

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Northeast High School	261600010073	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				SIG Cohort 6			Model: Transformation
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Ali Abdulmateen	Dr. Elizabeth Mascitti-Miller, Deputy Superintendent of Administration and Strategic Partnerships; Michele Alberti, Executive Director of School Innovation		9-12 (located on a 7-12 campus)	12% (SPA 10/18)	21% (SPA 10/18)	579 (SPA 10/18)
	Appointment Date: August 2017						

#### **Executive Summary**

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

Northeast opened the year with a new policy of collecting cell-phones, visibly signaling that a focus on instructional time was the priority. Furthermore, all of the core content areas now have common planning time embedded in the schedule. Continuing this year is the emphasis on refining systems that allow school leaders/cohort teams to monitor student progress in frequent cycles. This in turn, allows for responsive interventions and supports to be put into place. Responsive interventions include push-in or pull-out support, after-school tutoring with community partners or teachers, and use of online credit and marking period recovery. Responsive structures that are meeting student need include our STAR program, in its second year of providing intense and flexible supports for those students who are overage and significantly off-track. This program creates a smaller environment with consistent staffing, flexible scheduling and blended learning which allows for



accelerated recovery options. The program also provides wrap-around case management support to resolve the significant barriers to success that students have faced. Another responsive structure is Reconnect, an intensive support designed for new 9th graders who struggle substantially in the first quarter of 9th grade.

The system of monthly monitoring and problem-solving for each student, in each cohort, coupled with the commitment to create responsive supports is resulting in more students being on-track toward graduation.

The community school strategy is becoming more established. The needs assessment was completed over the summer, and the team prioritized five recommendations. The Site Coordinator continues to work to develop new partnerships and to integrate the work of existing supports. A prime example is the new creation of a mental health team that functions as a problem-solving team for students. Northeast continues to develop more effective approaches to family engagement and attendance as well and has devoted different staff resources to these efforts.

**Attention** – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1: Priority School Make Yearly Progress	n/a	Make Progress		No longer relevant, due to ESSA changes.	Please see below		Please see below
#5: School Safety	45	17-18 target was 20% reduction in serious incidents = 36		Met the progress target for 17-18 and expects to meet for 18-19.	<p>Northeast continues to provide the range of social-emotional support systems including the Panther Progress Room and onsite crisis interventionists that have proven effective over the past few years.</p> <p>The work this year is focused on expanding, refining and integrating systems so that more students are getting their needs met, and more staff are equipped to do so. Efforts to date include:</p> <ul style="list-style-type: none"> <li>• Launch of a mental health team to streamline the</li> </ul>	<p>School Safety and Educational Climate (SSEC) data</p> <p>School data on incidents and suspensions</p>	NE continues to address safety and security through responsive systems. As a result, Northeast has recorded 5 incidents and suspensions in September compared to 12 and 16, respectively, in Sept of 2017.



					<p>problem-solving approach and processes for accessing mental health supports for students;</p> <ul style="list-style-type: none"> <li>• Collaboration with the District’s RocRestorative Professional Learning Community to provide professional learning about restorative practices for the school community.</li> <li>• Creation and implementation of the Pathways program to provide the proper support and behavior intervention for students with disabilities.</li> </ul> <p>The Community Schools Grant has enabled Northeast to maintain the Community School Site Coordinator position, which helps drive this expansion and coordination of partnerships.</p>		
#67: 2012 Total Cohort Passing Math Regents (score.65) Metric 2017 cohort	35%	6% point increase = 41%		Met in 17-18, expects to meet in 18-19.	<p>Key strategies include:</p> <ul style="list-style-type: none"> <li>• use of master schedule to embed AIS</li> <li>• Saturday Regents review and credit recovery</li> <li>• additional math intervention support</li> </ul>	Cohort tracking Report cards and assessments	At the time of writing, 40 of the 122 students(33%) in the 2017 cohort have already passed the Algebra exam with at least a 65%.
#69: 2012 total cohort passing ELA Regents (score.65%) Metric: 2016 cohort	24%	6% point increase = 30%	Light green	Met in 17-18, expects to meet in 18-19.	Intervention teacher working to support differentiation and intervention; this will target this cohort increasingly in second semester. English department continues to collaborate weekly to strengthen the overall English courses including AP.	Counselor review of grades Cohort tracking English Department tracking at the student-by-student level	Three students in the 2016 cohort of 125 have already passed the ELA exam. The remainder are seated in English 3 or AP Language and will take the exam in June.



<p>#70: Total cohort 4-year graduation rate – all students</p>	<p>49% (09 cohort)</p>	<p>6% point increase = 55%</p>	<p>Light Green</p>	<p>Came very close in 17-18; expects to meet in 18-19.</p>	<p>Northeast supports the 2015 cohort through cohort tracking and rapid adjustment of supports, and provision of flexible opportunities for credit and exam recovery.          Northeast will continue to provide individual conferencing for goal-setting, senior-mentoring for strategic students and increased access to the CDOS pathway.           The STAR program which enables rapid recovery and wrap-around support is also a critical strategy in meeting this goal.</p>	<p>Cohort tracking          Counselor, administrator and School Chief Review</p>	<p>Northeast continues to aggressively monitor and adjust based on cohort’s unique needs. At the end of September, there were 157 students in the 2015 cohort, approximately 40% of whom were on track when defined as 16 credits and 3 exams. In addition, there are 6 students who graduated early.</p>
<p>#71: Total cohort 4-year grad rate with Adv. Designation – All students</p>	<p>4%</p>	<p>3% point increase = 7%</p>	<p>Yellow</p>	<p>Did not make this metric in 17-18; the percentage will increase in 18-19.</p>	<p>Northeast continues to invest in one counselor per cohort and to expand the college-going culture, as well as access to APs and the importance of higher expectations.</p>	<p>Cohort tracking meetings          Status updates with students and families</p>	<p>There are 17 students who have the potential to earn an Advanced Regents. However, this is depended upon passing several exams, so cannot completely predict.</p>
<p>#88: Total 5-year grad rate-All students</p>			<p>Green</p>	<p>Northeast made this metric in 17-18, and expects to again.</p>	<p>NE continues to use counselors, cohort tracking and the improved master schedule to support 5<sup>th</sup> year seniors. The STAR program uses the semester model and wrap-around supports to create a viable 5-year grad plan for over-age, under-credited students, or for students who have a small number of discrete needs.</p>	<p>Cohort tracking meetings          STAR program progress monitoring</p>	<p>There were 90 graduates in the 2014 cohort. In addition, 12 students returned for this 5th year and 6 are enrolled in other program schools in the District.</p>
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>			<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#21: HS ELA All students Level 2 and above	51%	6% point increase = 57%	Light green	Did not meet; expect to meet in 18-19.	Northeast has adopted a new District curriculum for English IV, and continues to support the ELA department in strengthening students' abilities to read complex text and to write well.	Report cards Regents	Currently, 42% of the 2015 cohort has passed the exam with at least a 65%.
#65: 2014 Total cohort (9 <sup>th</sup> graders) with 5 or more credits	44%	6% point increase=50%		Met in 17-18; and likely expects to meet in 18-19 although current academic status of 9th grade cohort make it less certain.	Strategies to support this metric include utilizing one counselor for each cohort; cohort tracking; implementing the 9 <sup>th</sup> grade Panther Lair/academy model to provide intensive supports for 9 <sup>th</sup> graders, as well as a mentoring program for some students.  As the first marking period closes, the school will open the Reconnect Room as a Tier III responsive system to disrupt failure for a small group of students failing all core courses and demonstrating high social-emotional needs. This creates a smaller learning	Report cards Progress reports Cohort tracking meeting 9 <sup>th</sup> grade Panther Lair meeting	There are currently 111 students in the 2018 cohort and 44 (40%) of them entered with at least 1 credit.  Grades and behavior are being monitored actively.



					environment with push-in social emotional supports.		
#83: Post graduation plans of Completers (4 year college)	12%	3% point increase = 15%		Met in 17-18; expects to meet in 18-19.	One counselor per cohort enables more individualized planning. College and career year-long planning, Naviance lessons, and cohort-specific days are all aimed at supporting this indicator. Senior mentoring, college tours, College Bound Senior Event, and onsite Accuplacer all support this indicator.	Counselor 1:1 meetings Counselor records Cohort tracking	This will be done at the appropriate time.
#86: Teacher Turnover	51%	10% point decrease = 41%		Met in 17-18 and have already met for the 18-19 school year.	NE works to promote positive and collegial relationships with staff and to build the Douglass Campus identity. Staff retreat over summer elevated this work.	Staffing template	There were 7 teachers from 17-18 who did not return to the school in 18-19. This is 12% teacher turnover.
#94: Providing 200 hours of extended day	n/a	Meet SED rubric requirements		Met in 17-18 and anticipate meeting in 18-19.	NE's extended day model has been refined to include built-in academic intervention classes, done through co-requisite scheduling instead of traditional remediation/retention is helping. Community partners are embedded onsite and matched to students/cohort in a targeted manner.	Cohort tracking Biweekly meetings with community partners.	The NE school day is 8:30-3:30 – longer than required by NYSED. It provides for students to have increased academic and social-emotional partnerships.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>					
<ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.</li> <li><b>Every school must discuss the use of technology in the classroom to deliver instruction.</b></li> </ul>					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction		An increasing number of teachers are utilizing Chromebooks and the Google environment, and Northeast has recently selected a Lead Teacher to support teachers in implementation.		
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	n/a			
3.					
4.					
5.					
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
<b>Yellow</b>	The CET team continues to meet monthly to implement the development plan/ primary 5 recommendations based upon the needs assessment. Members of the CET attended the district wide Community School Summit in August 2018 to further delve into the community school strategy and the work has continued throughout this school year. In addition to this this,





there has been two joint PTO and CET meetings to begin planning activities/ events that directly align to the goals of the Community School Development Plan. Key events planned include:

- Donuts and Coffee with the principal; a monthly conference with the parents, community and principal to address any questions or concerns.
- Restructuring parent teacher conference to address both student and parental needs; Family and School Community Chat paired with a Student, Family, & Community Career Fair via the NYS Department of Labor.
- College Bound events; FAFSA Fest held on campus for students, families and the community at large.
- Fitness night for the school community and families.

The first CET meeting of this school year took place on October 3rd to review the community school strategy, role and expectations of the CET team, outreach to teachers and other staff to expand and diversify the CET team and an overview of the needs assessment as well as a deeper delve into the development plan. Each member has begin to align themselves and their work with one of five development plan goals to with the implementation of a strategic plan to obtain those goals. Between June of 2018 and October of 2018, many successful strategies have been implemented to begin addressing the recommendations/goals.

For example, recommendation 1 was to foster a school culture of accountability, consistency, fairness and respect. In addition to forming healthy relationships between students and adults in the building. To address this, a staff retreat was conducted with stakeholders to help establish the school values and structures to support those values. Recommendation 2 was to provide additional social emotional support staff to address the mental health issues students are experiencing. A mental health team with social workers, counselors, administrators and community partners have been formed to streamline support and improve mental health access for students.

**Powers of the Receiver**  
 Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

<b>Status (R/Y/G)</b>	Analysis/Report Out
	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> <li>• Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>• Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers.</li> <li>• Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li> </ul>



	<ul style="list-style-type: none"> <li>• The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring.</li> <li>• The Chief of Superintendent’s Receivership Schools visits schools weekly to           <ul style="list-style-type: none"> <li>• Review all data by school, grade and student</li> <li>• Conduct classroom walk-throughs</li> <li>• Monitor professional development plans</li> <li>• Monitor Demonstrable Improvement Indicator progress</li> </ul> </li> </ul>				
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part V – Community Schools Grant (CSG)**

*(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)*

<b><u>Community Schools Grant (CSG)</u></b>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
<b>Required Activities</b>	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	Completed in summer 2018.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: <ol style="list-style-type: none"> <li>1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)</li> </ol>	There are a few key formats for this type of engagement. These include the CET which meets monthly and includes all stakeholder groups, and the new open time with the principal, which occurs on the first Tuesday of each month. In addition, the staff retreat in late June was a venue for this input and education for staff.



<p>Written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)</p>	<p>Northeast continues to work to improve communication, both internal and externally. Use of Facebook, robocalls and targeted mailings, as well as emphasizing the power of personal phone calls are all important. A staff newsletter is developed. Our robocall system translates into home language, and most letters home are provided in English and Spanish.</p>
<p>3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee</p>	<p>The Community Site Coordinator is proactive and open in communication, and has widened representation on the CET. This is done through email, presentations, listening sessions and community outreach, as well as formal participation in community events and institutions.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>The group has organized itself to accomplish the major goal of the needs assessment, prioritized recommendations and implementing the mental health team. The perennial challenge is to find times to meet that maximize wider participation in the CET.</p>
<p>Feeder School Services (specific services offered and impact)</p>	<p>Our primary feeder school is the middle school with which we share a building.</p>
<p>Community School Site Coordinator (accomplishments and challenges)</p>	<p>The Community School Site Coordinator was able to complete a comprehensive needs assessment and development plan for Northeast High School within 5 months. Five recommendations/goals for Northeast High School have been identified and thus the Community School Site Coordinator, members of the school community and the CET team have begun to implement strategies and processes to meet goals.</p> <p>The Community School Site Coordinator also helped to organize and facilitate the Rochester City School District's Community School Summit. Parents, school staff and community members were invited to and attended the summit to learn about the community school strategy. The Community Site Coordinator facilitated a series of trainings about how to successfully complete a comprehensive needs assessment.</p> <p>In addition to this, more community members, businesses and the public are beginning to learn more about the community school and have offered resources and support to push the agenda forward. An example of this is a Registered Nurse reaching out to the Community Site School Coordinator to volunteer at the school to provide health and fitness classes for families. Another is the couponing community of Rochester and a church providing monthly donations for students and families that include personal care items and non-perishable food.</p> <p>Finances continue to be a challenge or barrier to implementing the community school strategy fully. With limited monetary resources this school year, there were some supports and programming initially identified in the development plan that are as of yet, not launched. Northeast will continue to strive to creatively meet the goals without a funding source.</p>
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The Community School Grant's end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, NE's CSG financial support for 2018-2019 includes: Code 15</p>



	* Site Coordinator * Counselor
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant’s end date was extended through June 30, 2019. All code 30 projects will be completed by that date.

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

*(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)*

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-19</b> (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	n/a	
SIG: SIG 6		The SIG budget is on track as it is primarily personnel and hourly pay for expanded and student supports. These costs will be spent down as planned.
CSG:		The Community School Grant’s end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, NE’s CSG financial support for 2018-2019 includes: Code 15 * Site Coordinator * Code 30 – all projects will be completed by June 30, 2019



Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Cohort Tracking	Northeast continues to refine the system and the communication between teachers and support staff; the approach to frequently monitoring and intervening with students is evidenced by the increasing number of on-track students in rising cohorts.
2.	Panther Progress Room and Pathways Program	A responsive, restorative approach to high volume and intensity of social-emotional needs. A first-time responder provides students a place to quickly recover, reflect and repair harm, and return to class asap. This meets student need, reduced the amount of time spent by administrators on small disciplinary issues, and reduced the time out of class for students. A companion structure for students with disabilities to ensure no interruption of service is being launched as well. Both structures are significantly reducing suspensions.
3.		



Receivership Quarterly Report - 1<sup>st</sup> Quarter  
July 1, 2018 - October 13, 2018  
(As required under Section 211(f) of NYS Ed. Law)

**Part VIII - Assurance and Attestation**

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Barbara Deane-Williams

Signature of Receiver:

Date: \_\_\_\_\_

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Crystal Clark

Signature of CET Representative:

Date: 10/22/2018