

## Receivership Schools ONLY

### Quarterly Report #2: *October 31, 2016 to January 30, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://rcsdk12.org/Page/43515">http://rcsdk12.org/Page/43515</a>			
				Check which plan below applies:			
Northeast Senior High School at Douglass	261600010073	Rochester City School District		SIG/SIF: X SIG		SCEP	
				Cohort: 6			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Dr. Linus Guillory	Beth Mascitti-Miller- Chief of Intensive Supports and Innovation Michele Alberti, Executive Director of School Innovation Kirstin Pryor, Office of School Innovation		9 - 12	12.1%	20.7%	670* *Internal SPA through 1/16/17
	Appointment Date: March 2014						

### 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 remains optimistic about progress on the identified demonstrable improvement indicators. The goals and objectives highlighted in the School Improvement Grant are being addressed and monitored to ensure that our school meets or exceeds the progress targets.

At this stage in implementation, Northeast continues to maintain focus on daily actions that will lead to increased academic outcomes and gains for our students. Those actions include academic planning time for departments/grade-levels, deep data dives, increased classroom walkthroughs with immediate feedback, student recognition, and comprehensive cohort tracking. Northeast continues to utilize comprehensive cohort tracking to improve our services to students. Through this system, the school is able to deploy appropriate services and supports for individual and collective student needs. This frequent checking in on students and understanding their needs more deeply



allows the school to strategically deploy its SIG funded resources. The January Regents provide an example of success. Northeast closely tracked the students prepping for the January 2017 CC ELA exam. Teachers worked hard with students on the essential knowledge and skills needed to be successful. Northeast deployed a SIG-funded tutor to assist students that scored 55-64 previously. As a result of the combined efforts, students' performance on the January CC ELA exam rose to 51.7% passing; the average score rose to 60.8. This pass rate is 36.3% higher than last January. Additionally, the students are attaining scores at the higher levels as noted by *ELA Performance level indicators*; i.e., 67% of the students that passed were at a level 4 (79-84) or 5 (85-100).

Moving forward, Northeast will engage additional SIG-funded math tutors and utilize tutors to assist with skills and literacy development as we approach the June administration in Math and ELA. The school will also leverage its reading teacher to support content area teachers with strategies to improve reading comprehension as well as leveraging the instructional coach to support Science and Math instruction.

To accomplish Northeast's vision of "Every Panther, by name and face, to and through graduation" the school has committed to our mission of "Every kid, every credit." Northeast has launched intensive marking period success efforts whereby faculty and staff support the students completing work to earn marking period grades. The school is engaging the following strategies: lunch bunch, after school make-up, and February break institutes. The SIG funds support the February Break institute, targeting 25 students per cohort and giving them more time on task with Math, Science and ELA. In addition, the school is devoting SIG resources to a more concerted outreach and support for students who are chronically absent. Overall, Northeast is on the right path, with 5 metrics solidly "green" and the mid-year prognosis strong for several others.

**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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.

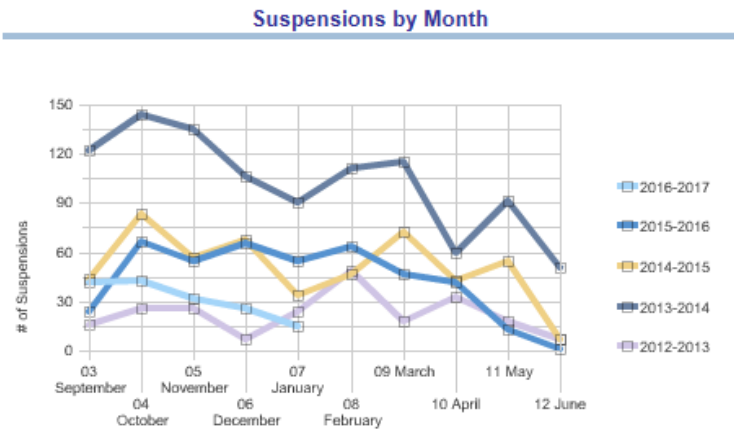


**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 Indicators</b>																																																																							
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																																																																							
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?																																																																		
Make yearly progress	Yellow		Make Progress	See discussions of specific metrics below.																																																																			
School Safety	Green	45	<6, or 15% reduction = 38	<p>VADIR reporting</p> <p>The District’s data warehouse (SPA) tracks incidents and suspensions, with nightly refreshes.</p> <p>Weekly admin team reviews location and student trends</p>	<p>Northeast has recorded 10 serious incidents year to date, and the School Violence Index is 0.49. <b>The school is confident that it will hit this progress target.</b></p> <p>The number of disciplinary incidents and suspensions continue to decline over prior year. There have been 116 incidents, one third less than Northeast recorded through January last year. The 158 suspensions year-to-date reflect a 40% reduction over the same time period last year. The trend line is approaching the levels recorded in 2012-13. It is important to note that the steady decline in discipline incidents and suspensions is attributed to the cumulative effect of the systems of personalized supports across the Douglass Campus, largely built with SIG funding.</p> <p style="text-align: center;"><b>Incidents by Month</b></p> <table border="1"> <caption>Incidents by Month Data</caption> <thead> <tr> <th>Month</th> <th>2016-2017</th> <th>2015-2016</th> <th>2014-2015</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>85</td><td>35</td><td>30</td><td>25</td><td>20</td></tr> <tr><td>04 October</td><td>130</td><td>45</td><td>40</td><td>35</td><td>30</td></tr> <tr><td>05 November</td><td>100</td><td>40</td><td>35</td><td>30</td><td>25</td></tr> <tr><td>06 December</td><td>65</td><td>35</td><td>30</td><td>25</td><td>20</td></tr> <tr><td>07 January</td><td>55</td><td>30</td><td>25</td><td>20</td><td>15</td></tr> <tr><td>08 February</td><td>75</td><td>40</td><td>35</td><td>30</td><td>25</td></tr> <tr><td>09 March</td><td>70</td><td>35</td><td>30</td><td>25</td><td>20</td></tr> <tr><td>10 April</td><td>45</td><td>30</td><td>25</td><td>20</td><td>15</td></tr> <tr><td>11 May</td><td>65</td><td>35</td><td>30</td><td>25</td><td>20</td></tr> <tr><td>12 June</td><td>10</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> </tbody> </table>	Month	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	03 September	85	35	30	25	20	04 October	130	45	40	35	30	05 November	100	40	35	30	25	06 December	65	35	30	25	20	07 January	55	30	25	20	15	08 February	75	40	35	30	25	09 March	70	35	30	25	20	10 April	45	30	25	20	15	11 May	65	35	30	25	20	12 June	10	5	5	5	5
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					<p>A total of 105 students have been suspended, with the bulk of suspensions driven by the 2016 (39%) and 2015 (29%) cohorts. The majority of incidents originate in classrooms. While the number of suspensions for the 2016 cohort is higher than desired, the chart above substantiates that this was about setting the norms for behavior as students transitioned into high school, and that behavior has improved as students acclimate to the levels of support in the 9<sup>th</sup> Grade Panther Lair.</p> <p>This entering 9<sup>th</sup> grade class has 23% Students with Disabilities, and Northeast has responded with professional development specifically for the Panther Lair teachers focused on working with these students more effectively. In addition, the half-day professional development day in January was focused on de-escalation strategies for full staff. Northeast anticipates that these additional supports for teachers, in conjunction with ongoing use of Panther Progress Room and the Bridges settings will assist the school in maintaining the progress toward productive school climate.</p> <p>Additionally, the Panther Progress room staff conduct ongoing “Panther Chats” with teachers, assisting them with strategies to diffuse conflicts within the classroom setting.</p>
2012 Total Cohort Passing Math Regents (Score >=65) Metric = 2015 cohort	Green	35%	59%, or +3 percentage points = 38%	Cohort tracking data	<p><b>Northeast has already achieved the progress target with the 2015 cohort.</b> 39% of this cohort has passed this Regents, which can be attributed to the past two years of work to strengthen the 8<sup>th</sup> grade academic program at Northwest, and to the summer programming. The early success of the new 9<sup>th</sup> grade supportive structure, Panther Lair, makes it likely that this percentage will increase in June.</p>





2011 Total Cohort passing ELA Regents (Score >=65) Metric = 2014 Cohort	Yellow	24%	53%, or +3 percentage points = 27%	Cohort tracking  Formative assessments (eDoctrina)  Report cards grades	<p>Of the 169 students in the 2014 total cohort, nineteen have already passed the English Regents and the rest are enrolled in English III and will take this Regents this year. Twenty-four have attempted the ELA III regents. Presently, our success rate stands at 79% (19 of the 24 students that have taken the exam have passed). Thus, <b>this metric currently stands at 11%, and Northeast needs to have at least 27 more students pass the exam in June.</b></p> <p>Northeast’s ELA department has committed to common formative assessments for grade bands. Common assessments are administered once per marking period; the department is presently considering increasing this to twice. Overall, Northeast’s ELA team is committed to increased efforts in writing as well as engagement with complex text.</p> <p>Northeast uses resources to design in-school push-in and pull-out academic supports for students, as well as designing an increased emphasis on literacy in the content areas, which will also help on the English performance.</p>
Total Cohort 4-Year Grad Rate - All Students	Yellow	(2009 Cohort) 49%	57%, or +3 percentage points = 52%	Cohort tracking	As reported in October, 31% of the 2013 cohort is considered on-track at this point in the year, meaning that they have earned at least 16 credits and passed at least 3 Regents exams. Through the school’s cohort tracking systems, <b>Northeast anticipates a June graduation rate of close to 55%</b> , with additional students graduating over the summer.
Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	Yellow	4%	11%, or +2 percentage points = 6%	Cohort tracking	The 2013 cohort has 194 students at the time of writing. Northeast has been utilizing its cohort tracking system to identify 19 students that have the potential to earn an advanced Regents. The school is supporting individual students to make the adjustments necessary to achieve this goal. For example, one student needs additional tutoring to pass the Spanish Checkpoint B exam, another needs to retake an additional math Regents—these supports are being secured for second semester. <b>Northeast is within striking distance of this metric</b> , and is doing what is necessary to assist students in acquiring their advance regents.
Total Cohort 5-year Grad Rate – All Students Metric = 2012 Cohort	Green	34%	63%, or +3 percentage point = 37%	Cohort tracking, 2013 cohort.	The 2012 cohort graduation rate (2016) was 57.4%, or 109 students of the 191 in the cohort, meaning that <b>Northeast has already exceeded this metric</b> . Of the non-graduates, 19 are still enrolled and 5 are likely to graduate this year, contributing toward this metric.



<b>LEVEL 2 Indicators</b>					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
HS ELA All Students Level 2 and above	Yellow	51%	74%, or +3 percentage points = 54%	District and school cohort tracking systems.	Currently, 89 of the 194 (46%) students in the 2013 Total Cohort have scored a 55 or better, i.e., Level 2 or above. Northeast notes that this data is for the Total Cohort, while the metric is the Accountability Cohort; we will closely monitor this data and review it again when the SED accountability reports are updated.  See discussion of English supports in other sections.
Total Cohort (9th Graders) with 5 or more credits Metric = 2016 Cohort	Yellow	44%	75%, or +3 percentage points = 47%	District tracks accountability data  Northeast's cohort tracking Team reviews student progress after each marking period, and is working toward five-week increments.	Approximately 40 percent of the entering 2016 cohort began 9 <sup>th</sup> grade with at least one credit, which increases the likelihood of finishing this year with the critical threshold of five credits.  The Panther Lair support system for this cohort provides additional social-emotional and academic supports. Northeast is carefully monitoring academic progress and adjusting interventions in regular intervals. Current efforts to respond include utilizing exam week for students to recover course work and work in small groups with teachers, and a planned Institute for February break.
Post-graduation plans of Completers (4-yr college)	Red	12%	31%, or +2 percentage points = 14%	Counselor will monitor and initiate completion at appropriate time.	This metric would require that 27 students intend to attend four-year colleges. The bulk of Northeast's college-bound students attend community-college first based on the affordability factors, which make community college attractive to their families. If this indicator were inclusive of 2-year colleges, Northeast could make this metric.
Teacher Turnover	Green	51%	40%, or -5 percentage points	HCI tracks	The Superintendent as Receiver negotiated a separate collective bargaining agreement with the teachers' union in Receivership schools. This allowed the school to



					articulate an Election to Work Agreement, to which staff who chose to stay agreed. There were also a small number of staff that were involuntarily displaced. As a result, teacher turnover may be higher than last year, but it is for a positive reason, and meets the target. <b>There are a total of 11 teachers (18.7%) that did not return, meeting this metric.</b>	
Providing 200 Hours of Extended Day	Green	NA	Provide 200 Hours of ELT, meet rubric criteria	Master schedule / review of schedules Cohort-tracking	Northeast’s schedule runs from 8:30 – 3:30, adding approximately 240 hours to the mandated State floor of 5.5 hours a day. The school continues to embed the time in increasingly seamless ways, such that it simply becomes an additional period in which to meet student need. This means that students have access to both academic and social-emotional type of interventions, additional supports, and electives such as band. Additional time over February Break Institute will focus on “every kid, every credit” by providing individualized coursework and credit recovery. <b>The expectations of the rubric are being met.</b>	
<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 II – Key Strategies

<b>Key Strategies</b>		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. As part of being a restorative school, develop a Comprehensive framework (articulation,	Yellow	Northeast continue to refine and implement these strategies which are paying off based on the positive trends in school safety and academic indicators. The SIG funds allow flexible use of additional personnel and structures. Examples include: <ul style="list-style-type: none"> <li>Establishment of teacher teams/clusters, which enable relationships with students and staff, as well as proactive problem-solving;</li> </ul>



	structures, and systems) of tiered social-emotional supports and pathways, including alternative education settings.		<ul style="list-style-type: none"> <li>• The Panther Progress Room and Bridges alternative setting continue to be responsive to student needs as they emerge;</li> <li>• Staff positions, including the new SIG-funded position, devoted to coordination and follow-through of conferencing and student supports;</li> <li>• Newly forming recovery room, designed to provide individual academic supports to target students.</li> <li>• Launch of a formal Advisory structure, which was prepared for through summer retreat/professional development with Big Picture Learning.</li> </ul>		
2.	Raise the graduation rate, by strengthening the academic program.	Yellow	<p>As the steadily raising 4-year graduation rates demonstrate, Northeast is on the right path to transformation. Thus, we will continue the practices which are working. These include:</p> <ul style="list-style-type: none"> <li>• Strategic use of counseling staff to do proactive cohort tracking; transcript verification and validation, hand-scheduling students based on prior year assessment data to determine best fit placement.</li> <li>• Raising the focus on planning through common planning time for collaboration, formative assessment in ELA and Math, and Living Environment.</li> <li>• Leadership is developing an online system to aggregate walkthrough data and increase the frequency and focus of walkthroughs.</li> <li>• Creation of a new supportive system—the Panther Lair for new incoming 9<sup>th</sup> graders. This academy setting provides a separated space, and a dedicated cluster of teachers, to foster the relationships that must be built. It will dedicate a social worker and some support staff, enabling proactive problem solving.</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 III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out





Green	The team continues to meet to ensure resources are aligned with identified needs. This started in November and will be adjusted accordingly. The team remains supportive of the Receivership plan as they are intricately aligned to Northeast’s progress.
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**Powers of the Receiver**  
 Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Status (R/Y/G)	Analysis/Report Out
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Green	<p>In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:</p> <ul style="list-style-type: none"> <li>• Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools;</li> <li>• Developed a Theory of Action/Action Plan for Receivership schools;</li> <li>• Revised the RCSD’s placement practices in Receivership schools;</li> <li>• Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan.</li> <li>• Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student;</li> <li>• Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school;</li> <li>• Provided regular visits to schools and engage in regular classroom and school walkthroughs</li> <li>• Engaged in data deep dive conversations with principals and leadership teams to develop critical data-driven dialogue among principals, teachers and stakeholders</li> <li>• Offered additional supports as needed at each school based on needs;</li> <li>• Established and engaged in RCSD leadership team walkthroughs;</li> <li>• Established continuation of the collective bargaining agreement with the Rochester's Teachers association. The agreement includes an election to work agreement that will continue at each school based on their needs.</li> </ul> <p>The Chief of Innovation and Receivership has been a strong advocate for the school’s needs as well as safeguarding the accountability measures.</p>
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Green	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>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	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 IV – Instructional Technology Plan

<b>Instructional Technology Plan</b>					
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.					
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.		
1.	Current status of the District Technology Plan pertinent to this school	Yellow	<p>Presently, the school has 2 Chromebook Carts in Grades 9-12. There are 3 computer labs that have desktop computers. With the pending technology grant, the school is scheduled for capacity building.</p> <p>The first “phase” of professional development to support the pending deployment of equipment, titled “Google: Ready, Set, Go,” became available District-wide in December.</p>		
2.	Use of technology in the classroom	Yellow	<p>As stated above, a limited amount of Chromebooks and Desktops are accessible throughout the building. However, SMARTBoards are utilized in every classroom. Instructional software is used as an intervention tool in small groups and whole class instruction. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities.</p>		
<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 – Budget**

<u>Budget Analysis</u>		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
1.0 Literacy TOA 1.0 Restorative TOA 1.0 Additional TOA 9 <sup>th</sup> Grade .75 Admin for Student Supports	Yellow	These positions have all been discussed above, as their additional support, and the ability to deploy them flexibly, is how Northeast has built the responsive system that is working to reduce suspensions and increase personalized supports resulting in improved academic achievement. One note, there will be a forthcoming amendment once the TOA is approved to move into the Admin of Student Services position as previously discussed with SED’s Office of School Innovation and Reform.
Per diem substitutes	Green	These are on-track to be deployed for additional interventions in second semester.
Hourly Pay for ELT and/or professional learning	Yellow	Northeast is utilizing funds for February Break Institutes and additional supports after-school. However, it is likely that the school will not need all of these funds; an amendment may be forthcoming after further review.
Contracted Services (Encompass, Center for Youth, Gandhi Institute)	Green	Expenditures are on track with all partners. Northeast is reviewing the impact of providers as it prepares to make decisions for next year.
Instructional Supplies	Green	On track expenditures.
Travel	Green	The travel was intended for work with Big Picture, focused on personalization structures, and the conferences are later in the spring.


**Part VI: 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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.	
1. Cohort Tracking	We continue to utilize comprehensive cohort-tracking to improve our services to students. Through this system, we are able to deploy appropriate services and supports for individual and collective student needs. This frequent checking in on students and understanding their needs more deeply allows us to strategically deploy our SIG funded resources. We closely monitor the students every five weeks.	

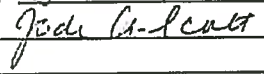


**Part VII – Assurance and Attestation**

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: 2/12/17

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Jodi A. Scott  
Signature of CET Representative:   
Date: 2/10/2017