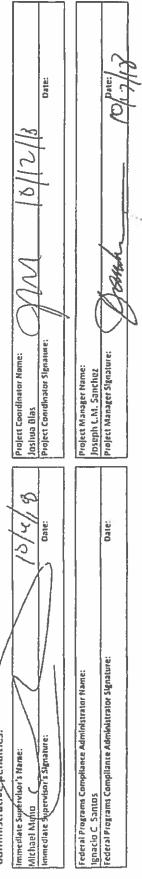
Fiscal Year 2018

Reporting Period: 4th Quarter (July - Sea)

This is to certify that the following induduals have worked 100% of their time under a single cast abjective for tids supplemental grant funds to promote tracking, learning, support students who are at-risk academicable, under a single cast abjective for tids support students who are at-risk academicable, there are not access graduation for this reporting period and within the grant period.

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Sign total an	SMI - EEF	233-11/1S	51V1- 660	21V) - EEP						
Employer Favillen Tille	SCHOOL AIDE I	TEACHER ASSISTANT	TEACHER ASSISTANT	TEACHER ASSISTANT						
Employee Name	GIDRIA C MOLANO	IOANH B MANGLONA	10DY K.T, UZALIA	TERRENCE I AGUON						
EIVNO.	9358	11552	14347	14642						

By signing his 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.





Project Tille: CFDA Trile;

84 Anga Consultated Grant to the Outlying Areas 82620 America Student Comme & Arthevement USIA1- Avudante²

Fiscal Year 2018

Heporting Perlad: 4th Quarter (Wiy - Sep)

This is to certify that the following individuals tave 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 reparting period and within the grant period.

FSTAY. LENET LUNDS,I.I. SUMMER SCHOOL TEACHER 472-JFK 472-JFK IAMELIE T. CRUZ T. T. ACHIER ASSISTANT 472-JFK MSHAFE E. IAMELIE T. CRUZ SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IAMELIE T. CRUZ SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IAMELIE T. CRUZ SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IAMELIE T. CRUZ SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. SUVA. KELCEY M. SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IAMVO, ANGELA MAE SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IAMVO, ANGELA MAE SUMMER SCHOOL TEACHER 472-JFK MASCLUSTER IONG, MARCLUSTER SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IONG, MARCLUSTER SUMMER SCHOOL TEACHER 472-JFK MSHAFE E. IONG, MARCLUSTER SUMMER SCHOOL TEACHER 472-JFK MSTAFE E. IONG, MARCLUSTER SUMMER SCHOOL TEACHER 472-JFK MSTAFE E. ICTO NOMILMARE P. SUMMER SCHOOL TEACHER 472-JFK MSTAFE E. IONG, MARCLUSTER SUMMER SCHOOL TEACHER 472-JFK MSTAFE E. ICTO NOMILMARE P. SUMMER SCHOOL TEACHER 472-JFK MSTAFE E. ICTO NOMILMARIA ALANU SUMME	LIN No.	Curp oyes Mane	Ertplay au floatigan Auto Sale Location	Sile Localian	Care reach
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IIIATIACO, EMILIAVA E.B. SUMMER SCHOOL TEACHER RODRIGUEZ, GRACE 1 SUMMER SCHOOL TEACHER SUVA. KELCEV M. SUMMER SCHOOL TEACHER JAMAYO, ANGELA MAE SUMMER SCHOOL TEACHER IAMAYO, ANGELA MAE SUMMER SCHOOL TEACHER CLEO NOWI MARIA M, LAMU SUMMER SCHOOL TEACHER CLEO NOWI MARIA M, LAMU SUMMER SCHOOL TEACHER		LABRADOR, FRANCIS NDEL P.	SUMMER SCHOOL TEACHER	472 - JFK	
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		CLED NOWI MARIA M. LANIB	SUMMER SCHOOL TEACHER	472 - JFK	

By signing his 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.

Project Coordinator Name:	Project Coordinator Signature:		Project Manager Name:	יוודייי אמונוגעייי אמוניגעייי	Project Manager Agnature:
	Sal tales				Date:
limmediate Supervisor's Name: Botharo: Adamos	Immediate Supplified & Senture:	fadara Itanena Ermaltanen Adala bererane	restriction C. Santos	Marlaral Practices Comellance Administration of	

Date:



CFDA Title: II.403A Conso Project Title: II.620 improj

IA, 403A Consolidated Grant to the Outlying Areas III improving Student Learning & Achievenent (151A) - Avelante'

Fiscal Year 2018

Reporting Period: Ath Quarter (July - Sep)

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

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		ANTHONY I. AQUING	TEACHER ASSISTANT	A34 - ILGRMS	34
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By signing his report 1 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.

Intercale is experised a Name:	Project Coordinator Name:
Marian Lujan	Jashua Blas
Interest of all Algerian is Signature: 10/11/5	Project Coordinator Signatur
Feddynogramy Comphance Administrator Name:	Project Manager Name:
lgnacio C. Santos	Joseph L.M. Sanchez
federal Programs Compliance Administrator Signature:	Project Manager Signature:

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Date: 3 22 aature: ijų:

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DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT *www.gdoc.net* 500 Manner Avenue 500 Manner Avenue Barngada, Guam 96913 Telephone: (671) 300-1547/1536 ° Faz: (671)472-5001 Barngada, Guam 96913 Famil: jonfernandez@gdoc.net



PERSONNEL MATTERS

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October 31, 2017

SUBJECT: Assignment – Mariann Lujan

INQUIRIES: Office of the Superintendent of Education

Effective November 06, 2017, Mariann Lujan, Assistant Principal, F.B. Leon Guerrero Middle School, will assume the duties and responsibilities as an Acting Principal of Jose L.G. Rios Middle School until further notice.

JTAQ

Your continued support in extending your cooperation is appreciated.

Superintendent of Education NANAIT .9.L NOL

:00

:**JTAG**

Acting Deputy Superintendent, ESCL Acting Deputy Superintendent, ESCL Deputy Superintendent, FAS Deputy Superintendent, FAS Deputy Superintendent, CII Administratior, Personnet Services Division All Division Heads All School Administrators All School Administrators

84.403A Convolidated Grant to the Ovdlying Areas 52030 - Imptoring Student Seaning & Athievement JISIAI - Avuitante'

CFDA Thile: Project Thile:

D. B. B.

Fiscal Year 2018 Reporting Period: <u>Ath Quarter (july - Seo)</u> Tius is to certify that the following individuals have worked 200% of their time under a single cost objective for this supplemental grant funds to promote teaching. Learning, support students who are at-risk accentify that the following period and within the grant period.

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TEACHUR AGECTANE		TEACHER ASSISTANT	ILACHER ASSISTANT	SCHOOL AIDE III	TEACHER ASSISTANT	IEACHER ASSISTANT	TÉACHER ASSISTANT	TEACHER ASSISTANE	TEACHER ASSISTANT	CLEARCHTARY TEACHER	ELEMENTARY TEACHER	ELENIENTARY TEACHER	LIEMENTARY TEACHER	ELEMENTARY TEACHER	ELEMENIARY TEACHER
	CHRISTIANNA-FAYE MENDIDLA		HOPE G RCYES		JOLEEN JOANNE NI PANGELIHARI	KIREISIA-LYRIN D ROSAIILO	ι	PAI	JAVIENLE T CRUZ	NARIANIJE L GUTICAREZ	ANN MARIEL FLORES	fulbria BURDARIG	ROSANNO DELEON GUERRENO	REBECCA M.A. BIDUADE	VALENE ANN SALAS
	1	601M	14110	17267	8490	1676	8160	11667	10211	1684	14446		0180	2258	1809

By signing his 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:	Pro	Project Coordinator Name:	, , (c11 c11 v	
Melissa timo 📊 🔗 🔼	Ins	insitua Blas	/V/V/	1011UNK	
Inwediate Supervyor 1/24 prairie and 1 Lam	2102 July	Project Coordinator Signature:			Date:
	-				
federal Programs Compliance Administrator Name:	Pro	"toject Manager Name:			
Ignacio C. Santos	las	Joseph L.M. Sanchez	-		
Federal Programs Compliance Administrator Signature: Date:	Pro	froject Manager Signature:	11 60.4		SHEQ/ CA
	-		-ZMA J	2	6 / r 4

84.403A Contolidated Grant to the Outlying Areas 82620 Improving Student Learning & Achievement HSIA1-Avudante¹ Project Title;

CFDA Title:

Reporting Period: <u>9th Quarter (July - Sep)</u> Fiscal Year 2018

Hus is to certify that the following individuals have worked 100% of their time under a single cust objective for table supplemental grant funds to promote teaching, fearning, safe stoools, support students who are at visk at a stock of the stock of t

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TAYLOR AIORRISON	TEACHER ASSISTANT	438 - JPTSA	
COLIN MICHAEL C MEND	IEACHER ASSISTANT	A214L - 856	
JANKCE D REVES	TEACHER ASSISTANT	438 - JPT5A	
MARUTA ANN ALAQUIMRIGOC	TEACHER ASSISTANT	438 JP15A	
SCOTT I GUMATAOTAD	TEACHER ASSISTANT	438 - JPTSA	AESIGIAED EFF & 24 JB
JOHN G SAN RICOLAS	SIMAMER SCHOOL TEACHER	438 - JP15A	
KULE ANCHETA	SUMMER SCHOOL TEACHER	436 - IP15A	

By signing his 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.

N/12//Q/	Date:		10/01	
Project Coordinator Name:	roject toosamator Sgnalure:	Project Manager Name: Joseph LM. Sancher	Project Manager Signature:	2
finmediate Supervisor's Name: Deater Fulto finmediate Supervisor's Straature:	×1/4/21	Federal Programs compliance Administrator Name: Ignaceo C Santos	feueral Programs Compliance Administrator Signature: Date:	



 CFDA Title:
 54.403A Consolidated Grant to the Owithing Areas

 Project Title:
 <u>52629 Improving Student Control Areas</u>

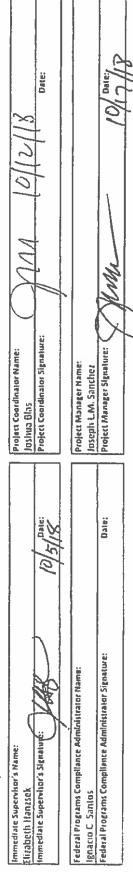
Fiscal Year 2018

Reporting Period: 4th Quarter (July - Sen)

Thus is to certaly that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, fearing, support students who are at visit a single cost objective for this support students who are at visit accurate provident within the grant period.

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Project Manager Signature:

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Guam Department of Education (GDOE) Quarterly Personnel Centification Form

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Project Tille:	<u>32620 Improvine Student Learnine & Athlevement JiSLAI - Avudante</u>	ement/fStAl-Avudante	×	. 1	
Fiscal Year 2018					A A
Reporting Period:	<u>Ath Quarter (July - Sco)</u>				
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14648	ELYSSA Q SANTOS	TEACHER ASSISTANTS (TA)	31R-HOPES		
61.17	JANE & VHI AGOMIZ	TEACHER ASSISTAMIS (IA)	318-HBPE5		
12083	KRYSTAL-RAE B DE LESUS	TEACIKE ASSISTANTS (TA)	318-HDPC5		
13700	LEI MICHIOS	TCACHCR ASSISTANTS (TA)	318-14141CS		
10924	RAELENE P SALAS	TEACHER ASSISTANTS (FA)	318 - HRPES		
13696	5AUNA 5 TOPASNA	TEACHER ASSISTANTS (TA)	318-118FES		
	KRISTAL KAMAHIN HUMEHD	IEACHER ASSISTANTS (TA)	318-118PES		
BT46	JOSEPHINE CRUE	ELEMENTARY TEACHER	318-10075	ASPIRE	
By signing his report I am administrative penalties.	port I am aware that any faise, fic enalties.	ctitious, or fraudulent inf	formation, or the	By signing his 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.	ubject me to criminal, civil, or
Immediale Supervisor's Name: Katliryn San Nicolas	Name:	16 3/12	Project Coordinator Name: Lochua Blac	VVV	VI CITA
limmediale Supervisor's Signature:	Signature:	Date:	Project Coordinator Signature:		Date:
Federal Programs Compl Ilanario C. Santos	federal Programs Compliance Administration Name: Isnario C. Santnos	1	Project Manager Name:	- 	
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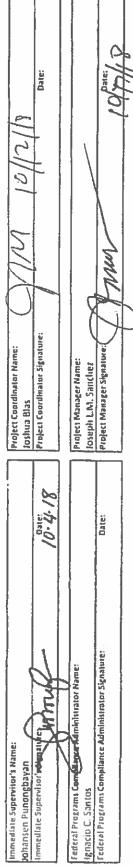
Fiscal Year 2018

CFDA Tille:

Reporting Period: 4(h Quarter ()ulv - Sep)

This is to certify that the fallowing individuals have worked 300% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, support students who are as-risk active for this reporting period and within the grant period.

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15029	KIANA ESPINOSA	TEACHER ASSISTANT	378 - 1ES	
5351	BARBARA IEAN D SANTOS	TEACHER ASSISTANT	328 • 165	
5442	BORIA, JOHN S.M.	SUMMACH SCHOOL TEACHER	328 - 165	
10715	BUNDARG, FUPINA R.	SUMPARE SCHOOL TEACHER	328 - LES	
9243	CADE, KRISTIMA	SUMMER SCHOOL TEACHER	328 (ES	
13018	CAMERON, HEIDLLYNN	SUMMER SCHOOL TEACHER	32A - LES	
2342	CHARMANIE Q DURATA	TEACHER ASSISTART	328 (15	
10927	DELONNA ANNE B EDROSA	TEACHER ASSISTANT	328-105	RESIGNED EFF & G 18
9420	DIAZ, ROCHELLE A.	SUMMER SCHOOK TEACHER	531 · 82E	
4887	DHAIAG, DANKOU	SUMMER SCHOOL TEACHER	328 · LES	
7262	DIONE E CRUZ	TEACHER ASSISTANT	531 · 82E	
7599	DOROTHY A MANSAPIT	TEACHER ASSISTANT	32B+1E5	
8119	IEURI E QUINATA	TEACHER ASSISTANT	328+1ES	
13285	JÜMALYN MI NAUTA	TEACHER ASSISTANT	328-165	
14479	PADILLA, JOHN PATRICK	SUMMER SCHOOL TEACHER	328 - 165	
12146	PAJA, ERICI.	SUMMER SCHOOL TEACHER	378 - 165	





CEDA Title: 33.403A Consolidated Grant to the Ouitying Areas Project Title: <u>82620 Improvine Stuttent Learning & Achtevement (ISLA1-Avudante</u>)

Fiscal Year 2018

Reporting Period: 4111 Quarter (July - Sep)

This is to certify that the following indenduals have worked 100% of their time under a single cost abjective for this supplemental grant funds to promote teaching, fearing, safe schools, support students who are at-risk accessing to the stand and within the grant period.

prepare students for college and career upon graduations for this reporting period and within the grant period.	Curter ents														
pon graduation for litis reporten	Site Lotallan	378-165	328-165	328-165	328 · LES	328 LES	378-LES ASTHE	328 • 165 ASPIRE	328 • LES ASPIRE	328-1ES ASPIKE	328 • LES ASPIRE	328 - LES ASPIRE	328 · LES NPIRE	328 • 165 ASPIRE	
re students for college and career u	En player Pasinan Liste Site	SUMMER SCHOOL TEACHER 32	SUMMER SCHOOL TEACHER 3	SUMMER SCHOOL TEACHER 33	SUMMER SCHOOL TEACHER 31	SUMMER SCHOOL TEACHER 3	ELEMENTARY TEACHER 31	ELEMENTARY TEACHER 32	ELEMENTARY TEACHER 31	ELEMENTARY TEACHER 32	ELEMENTARY TEACHER	ELEMENIARY TEACHER 32	ELEMENTARY 1&ACHER 32	ELEMENTARY JEACHER	
academically, increase graduation rates, and prepar	finglayee Marie	PONCE, JANE P. SUMIV	ġ							KRISTINA CADE	2			JOHN PADULA	
Junabene	UNDE. Fr	4476 Pt	11809 SALAS		121003 SHIMIP2		6191 GEN	8659 IV	11820 07811	9243 NE	8599 TIN	5177 RD	1070	14429 JC	

	VII2IIOI VVV	Date:				VIM 19/19	
	Project Coordinator Name:	Project Coordinator Signature:		Project Manager Name:	Aseph L.M. Sanchez	Project Manager Signature	
And a state of a second se		10.4.18				Cate:	
	Immediale Supervisor's Name: Johansen Punongbayan	Immediate Supervisor's Swartur	6 2	Federal Programs Compliance Administrator Manie:	Ignatio C. Santos	Federal Programs Compilance Administrator Signature:	



molidated Grant to the Duitying Areas appints Student Laambord Achevement DSIAL - Avudance¹

Reporting Period: <u>Ah Quarter (July - Sep)</u> Fiscal Year 2018

Its is to certify that the following individuals have worked 100% of their time under a single of distriction from from from from from from the footh, support students who are all role and for the second of the reporting period and within the grant period.

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IIA ATTAD I ILACHICK ASSISTANT 435 FUMIS IAURNDA D. GUTRNERO ILACHER ASSISTANT 435 FUMIS RAVIME II. CHUZ ILACHER ASSISTANT 435 FUMIS RAVIME II. CHUZ ILACHER ASSISTANT 435 FUMIS RAVIME II. CHUZ ILACHER ASSISTANT 435 FUMIS II. RAVIME II. CHUZ ILACHER ASSISTANT 435 FUMIS II. RAVIME II. CHUZO ILACHER ASSISTANT 435 FUMIS MILTICA COLLAGI ILACHER ASSISTANT 435 FUMIS MILTICACUMO ILACHER ASSISTANT 435 FUMIS MILTICACUMO ILACHER ASSISTANT 435 FUMIS PAIGL LITTAL LAS DULIAS ILACHER ASSISTANT 435 FUMIS <td></td> <td>KURLI MANDEK</td> <td>TEACHER ASSISTANT</td> <td>435 · LPUMS</td> <td></td>		KURLI MANDEK	TEACHER ASSISTANT	435 · LPUMS	
LAURWIDA D. GUIRREGO ILACHER ASSISTANT 435 - FPUMIS RAVLING N CHUZ TEACHER ASSISTANT 435 - FPUMIS RAVLING N CHUZ TEACHER ASSISTANT 435 - FPUMIS HHILSTRIL FOUCHOOCHOO TEACHER ASSISTANT 435 - FPUMIS HILZA JOSTEA I LAGUALIA TEACHER ASSISTANT 435 - FPUMIS JARG DCIAMGUALIA TEACHER ASSISTANT 435 - FPUMIS JARG DCIAMGUALIA TEACHER ASSISTANT 435 - FPUMIS MILET IGGADIAN TEACHER ASSISTANT 435 - FPUMIS MILET IGAGUERIO TEACHER ASSISTANT 435 - FPUMIS MILET IGAGUERIO TEACHER ASSISTANT 435 - FPUMIS PAIGUATAS DULIAS TEACHER ASSISTANT 435 - FPUMIS MIRET IGAGUERIO TEACHER ASSISTANT 435 - FPUMIS MIRET IGAGUERIO TEACHER ASSISTANT 435 - FPUMIS		HIA ATTAD &	ILACHLK ASSISTANT	SIMUAL SEF	
RAYLING IN CHUZ TEACHUR ASSISTANT 435 LPUMIS LIHILSTRUE I DUICHOCINO LEACHUR ASSISTANT 435 LPUMIS LILIZA IDSHA I LAGUAIJA TEACHUR ASSISTANT 435 LPUMIS JAME D CINAKGUAJAH TEACHUR ASSISTANT 435 LPUMIS PAIGL RITYALUAS DULIAS TEACHUR ASSISTANT 435 LPUMIS PAIGL RITYALUAS DULIAS TEACHUR ASSISTANT 435 LPUMIS MIRIKAM SIGULAJA TEACHUR ASSISTANT 435 LPUMIS		LAUMMDA D. GURRURD	ILACHER ASSISTANT	435 - LPUAIS	
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JARE D CINARGUALAS FLACHCR ASSISTANT 315 - IPUIAS JARE D CINARGUALA TI ACIELR ASSISTANT 315 - IPUIAS JILTI - INTE HIST COORD TEACHER 315 - IPUIAS Paide Interatua TI ACIELR ASSISTANT 315 - IPUIAS Paide Interatua TLACHER ASSISTANT 315 - IPUIAS IILTI - INTE HIST COORD TEACHER 315 - IPUIAS Paide Interatua TLACHER ASSISTANT 315 - IPUIAS IILIRKAM SIGULA/SA TEACHER ASSISTANT 315 - IPUIAS JILIRKAM SIGULA/SA TEACHER ASSISTANT 315 - IPUIAS	14349	1117A JOSIFA FLAGUANA	ILALMEH ASSISTANT	415 (PUMS	Resigned
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	5157	TILIKA M SIGUL <i>H (</i> A	IEACHER ASSISTANT	435 (PUMS	
					*

By signing his 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.

immediale Supervisor's Name:	Project Coordinator Name:
Agnes Guerrero	
immediate Supervisor's Signature: ATANE ADA Date: 10-3-18	Project Coordinator Signature:
fe deral Programs Compliance Administrator Name;	Project Manager Marne:
gnucio C. Suntos	forsebit LM Sanchez
fe detail Programs Compliance Administrator Senature; Date:	() IMA
	8-1/21/2

82620 Improvine Student Learnine & Achievement (151A) - Avadanie **84.403A Consolidated Grant to the Outlying Areas** Project Title:

Fiscal Year 2018

CIDA Title:

4th Quarter (July - Sep) Reporting Perlod: 1415 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. Rearning safe schools, support students who are al-tick scadenically, incresse graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period

EIN No.	Employee Name	Emp'arer Pasilian Tele	Sile iscalion	Comments and a second
	JESSIRAE JANELL S. NAUTA	TEACHER ASSISTANT	302 • MASES	
	LEAH HOSE CRUZ	TEACHER ASSISTARIT	302 - MASES	
	VICTORIA LB. REVES	TEACHER ASSISTANT	3U2 - MASES	
11737	CDLEEN & AGUSTIN	TÉACHER ASSISTANT	302 - MASES	
11711	FRANKIE JOHN C DELA CRUZ	TEACHER ASSISTANT	302 - MASES	
12600	MARY L DELA PAZ	TEACHER ASSISTANT	302 - MASES	
13684	RONA C UONA	TEACHER ASSISTANT	302 - MASES	
289E1	SITARLYNA M CRUZ	TLACHUR ASSISTANT	302 - MASES	
8202	TWA BUERDICHO	ELEMENIARY REACHER	302 - MASES	
9297	CHARLENE LABATON	ELEMENTARY TEACHER	302 • MASES	
13716	UISA MEEKS	ELEMENTARY TEACHER	302 - I/ASES	
				*

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

Ň Date limited ate Supervisor's Name: 7 Immediate Suppression ieraldine Pablo

Date: Federal Programs Compliance Administrator Signature: Federal Programs Compliance Administratur Name: Andrio C. Saulos

Date: õ Profect Coordinator Signature: Project Coordinator Name: fostwa Blas Š

	Mar
Project Manager Name: Joseph L.M. Sanchez	Project Wanager Signative

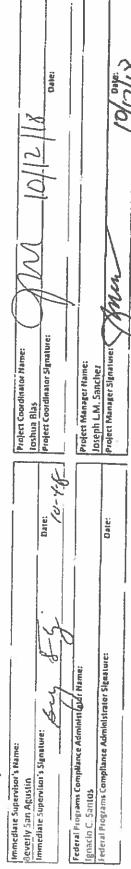
82620 Indioving Student transhe & Achtevement (151A) - Avidante 84.403A Consuldated Grant to the Duliying Areas Project Rile: CFDA Tille:

Fiscal Year 2018

Reporting Period: 410 Quarter (July - Sep)

Thus is to cristly that the following individuals have worked forthe cost objective for this supplemental grant funds to promote teaching, take schools, support students wind are at risk actually that the grant period mark increase grant period.

By signing his 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.





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84.403A Cumpidated Grant to the Outplug Areas B2620 - Improving Stutent Leorbing & Achlevement (ISIA) - Ayridante Project This:

CFDA Title:

Fiscal Year 2018

Reporting Period: <u>Ath Quarter Malv - Scol</u>

This is to certify that the tolkowing universally have worked RWCs of their time uniter a single cost objective for this supplemental grant times to monote teaching, safe schook, support students who are at-risk a certify that the tolkowing understand and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Commands
	ELENA MAY VALAGONACZ	IEACHER ASSISTART	327 - MES	Effective date 09.17.18
	עטויענוסע וומצפ חרוסע	TEACHER ASSISTANT	337 - MES	Effective date 09.17.18
	JEANATRI AH ILHU	TEACHER ASSISTANT	327 - MES	Effective date 02.17.18
14645	NHCHAEL A SAULAH	TEACHER ASSISTANT	327 - MES	
HILE	PEARLYRN I MENDIOLA	TEACHER ASSISTANT	327 - MES	
			or - the state of	



CFDA Title: **34.403A Consolivated Grant to the Outiving Areas** Project Title: **32620_Improvine Stotent Learning & Achicycment IISLAI - Arudente**

B

Fiscal Year 2018

Reporting Period: <u>4th Quarter (July - Seo)</u>

Flits is to certify that the following indviduals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, supposit students who are ai-sist, a control of the students for college and career upon graduation for this reporting period and within the grant period.

No. of Concession, Name										
Contracts										
Statement of the statem				ASTRE						
5 to constront	315 - MMES	315 - MMES	315 - MMES	315 · MMES						
Employee Position tute	TEACHER ASSISTANT	IEACHER ASSISTANT	TEACHER ASSISTANT	ELEMENTARY TEACHER						
Erraine Ments	DAMELLE MARIE G DUMALA	MICHELLE L JOVES	SHIRLEY A FEGURGUR	FHARVCES BALAJADIA						
CINAD.	13917	11636	10093	8147						

Instruction Supervisor's Name:	Project Coordinator Name:		11 - 11 -	Γ
Asherdee Hosete	Joshua Blas	NNK)	10112 118	
Immediate Supervisor's Sectioner's Section of the s	Project Coordinator Signature:	/	l / l Date:	
]
reuctal Programs Compilance Auministrator Nome;	Project Manazer Name:			F
gnacio C. Santos	floseph LM. Sanchez			
federal Programs Compliance Administrator Signature: Oate:	Project Manager Slenature:		04	Т
		WWW	10(1)2	

22620 Improving Student (caming & Athlevement (151A) - Avudante' 84.403A Consolidated Grant to the Outlying Areas

Project Title:

CFDA Title:

Reporting Period: 41h Quarter (July-Seo) Fiscal Year 2018

This is to certify that the fallowing indviduals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, support students who are al-risk accertify that the grant period. Support students who are al-risk accertify that the grant period.

	MENO. CRISTIANIN JUANITA A.	TEACHER ASSISTANT	314 - MULES	
1933	AGUDW, JEAN MARIEL.	SUMMER SCHOOL TEACHER	314 - MULCS	
E7151	ANDREA L QUICHOCHO	TEACHER ASSISTANT	314 - MUKES	
11081	ARCEO, ERIKA J.F.	SUMMER SCHOOL TEACHER	314 - MIILES	
6735	CRUZ, ARLENE B.	SUMMER SCHOOL TEACHER	314 · MULES	
8087	CRUZ, BEATHA R.	SUMMER SCHOOL TEACHER	314 - MULCS	
10544	CRU2, DOLORES A.	SUMMER SCHOOL TEACHER	314 - MULES	
- 31	EVALUCY O SANTARIN	TEACHER ASSISTANT	314 - MULES	
11504	GREEN, IACKYSHA NICOLE 🖌	TEACHER ASSISTANT	314 - MULES	
76101	IELANI M TAITAGUE	TEACHER ASSISTANT	314 - MULES	
15215	MENDIOLA, ANIDELAIS-ROSE M.	SUMMER SCHOOL TEACHER	314 - MULES	
36 17	PABLO, ELIZARETILA. ~	SUMMER SCHOOL TEACHER	314 - MULES	
1447	QU/AMBAO, ANNTONETTE I P	SUMMER SCHOOL TEACHER	314 - MIILES	
9781	STEPHANE C GARRIDO	TEACHER ASSISTANT	314 - MULES	
137	STEVE I DUCHAS	TEACHER ASSISTANT	314 - MUTES	
10921	TONY LEON GUERRERO	SCHOOL AIDE I	314 - MULCS	WSPIRE 1:1 {OVERTIME]
7915	WAYNE BORIA	SCHOOL AIDEI	314 MULES	WPARE 1-1 (DVERTIME) ALC 6:01 IL HIVEKS A.C. + (1) - PANOLLI,

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

Project Coardinator Name:	Poshua Blas (A M /) [Ü U V S	Instor Signature:		Project Manager Nome:	Josenh LM. Sanchez	Project Manuger Signaly(e: UMAn A	
	Natasha Dela Cruz	Immediate Supervisor Distanture: Date: Date:		* sucret frograms compliance Administration Name:	Ignacio C. Santos	Federal Programs Compliance Administrator Signature: Date: Date:	



82620 Improving Student Learning & Achievement (151A) - Avudante 84.403A Consolidated Grant to the Outlying Areas Project Title:

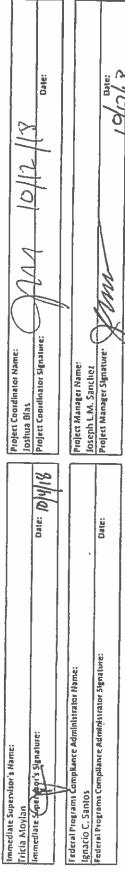
Fiscal Year 2018

CFDA Thile:

Reporting Period: 4th Quarter (July-Seo)

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, safe stribuols, support students who are at-sits, a cardiation for this reporting period and within the grant period.

EN No.	Employee Mame	Chapter Pay 44 - 7 Cu	Site Localian	Euplinger Minne Eusligisches (12-7.5/c) is in seet an
12425	CHRISTIAN J LIMITIACO	TEACHER ASSISTANT	316 - OCPES	
14035	JESSIRAE J FLORES	TEACHER ASSISTANT	316 - OCPES	
14274	JUSTIN J CRUZ	TEACHER ASSISTANT	316 - OCPE5	
14402	NATASHA MARIWEZ	TEACHER ASSISTANT	316 - OCPES	
6111	RHOHDA M MAHITAHDHA	TEACHER ASSISTANT	316 - OCPES	
5080	MOHEA CEPEDA	ELEMENTARY TEACHER	316 - OCPES	ASPIRE
Idda	SHERA PEREZ	ELEMENTARY TEACHER	316 • DCPFS	ASPIRE
13452	RUTH NO	ELEMENTARY TEACHER	316 - OCPES	ASPHIC
848	MARY HOLTE	ELEMENTARY TEACHER	316 - OCPES	ASPIRE
1360	ANNA AUSTIN	ELEMENTARY TEACHER	316 - OCPCS	ASPRIC
10543	JOCELYN ROSE SAN NICOLAS	ELEMENTARY TEACHER	316 - OCPES	
6453	SUEMALEE TORRES	ELEMENTARY TEACHER	316 - 0095	ASPIRE
13849	EVIN MATANANE	ELENIENTARY TEACHER	316 - OCPE5	ASPARE
9803	MARISSA FLORES	ELENSENTARY TEACHER	316 - OCPES	ASPIRE
8762	VINCENT CAMACHO	ELEMENTARY TEACHER	316+ DCPES	ASPERE
1010	THAMALA CRUZ	ELENIENTARY TEACHER	316 - OCPES	ASPRE
	JENNIFER SAN MICOLAS	SCHOOL AIDE I	316-OCPES	SPIRE 1 1 (OVERTMAE)





CFBA Title: 84.403A Consolidated Grant to the Owlying Areas Project Title: 81,620 Ambrovior Student Learnine & Artherveneou (15,4) - Arwdante^{*}

Fiscal Year 2018

Reporting Period: 411, Quarter (July - Seo)

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

VERTIME) (SERV 16.0)	WERTIME)										
SIGE COLORS ASPIRE 1 1 (OVERTIME)	316-OCPES ASPIRE 3.1 (OVERTIME)	 -									
					+		_		-		-
SCHOOL AIDER	SCHOOL AIDE III										
BERNADIT MENO	JASOH CRUZ										
			 _		-					200	



By signing his 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 Phis is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promistic feature, features, safe schools, support students who are at risk Date: Customer Is Mailernically, Increase graduation eales, and proports for college and career upon graduation for this seporting period and within the grant period. で 34 CODREMANDELECANT FIMILICENT # 10 14 Project Coordinator Signature: Project Coordinator Name: Project Manager Signature: Project Manager Name: Joseph LM, Sanchez Sinierallen 275 . 0115 Joshua Bhis \$10 - 521 2115 - 0115 175 - OHS 210-2015 175 0115 210 - 21 210 2U 415 - OH5 2110 • 241 175-0115 175 - 0115 175 - OH5 175-0115 175-0115 Friplayee Position Nille SUMMER SCHORE FRACHER SUMMER SCHOOL LEAGHER SUMMER SCHOOL TEACHER SUMMER SCHOOL TEACHER SUMMAER SCHOUL TEACHER SUAMER SCHOOL TEACHER SUMMER SCHOOL TEACHER SUMMER SCHOOL ICACHER SHAMMER SCHOOL TFACHER TEACHER ASSISTANT HIST COORD TEACHER TEACHER ASSISTANT TUACHER ASSISTANT SCHOOL AIDE H 82620. Impipying Student Learning & Achievement (15(A) - Avoriante Dates R. Dute 0 **MANITUSAN, JEROME JOSEPH** GIARICHARD, KRISTRIE F. ASERCADO IR., DAVID Q. FUMATYN A BORDON SAULAN, GREGORID C DEMINAL WEGER INVALORD 5 RIVERA I mplayed hame **NYDASCO, GENE G.** HEYES, LYNN PEREZ BINDHDO, ART R. TAILAND, FRANCIS J REATRICE HOSARD SABLAH, VKCKY C VICKY C SAIILAR Federal Programs Compliance Administrator Signature: 4th Quarter Univ - Seo) Coderal Programs Compliance Administrator Name: C administrative penalties. Immediate Supervisor's Signature: Immediate Supervisor's Name: ____ Reporting Period: Fiscal Year 2018 Rundo C. Santos Eth No. 13629 146-14 13010 E0201 9719 10395 17210 F7111 0695 12.71 6193 1524 Project Rile: Jegona flores Stuff

1 Mar

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

84.403A Consolidated Grant to the Outlying Areas

CFDA Tille:

84 403A Consubidated Grant in the Outlying Areas Project Tute: CFUA INFC

02620 Improving Student I compare & Achievement (151A) - Ayudoule

Fiscal Year 2018

Reporting Period: <u>Ath Quarter (July - Sen)</u>

This is to wridy that the following individuals have vesticed for the supervise for this supplemental grant funds to promote teaching, safe schools, support students who are as right or the reporting period and within the grant period.

	SWO DEP	436 OMS	5140-961	43b • UNIS	436-0k15	SPIC YEV	44b- fiMS	4 81 0 0.4	51WD - 11EP	190 9F	4 261 - (22.11	436 - DAS			
NE -			SULVANTA SCHOOL TEACHER	SUI SUI	ILACHLR ASSIJANI	SULALIER SCHOOL REACHER	•	INTEGUND LACHIN	HALIERASSIAN	LACHER ASSISTANT	HAURIN SOCIARI	SUPARIER SCHOOL TEACHER	ARAPD B SURPH FRUNER		
	AULT RUE, MANN U			GUENATAUTAD, DOLORES SN		LUJAH, HAVAGRIO VISICEFF		14487 (1 Auf 2 GHA21)	214D'A 615 14 14 15	2449404 65 2 24 44 4602	PC T441 1 6 (94.57 AG1) 64 (QUITUSUA, MARTA P. FR	DRVES LEGINIA 41	 	
	1973 1	62143	8202	6 34	13970	1 38	* 6 8 3	19 1. 19	III III	£\$£v4					

By signing his 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.

Joshua Blas 1 2 Innectate Supervisor's flume: Duane Mantanuna Immediate Superwiser's Signar Federal Pro Ignacio C.

Date: $\overline{\mathbf{O}}$ tior Signature: Project Coordinator Name:

Project Coordinat	Project Manager I Joseph L.M. San
\$1.8.0%	
ture:	Administratur Name:

Name:		
Administratur		
Compliance		
ograms	Santo	

Federal Programs Compliance Administrator Signature:

Ichez

Dale

Project Manager Signature

Narne:

54.403A Consolidated Grant to the Owtying Areas Project Tille: CFDA THE:

22520 Improvine Student Learnine & Arhievement (151A) - Avadante'

Fiscal Year 2018

Reporting Period: <u>4th Quarter (July - Sep)</u>

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, fearning, safe schoods, support students who are as-utik accurate the found of this reporting period and within the grant period.

			NEIPOINT AND	422_MAG01	
	ANGELA VARHELL	TEACHER ASSISTANT	317-PCLES		+
	CHAISTY J CRUZ	ILACHER ASSISTANI	317-PCLES		
	COMME FRANCES A EVARISTO	TEACHER ASSISTANT	317-POLES		
	CYHTHAL MESA	TEACHER ASSISTANT	317 - PCLES		
- 33	MARIA C ROSALIN	TEACHER ASSISTANT	317-PCLES		
1	ANN 5 BLAS	SCHOOL AIDE I	317-PC(LES	ASPRET & (OVERTWAL)	
E 9	VIVIAN CETCVES	SCHODL AIDEN	317-PCLE5	NSPIRE 2.1 (OVERTIME)	
משתח	ROSE MARIE GLIERRE	SCHOOL ADE I	317-PCLES	NSHRE I I (OVERTINKE)	
2	MAHIA JULIÉTA H. TAITANO	ELEMENTARY LEACHER	317 PCLES	NAMHE	
	ANNMARILE S. TRUSSO	ELEMENTARY LEACHER	317-PCLE5	ASPINE	
	MARY ANN RUSKO	ELEMENTARY TEACHER	317 PCLES	ASPIRE	
	CECULA P VILLAVERDE	ELEMENTARY TEACHER	317 - PCLES	BHASY	
	Kollin A. Dudiewicz	I tos	SIL- RUS	Asples 1:1 (Outpane)	
L 1					

By signing his 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.

		(
limmediate Supervisor's Name: Absence Ones	Project Coordinator Name:	(Y)AA	8/1-0/11
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federal Programs Compliance Administrator Name:	Project Manager Name:		
Ignacio C. Santos	Iaseph LM. Sanchpe		
Federal Programs Compliance Administrator Signature:	Project Manager Signaluye:	MM	10/200
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Certification Form
Quarterly Personnel
(GDOE)
am Department of Education
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84.403A Consolidated Grant to the Dullying Areas Project Dife: CFGA TILLE:

82620 Minutarine Student Learnine & Achievement (15):A) - Avudante*



Fiscal Year 2018

4th Quarter (July - Sep) Reparting Period:

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, faire schools, support students who are avrisk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

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Contracts												
Site Location	474 - 545	474 - 5HS	- 74 - 5115	474 - 5H5		-						
Employee Pasition Title	TEACHER ASSISTANT	TCACHER ASSISTANT	HIST COORD TEACHER	SCHOOL AIDE								
Enployee Name	JERRY S HAUTA II	JUINALYN M SANTOS	MARAN Q DAMAN	Sõ						,		
EIN No.	92001	14139	3663	6016							4	

By signing his 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.

Dale: / 4/1P machine supervice's signayle: DR-DAR HONE ADDORTON, ACTING PUMCI P21/ 3 Ź Federal Programs Compliance Administrator termediate Supervisory Name: Unin Reves

Federal Programs Compliance Administrator

Ignacia C. Santos

Date: Project Coordinator Signature: Project Coordinator Name: Joshua Blas

			10/1-100 Date:	
	Project Manager Name:	Joseph L.M. Sanchey	Project Manager Signature	
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DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT



*Те*ерћоле: (671) 500-1547/1536 * Fax: (671)+72-5001 Вагиваа, Сиат 96913 Теерћоле: (671) 300-1547/1536 * Fax: (671)+72-5001 Теерћоле: (671) јопесталисе:@gdoc.net JON J.P. FERNANDEZ Superintent of Education



CREASONNEL MATTERS

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September 24, 2018

:3TAG

SUBJECT: Assignment - Dr. Darlene Roberto

INQUIRIES: Office of the Superintendent of Education

Effective September 27, 2018 – October 22, 2018, Dr. Darlene Roberto, Assistant Principal, Southern High School will assume the duties and responsibilities as the Acting Principal of H.S. Truman Elementary School until the return of Daisy Ramirez, Principal. This assignment is in addition to her duties and responsibilities as the Acting Principal of Southern High School.

Your continued support in extending your cooperation is appreciated.

Superintendent of Education JON J.R. FERNANDE **JTAG** 8/n/b

Deputy Superintendent, ESCL (SAD) Deputy Superintendent, ESCL (SAD) Deputy Superintendent, FAS Deputy Superintendent, CII Administrator, Personnel Services Division All Division Heads All School Administrators

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CFDA Thile:	B4.403A Consolidated Grant to the Outlying Areas	ireas		
	A444 - MIRENVIE SUNSER AFRICASE ASTREVED BOLUSAL-AVVIANUE	Incortistate Avadance		
Fiscal Year 2018				tell to no a service and the s
Reporting Period:	<u>4th Quarter (july - Seo)</u>			
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EÞZL	ANTORIETTE J.R. ARRIOLA	SCHOOL AIDE I	473 - 55HS	
1867	BAYNUM, ANDRI S.	SUMMER SCHOOL TEACHER	473 - 55H5	
4536	BUSTAMANTE, MECHILE	SUMMER SCHOOL LEACHER	473 - SHS	
5714	CANOS, RONALD A.	SUMMER SCHOOL TEACHER	473 - 55H5	
B337	DAMIAN, SAHAH V	SUMMER SCHOOL TEACHER	473 - 55165	
2374	FLORES, WENTHE K	SUMMER SCHOOL TEACHER	\$165-624	
11669	JANEACE L DILLA	TEACHER ASSISTANT	473-55415	
612R	MEDINA, CCSAR M.	SUMMER SCHOOL TEACHER	\$155-624	
7()64	PALACIOS, MAHUELA.	SUMMER SCHOOL TEACHER	8145 - 55HS	
8393	PAYUMO, JOANA FRANCES C.	SUMMER SCHOOL TEACHER	473 - 5515	
3936	ROWNSILA I QUINEANILLA	TEACHER ASSISTANT	473 - 55415	
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administrative penalties.		50		
immediate Supervisar's Name:	S NAME: / N/ M / LAN M/ K.		Project Coordinator Name:	1 12/10 11.0
Laria Masnayon			Joshua Blas	101111
	CAMARANAN	10/5/18		i / i / i Date:
Federal Programs Com	Federal Programs Compilance Administrator Name:		Profect Managee Name:	
Ignacio C. Santos			Jaseph LM. Sanchez	
Freezi Programs Lon	i cueral Programs Compilance Administrator Signature:	Dates	Project Manager Signature:	C.J. OV

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Fiscal Year 2016

Reparting Patied: <u>Ath Quarter Liuly - Sepl</u>

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	BONNY LYNN ALYAMASTA	TLACHER ASSISTANT	319-TALES	
2728	CRISTINA D. R. VALENCIA	TUACHER ASSISTANT	2119-TALES	
7385	IARICE I IGLESIAS	TEACHER ASSETANT	219-TALES	
11674	salffit P CallP	TLACHER ALISTAHT	231AT- 01L	
14247	THRENCE T SABLAN	TEACHER ASSISTANT	219-TALES	
	CHRISTIAN CHACO	SCHOOL ADE N	319 - TALES	ALMME 1 1 [OVERTAAR]
1637	ELECTRA PARLO	ELEMENTARY TEACHER	21147-615	NAME .
1911	JEAH AGUON	ELEMENTARY TEACHEN	219-7ALE	ZHINZ
1862	NULANNE PLAE2	ELEMENTARY TEACHER	319-TALES	CURE .
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Federal Programs Compliants Administrator Signatura:	Date:	Fraise Manuger Signature	m		C/C//Q/
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81.403A Consolidated Grant to Hie Outlying Areas Project Title: CFDA THIC

82670 Improving Student Learning & Athlevenent (151A1-Avuelante

Fiscal Year 2018

<u>4th Quarter (July - Sen)</u> Reporting Period: This is to certify that the following individuals have worked 100% of their time under a single cast objective for this suphermontal grant funds to promote teaching, fearming, safe schools, support students who are at the activity that for four and within the grant period.

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	CARISSA I.P. SANCHEZ	TEACHER ASSISTANT	320 TAMES	
13694	DOHOVAH JIUJAN	TEACHER ASSISTANT	370 - TAMES	
5551	GORIA K JESUS	INST COORD TEACHER	370- TANIES	ESL COORDINAJOR COCALLY FUNDED EFF. 8. 10. 18
4538	ISABELLIEVSA	TEACHEN ASSISTANT	320 TANIES	
00100	KOSTAR L.C. PARK	IFACHER ASSISTANT	320 TAMES	
(b?t	NIA. PELESA V BULALA	TEACHER ASSISTANT	320 - EAMES	
13001	HOSALIË FI GARCIA	TEACHEN ASSISTART	320 FAMES	
62601	IALIILYII P SALAS	IEACHEN ASSISTANT	320 JANICS	

10.04, 18 Federal Programs Compliance Administrato Inmediate Sumplements Signature うしょうしん Immediate Supervisor's Nante: Catolyn Diar Camacho Iguacio C. Santos 3



federal Programs Compliance Administrator Name:		Project Manager Name:	
ignacio C. Santos		Joseph LM. Sanchez	2
federal Programs Compliance Administrator Signature:	a)	Project Manager Signature:	Km



84.403A Consolidated Grant to Ihe Gutlying Areas 92629 _ Improving Student Learning & Achievement HSLAI - Avudance

Fiscal Year 2018

CfDA Title: Project Title: Reporting Period: 41h Quarter [July - Sep]

This is to certify that the following individuals have worked 100% of their time yorder a single cost objective for this supplemental grant funds to prioring, learning, and support students who are activity that the following individually increase graduation rates, and propare students for college and career upon graduation for grading period and within the grant period.

Comments															
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Employee Pailtian Title	SUMMATCH SCHOOL TEACHER	SHMMER SCHOOL ICACHEN	TEACHER ASSISTANT	SUMMER SCHOOL TEACHER	SULSTARE SCHOOL IEACHER	SUMMER SCHOOL ILACHER	SURMER SCHOOL IFACHEN	SUMMER SCHOOL REACHER	SCHOOL AIDE 1	SUPARIER SCHOOL FEACHER	TEACHLA ASSISTART	SUMMIR SCHOOL REACHER			
Employee Nama	AGURAR, UBROS T	AHCMETA, JULLE	AUDHEA V NIENDIOLA	CASTA, NIMBERLY ROSE	CORTEZ, ELANJE D	LOSINIO, ROMMEL LINS S	MACALINAD, ELANJE 1.1.	PAYUMO, UUZ ANNETTE	RICHARD K BOSSY	SALAS IN . VEDRO C	SHRIEY ANN S CHUZ	WILSON, MAYUME 1.			
ENNo.	9565	11746	11428	9372	14344	444	\$8621	5167	10553	4151	8290	11511			

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federal Programs Compliance Administrator Name:	Froject Manager Name:	
lijnacio C. Santos	Joseph I. M. Sanchez	
Federal Programs Compliance Administrator Signature: Date:	Project Manager Signature:	Am Date:
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CFDA Thie:	84.403A Consolidated Grant to the Outlying Areas			The second secon
Project this:	<u>82620 improvine Student Learnine & Atherement (181A) - Avydante</u>	11 (151A) - Anudante'		
Fiscal Year 2018				2 million and a mi
Reporting Period:	<u>4th Quarter (July - Scal</u>			
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	TELIANN ROSE 5. SAN NICOLAS	TEACHER ASSISTANT	+ 321-UES	hat a well
01821	CHARMAINE AIKO M CANETE	TEACHER ASSISTANT	321 - UES	
13343	IERILYHII M TAIMANGLO	TEACHER ASSISTANT	321 - UES	hat @ Wei
14119	KISHILA P.CR17 -	TEACHER ASSISTANT	321 - UES	
10394	AUHELLIE MAE LIAXAMANIA .	TEACHER ASSISTANT	321-UES	
INET	AUCHAEL ANTHONY G RIOS	TEACHER ASSISTANT	371 - UES	
4440	RADIJEL M PINEDA	TEACHER ASSISTANT	321 - UES	PARTY Control of the second
13287	ROCHENLE L REVES .	TEACHER ASSISTANT	321 - UES	
14593	RONA A SALIVA	TEACHER ASSISTANT	321-UES	
251	SHARON G YUTUC .	TEACHER ASSISTANT	321 - UES	
7066	JACQUELINE M. RODRIGUEZ-CHARFAUROS *	ELEARNTARY TEACHER	321-UE3	¢SPIRE
Eptil	-	ELENSENTARY TEACHER	321-UE5	ASPIRE
11121	KENNETH CASTRD	ELEMENTARY TEACHER	321 - UES	SPIRE
11204	EIIZA O ANDERSON *	ELEMENTARY TEACHER	321-UE5	ar Builden
10611	Latoya Mojica	Teadnes Assistant	321-1155	Employee effective glittles
By signing his report l am administrative penalties.	aware that any false, fict	tious, or fraudulent in	formation, or th	itious, or fraudulent information, or the omission of any material fact may subject me to criminal, civil, or
Immediate Supervisor's Name:	r's Name:		Project Coordinator Name:	Name: 101121 1012
Julle Salas			foshua Blas	1/1/1/10/18
Immediate Supervice: 1618 dature:	ityistatus:	Date; 8/1 8	Project Coordinator Signature:	Signature:
	0			A
Federai Programs Con Ignacio C. Santos	Federai Frograms Compliance Administrator Name: ignacio C. Santos		Project Manager Name: Joseph L.M. Sanchez	her her
Federal Programs Cor	Federal Programs Compliance Administrator Signature:	Date:	Project Manager Signature:	mature: Ann - 12/10 Pale

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Project Title: CFDA Title:

84.403A Consolidated Grant to the Dutlying Areas D2620 Inpuevies Student Leaning & Artileveneof (151A) - Avridante

Fiscal Year 2018

Reporting Period: <u>61h Quarter (July - Sep)</u>

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 teacting. Jearning, support students who are acrish a carter upon graduation for this reporting period and within the grant period.

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Errployee Post on " (c	TEACHER ASSISTANT	TEACHER ASSISTANT	TEACHER ASSISTANT	TEACHER ASSISTANT	SCIROOL AIDE III	TEACHER ASSISTANT	TEACHER ASSISTANT	INST COORD TEACHER					
Frplayae Name	EDW#11, BALMO#1E	DISIJANE J AFLLEJE	HELEN M HAMLING	JEHNIFER M QUITUGUA	20HUM D MURIOZ	KILANI MARIE D.ROSARIO	MARIA E PANGELIMARI	1000 (0000) (1720) (1700)	6				
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Immediate Supervisor's Name:	Project Coordinator Name:
Patrick Egrubay	Joshua Blas (A V V V V V V
Immeritace Supervisor's Signature: Jalvich Gurdray Pate: 18	
JFederal Programs Compliance Administrator Name:	Project Manager Name:
Ignacio C. Santos	Joseph LM, Sanchez
Federal Programs Compliance Administrator Signature:	Project Manager Signature:



CFDA Tille: 84.403A Consolidated Grant to the Outlying Areas Project Tille: <u>82620_imptovine Student Leptinine & Athikyement Hislal - Avudante</u>

Fiscal Year 2018

Reporting Period: 4th Quarter (July - Sep)

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, fearing, support students who are at-risk according to the grant period and period.

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۱	LATOVA LYH MDHCA		322 – WES	Transferred to bysi Telianin Sandie alas reassived to bes 10417
14996	IESSICA EDELO	TEACHER ASSISTANT	322 - WES	
12398	CHERIAN M LUJAN	TEACHER ASSISTANT	312-WES	
4334	ELISA D CORDERO	TEACHER ASSISTANT	322 - WES	
5149	IANET R.A. MICDERMOTT	TEACHER ASSISTANT	372 WES	1
2800	JOYCE M TORRES	TEACHER ASSISTANT	322 - WES	
1205	JURIANA (1 CASTRUD	TEACHER ASSISTANT	322 - WES	Resimed ell 3 30 18
10950	MARKTTA I TALAVERA	TEACHER ASSISTANT	322 WES	
71151	RICARDO R CAMACHD	TEACHER ASSISTANT	327 WES	ICSNGNED EFF 8.30 18
13743	ZINA MARIE R BAZA	TEACHER ASSISTANT	322 WES	
845.1	ROMINA MUNA	ELEMENTARY TEACHER	322 - WES	3HR
6172	ANGELA LIMITACO	ELEMENTARY TEACHER	322 - WES	12PHRE
1364	TERESA DOBROWLSKI	CLEMENTARY TEACHER	322 - WES	ASPIRE
2707	CHERVL ORIGGA	ELEMICNTARY TEACHER	322 WES	ASPHRE
3476	JANE P. PORCE	CIEMENTARY TEACHER	53W - 22E	1. PARE
1436	KAILEEN MAFNAS	ELENENTARY TEACHER	322 - WE5	AVPINE
BEG	IRENE RAPOILA		322-WES	ASPHRE 1.1 (OVERTIMAE)

fimmediate Supervisor's Name:	Project Coordinator Name:	
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Immediary supervisor's signature:	Froject Coordinator Signature:	
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Federal Program's Compliance Administrator Name:	Project Manager Name:	Г
lenacio C. Santos	foseph L.M. Sauchez	
federal Programs Compliance Administrator Signature: Date:	Project Manager Signature: () Manu 1	1
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	Federal Programs Compliance Administrator Signature:	Federal Programs Compliance Administrator Name:	Immediate Superviser's Name: Jesse Pendon Immediate Supervisor's Signature:	By signing this report I am aware that any false administrative penalties.				690-01-5392 CARLOS B TOWNSEL	EIN No. Employee Name	This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.	Fiscal Year 2019 Reporting Period: 4th Quarter (Jul - Sep)
	Date:		10-25-19 Date:	, fictitious, or fraudulent i				Teacher IV	Employee Position Title	heir time under a single cost objective rupon graduation for this reporting p	
d	JOSEPH SANCHEZ Project Manager Signature:	Project Manager Name:	Project Coordinator Name: JESSE PENDON XOAR JON CLA Project Coordinator Signature:	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.				438 JPTALTS	Site Location Comments	to promote teaching, learning, safe	
		OCT 2 8 2019	20-25-19 Date: 19	y subject me to criminal, civil, or					nents	NS, support students who are at-risk academically,	"JIENT OF LOUS

CFDA Title: Project Title: 84,403A Consolidated Grant to the Outlying Areas 82670 Second Chance

increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period. Federal Programs Compliance Administrator Name: Immediate Supervised's Name: Jesse Pendon administrativepenalties 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 690-01-2246 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, tearning, safe schools, support students who are at-risk academically, 690-01-5624 690-01-0462 690-00-1681 690-00-9634 690-00-3951 690-01-1076 690-00-8533 690-01-1257 690-00-7814 690-01-0134 690-00-7672 690-00-7167 690-00-6792 Federal Programs Compliance Administrator Signature: Immediate Sylpervisod's Signature: 690-00-7068 JOHN G SAN NICOLAS ROSEMARIE J MUNOZ LARRY D ONEY ROSEMARIE S.N. CRUZ WILLIAM O SEVILLO JULIE R ANCHETA AUDREY JO R EUSEBIO MELISSA K.P. TAITANO CATHY ROSE C TOPASNA ELISA D.C. ORTIZ ANA R NANGAUTA DEBRALYNN Q AGUON JESSE R PENDON JR JOSE L CEPEDA III **ROSEMARY T MANSAPIT** Employee Name б Г SCH AIDE III CLERK TYPIST III PROG COORD IV **Employee Position Title** TEACHER IV SCH AIDE I **CLERK TYPIST I** TEACHER IV **TEACHER II** TEACHER II TEACHER III TEACHER IV SCH AIDE III SCH AIDE III TEACHER IV TEACHER IV 10-25-69 Date: Date: Project Coordinator Marne: JESSE PENDON OM 438 Project Manager Name: 438 438 JPTALTS 438 JPTALTS Site Location 438 JPTALTS 438 JPTALTS 438 JPTALTS 438 JPTALTS 438 Project Manager Signature: Project Cooldinator Signature: 438 JPTALTS 438 438 JPTALTS 438 438 JPTALTS 438 JPTALTS JOSEPH SANCHEZ **JPTALTS JPTALTS** JPTALTS JPTALTS JPTALTS Comments 0 10-25-19 6 Date: Date: 2019



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas

Project Title: 82670 Second Chance

Fiscal Year 2019

Reporting Period: 4th Quarter (Jul - Sep)



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certification Form		Project Coordinator	820 C&I	PROG COORD IV	Frank L. Leon Guerrero	690-01-2437
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Guam Department of Education (GDOE) Quarterly Personnel Certification Form 82640 Career Pathway	ols, support students who are at risk	ental grant funds to promote teaching, learning, safe schoo iod and within the grant period.	for this supplements reporting peri	heir time under a single cost objective lege and career upon graduation for t	Ath Quarter (Jul - Sep) he following individuals have worked 100% of the following individuals have worked 100% of the graduation rates, and prepare students for collaboration rates.	Fiscal Year 2019 Reporting Period: This is to certify that t academically, increas
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Project Title: College Pathway		PROJECT TITLE	Department:	DEPARTMENT		Project Code:	
EIN No. / Employee Name	Employee Position Title	Site Location	Signature of Employee	EIN No. / Employee Name	Employee Position Title	Site Location	
13142 NAHOLOWAA, LEAH BETH D	PROG COORD IV	420 Curriculum & Instruction		EIN / EMPLOYEE	GDOE Position Title	Lucation Description	
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Immediate Supervisor's Name:							
Immediate Supervisor's Signature:					Date		
I have first-hand knowledge of the work performed by the	se individuals and certify that each	cindividual's time worked was on a single cost obje	I have first-hand knowledge of the work performed by these individuals and certify that each individual's time worked was on a single cost objective for each pay actual ending during the reporting period.				
Program Manager Name			or ph L. M. Sancher		Date	0101 7 7 2 1010	
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Date 10/21/17

Project Director Name: Project Director Signature

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Personnel Certification Form
Certifi
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CFDA Title: Project Title: 3

82680 Enhancing Education Through Technology (EETT)



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 Name	Employee Position Title	Site Location	Comments
11827	Rochelle, Neil A.	PROG COORD IV	816 FSAIS	
13520	Higa, Cellini J.	PROG COORD III	816 FSAIS	
13985	Santos, Aubrey M.	COMP TECH II	816 FSAIS	
13987	Agustin, Patterson James M.	COMP TECH II	816 FSAIS	
14419	Abiera, Van Joseph	NONP TECH I	816 FSAIS	
15628	Davis, Isaac	LOMP TECH I	816 FSAIS	
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administrative penalties. 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

Federal Programs Compliance Administrator Signature:	Federal Programs Compliance Administrator Name:		Unt Ush y logging	Immediate Supervisor's Signature:	Vincent Dela Cruz, Data Processing Manager,	Immediate Supervisor's Name:
Project Manager Signature:	Project Manager Name Frank Cooper-Nurse, Action De	4	the H	Project Coordinator Signature: /	Neil A. Rochelle	Project Coordinator Name:
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date:	10/8/17	/	112/cl	Date: /		



 CFDA Title:
 84.403A Consolidated Grant to the Outlying Areas

 Project Title:
 82710
 State Administration

Fiscal Year 2019

Reporting Period: <u>4th Quarter (Jul - Sep)</u>

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 strick academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

Ike Santos Rachel Duenas	FED PROG ADMIN	812 FP	
Rachel Duenas	PROG COORD IV		
	I HOG COOND IV	812 FP	
Maria Blaz	PROG COORD IV	812 FP	
Shannon Bukikosa	PROG COORD IV	812 FP	
Stephanie Chargualaf	PROG COORD III	812 FP	
Shandice Calano	PROG COORD III	812 FP	
Roque Yamashita	PROG COORD III	812 FP	
Sean Rupley	PROG COORD III	812 FP	
Chris Surla	PROG COORD III	812 FP	
Rhea Taitano	PROG COORD IN	812 FP	
Barbara Aquino	ADMIN OFCR	812 FP	
Rose Mendiola	ADMIN OFCR	812 FP	
Angela Mendiola	ADMIN OFCR	812 FP	
Ana Aguon	PROG COORD IV	812 FP	
	Shannon Bukikosa Stephanie Chargualaf Shandice Calano Roque Yamashita Sean Rupley Chris Surla Rhea Taitano Barbara Aquino Rose Mendiola Angela Mendiola	Shannon BukikosaPROG COORD IVStephanie ChargualafPROG COORD IIIShandice CalanoPROG COORD IIIRoque YamashitaPROG COORD IIISean RupleyPROG COORD IIIChris SurlaPROG COORD IIIRhea TaitanoPROG COORD IIIBarbara AquinoADMIN OFCRRose MendiolaADMIN OFCR	Shannon BukikosaPROG COORD IV812 FPStephanie ChargualafPROG COORD III812 FPShandice CalanoPROG COORD III812 FPRoque YamashitaPROG COORD III812 FPSean RupleyPROG COORD III812 FPChris SurlaPROG COORD III812 FPRhea TaitanoPROG COORD III812 FPBarbara AquinoADMIN OFCR812 FPAngela MendiolaADMIN OFCR812 FP

Immediate Supervisor's Name IKE C. SANTOS	Project Coordinator Name: CHRISTOPHER B. SURLA	
Immediate Supervisor's Signature	Project Coordinator Signature:	Lo/15/19
Federal Programs Compliance Administrator Name: 10/1/19 IKE C. SANTOS 10/1/19 Federal Programs Compliance Administrator Signature: 10/1/19	Project Manager Name: RACHEL S. DUENAS Project Manager Signature:	Date 10/16/19

