

Clerks

From: Speaker's Office <speaker@guamlegislature.org>
Sent: Wednesday, April 22, 2020 5:01 PM
To: Clerks Office
Cc: Rennae Meno
Subject: M&C Fwd: GEB April 8, 2020 Special Meeting - Reporting Requirements
Attachments: GEB Special Board Meeting April 8, 2020.pdf

04-22-20	2:39 PM	04-22-20	Board Meeting Agenda and Documents for Special Meeting held on April 8, 2020.*	Department of Education-Office of the Superintendent	35GL-20-1725
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Sinseru yan Minagåhet,

Office of the Speaker • Tina Rose Muña Barnes
Committee on Public Accountability, Human Resources & the
Guam Buildup

35th Guam Legislature
I Mina'trentai Singko na Liheslaturan Guåhan

Guam Congress Building | 163 Chalan Santo Papa | Hagatna, GU 96910
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Gumai pribilehu yan konfedensia este siha na mensåhi. Solo espesiåtmamente para hågu ma entensioña pat ma aturisa para unrisibi. Sen prubidu kumu ti un ma aturisa para manribisa, na'setbe, pat mandespåtcha. Yanggen lachi rinisibu-mu nu este na mensåhi, put fabot ago' guatu gi I numa'huyong gi as speaker@guamlegislature.org yan despues destrosa todú siha I kopian mensåhi. Si Yu'os ma'åse'.

----- Forwarded message -----

From: Christie Lyn San Nicolas <clsannicolas@gdoe.net>
Date: Wed, Apr 22, 2020 at 2:39 PM
Subject: GEB April 8, 2020 Special Meeting - Reporting Requirements
To: Speaker Barnes <speaker@guamlegislature.org>, Governor's Office - Michael Weakley

<michael.weakley@guam.gov>

Cc: Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>, Maria Roberto <mdroberto@gdoe.net>

Hafa Adai,

Please see the attached documents for the Guam Education Board's Special Meeting held on April 8, 2020.

Please confirm receipt of this email.

Respectfully,

Christie Lyn San Nicolas

Office of the Superintendent
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
Tel: (671)300-1627 | Email: clsannicolas@gdoe.net

GDOE SY 2019-2020



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

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JON J. P. FERNANDEZ
Superintendent of Education

April 22, 2020

The Honorable Lourdes A. Leon Guerrero
Governor of Guam
Ricardo J. Bordallo Governor's Complex
Adelup, Guam 96910

Honorable Tina Rose Muña Barnes
Speaker
Thirty-fifth Guam Legislature
Hagåtña, Guam 96932

Dear Governor Leon Guerrero and Speaker Barnes:

Håfa Adai! Pursuant to Public Law 31-233, Section 38, *Reporting Requirements for Boards and Commissions*, attached are copies of the Guam Education Board's meeting agenda and other documents as discussed at the April 8, 2020 special board meeting. The meeting was held via Zoom Conferencing.

Should you have any questions, please contact me at 300-1627.

Senseramente,

JON J. P. FERNANDEZ
Superintendent of Education

Attachments

cc: File



MARIA A. GUTIERREZ
Chairwoman

GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5003
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MARK B. MENDIOLA
Vice-Chair

VOTING MEMBERS

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- Mark B. Mendiola, Vice-Chair
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- Lourdes M. Benavente
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- John T. Burch
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- Ronald L. McNinch, PhD

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- Doris A. Terlaje
GFT Representative
- Mayor Melissa B. Savares
MCOG Representative

EXECUTIVE SECRETARY

Jon J. P. Fernandez
GDOE Superintendent

**9th Guam Education Board
SPECIAL MONTHLY MEETING**

Wednesday, April 8, 2020

3 PM

Teleconference – via Zoom Conferencing

Meeting ID: 121 664 457

AGENDA

- I. Meeting Call to Order**
- II. Roll Call of Members**
- III. Unfinished Business**
 - 1. FY21 Budget Update
 - 2. High Risk Update
- IV. New Business**
 - 1. Head Start Continuation Grant Application Year 2 (2020-2021)
 - 2. COVID-19 Update
 - 3. GEB Resolution 2020-03 : Relative to Suspending Certain Board Policies for School Year 2019-2020
- V. Adjournment**

If you would like to attend the meeting via Zoom Conferencing you may download the Zoom application on any of your devices and attend the meeting using this link: <https://gdoe.zoom.us/j/121664457>. The meeting will also be livestreamed at: <https://www.facebook.com/DOEGuam>. Individuals requiring special accommodations or information may contact Christie San Nicolas, Administrative Officer at 671-300-1627 or by email: clsannicolas@gdoe.net.

Agenda to be available on GEB website at least 72 hours before the meeting.

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Indonesia plans to limit movement in virus fight

By Arys Aditya and Harry Suhartono
Bloomberg

Indonesia may soon quarantine almost 30 million people in its capital and surrounding areas and limit people's movement between regions to contain the spread of the coronavirus that's killed more than 100 people in the world's fourth-most populous nation.

President Joko Widodo told a Cabinet meeting on Monday more decisive steps are "needed to break the chain of distribution of coronavirus." Widodo is starting a "new stage of war against Covid 19, which is social distancing with health quarantine,"

president's spokesman Fadjroel Rachman said on Twitter.

Jokowi, as the president is known, didn't spell out how authorities plan to enforce greater social distancing with the capital already being placed under an emergency status and schools, cinemas and entertainment spots closed for about two weeks. The government will consider a civil emergency only as the last resort, he said.

Spike in cases

The plan to restrict people's mobility follows a spike in confirmed cases, with the number of infections in Jakarta reaching 698, more than half the country's total. The pandemic has killed 122 people, the highest in Southeast Asia. A lockdown will allow

authorities to prevent an exodus of people from the capital city area to their hometowns or villages as jobs are lost or when the Muslim-majority nation celebrates the end of the fasting month in May.

The return of people in large numbers from places like Jakarta, the epicenter of the pandemic in Indonesia, to their homes can complicate ongoing efforts to halt the spread of the virus, West Java Gov. Ridwan Kamil said in a statement Sunday.

An estimated 19.5 million people traveled to their hometowns from big cities like Jakarta last year and after the declaration of the emergency status, thousands of casual workers have already left for their homes, rais-

ing the specter of wider infections, the president said. Jokowi said adequate social safety net and income support measures were needed for daily wage earners, informal sector workers and street hawkers to prevent them from fleeing the city.

There are fears a new wave of infections could soon hit the nation of almost 270 million people as authorities ramp up rapid testing of suspected cases using blood samples. Authorities had already declared a state of emergency until April 19 in Jakarta, asking companies to allow employees to work from home and businesses to operate only essential services to contain the virus spike.

China reports rise in new cases from imported infections

BEIJING (Reuters) - Mainland China reported on Tuesday a rise in new confirmed coronavirus cases, reversing four days of declines, due to an uptick in infections involving travelers arriving from overseas.

Mainland China had 48 new cases on Monday, the National Health Commission said in a statement, up from 31 new infections a day earlier.

All of the 48 cases were imported, bringing the total number of imported cases in China to 771 as of Monday. There was no reported new case of local infection.

While locally transmitted infections in China have mostly declined, authorities are concerned about cases involving travelers who have caught the virus abroad, stepping up health screening and quarantine protocols and even reducing the number of

international flights and barring entry to most foreigners.

Of the new imported cases reported on Monday, 10 were in northern China's Inner Mongolia region involving travelers whose flights were diverted from Beijing to Hohhot, Inner Mongolia's capital city, in recent days, according to state media.

Shanghai reported 11 new imported cases, comprising mainly Chinese nationals returning from abroad, while Beijing reported three new imported infections.

The city of Wuhan, capital of central Hubei province and epicentre of the outbreak in China, reported no new infections for the seventh straight day.

As of Monday, the total number of infections reported in mainland China stood at 81,518 and the death toll at 3,305.



BEIJING: People wearing face masks exit a subway station in Beijing, China, on Monday. Carlos Garcia Rawlins/Reuters

SKorea to open schools online, reschedule college exam

By Hyonhee Shin
Reuters

SEOUL - South Korea said on Tuesday it will open school classes online next week and reschedule its annual college entrance exams slated for November as concerns persist over the coronavirus and small outbreaks continue to emerge.

The country has postponed the beginning of all schools' new semester three times from early March to April 6 amid a rise in confirmed virus patients.

After a big early outbreak, South Korea has largely managed to bring down its daily number of new cases to around 100 or less, but infections from small clusters including churches, hospitals and nursing homes, as well as imported cases,


continue to arise.

Prime Minister Chung Sye-kyun said the country is not ready yet to open schools as before despite the government's efforts to prevent the spread of the virus.

"We regret that we have not reached levels where children can go to schools safely even though we mobilized all our capabilities to substantially decrease risks of infection," Chung told a meeting of government officials, according to his office.


"It is difficult to guarantee the safety of children as the sizable number of new patients emerge every day, and there are concerns that it might spread again from schoolstohomesandcommunities."

Schools will provide online classes starting April 9, Chung said, vowing to ensure students' access to technology at home to minimize any study gap. The highly competitive annual college entrance exam, held every October, will need to be postponed.



MARIA A. GUTIERREZ
Chairwoman

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MARK B. MENDIOLA
Vice-Chair

**9th Guam Education Board
SPECIAL MEETING**
Wednesday, April 8, 2020
3 PM
Teleconference – via Zoom Conferencing
Meeting ID: 121 664 457

AGENDA

<p>I. Meeting Call to Order</p> <p>II. Roll Call of Members</p> <p>III. Unfinished Business</p> <ol style="list-style-type: none"> 1. FY21 Budget Update 2. High Risk Update 	<p>IV. New Business</p> <ol style="list-style-type: none"> 1. Head Start Continuation Grant Application Year 2 (2020-2021) 2. COVID-19 Update 3. GEB Resolution 2020-03 : Relative to Suspending Certain Board Policies for School Year 2019-2020 <p>V. Adjournment</p>
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Agenda to be available on GEB website at least 72 hours before the meeting.
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04/03/2020 06:34
dfsiguenza

GUAM DOE
INVOICE AGING REPORT

P 2
apinvage

AGING DATE: 04/03/2020 FOR ALL BALANCES

VENDOR NAME	BALANCE	CURRENT	30 - 60	60 - 90	90 & OVER	HELD ITEMS
70158 GOG RETIREMENT FUND	86,691.97				86,691.97	
70195 NANBO'S INS UNDERWRITER	799.50					799.50
70280 SELECTCARE 10/80	346.62					346.62
70290 GOG RETIREMENT FUND	22,873.79				22,873.79	
80055 G4S SECURITY SYSTEMS (G	10,870.54		2,451.84	50.70	8,368.00	
80087 EMERALD WHOLESALE	1,897.84				1,897.84	
80119 VMB INTERNATIONAL COMPA	7,269.30		1,395.00		5,874.30	
80241 ERC HARDWARE EXPRESS	599.00			599.00		
80243 PROGRESS SOFTWARE CORPO	6,200.00				6,200.00	
80386 TUMBLEWEED PRESS INC.	2,313.90		2,313.90			
80394 POWERSCHOOL GROUP, LLC	38,958.53				38,958.53	
80558 CARPET MASTERS & THE SH	370.00		370.00			
80574 SK INC	7,360.00		920.00		6,440.00	
80609 ST CORPORATION	14,176.60			4,050.00	10,126.60	
80628 SINGAPORE MATH INC.	5,410.52				5,410.52	
80668 SWIFTREACH NETWORKS LLC	84,765.00				84,765.00	
99997 GENERIC ONE TIME VEN	2,623.18		656.89			1,966.29
99998 SA ONE TIME VENDOR	225.11				225.11	
99999 EER ONE TIME VENDOR	12,432.51	12,282.51	150.00			
TOTALS:	7,067,004.73	108,886.20	1,876,271.05	2,106,226.68	2,972,508.39	3,112.41

** END OF REPORT - Generated by DORA JEAN F. SIGUENZA **

GUAM DEPARTMENT OF EDUCATION
Unaudited Statement of Appropriation, Expenditures, and Encumbrances for Fiscal Year 2020
March 31, 2020

A	B	C	D	E	F	G	H
FY 2018 GDOE Appropriation	Original Appropriation	Total Appropriations /1	BBMR Releases	GDOE Expenditures	GDOE Encumbrances	Available Balance (H-E- F)	Cash Received
General Fund - Operations	189,192,568	189,192,568	94,596,268	90,303,800	7,427,157	(3,134,689)	94,596,268
Chamoru Studies	540,545	540,545	273,152	141,952	849	130,351	270,272
Textbooks	1,500,000	1,500,000	1,500,000	467,139	306,178	726,683	418,485
subtotal	191,233,113	191,233,113	96,369,420	90,912,891	7,734,185	(2,277,656)	95,285,025
SPECIAL REVENUE FUNDS							
TEFF-GDOE Operations	14,381,558	14,381,558	9,053,102	7,868,144	2,509,829	(1,324,870.27)	7,190,779
TEFF-ADRMS	50,000	50,000	28,125				25,000
TEFF-SCHOOL GRND MAINT	393,545	393,545	208,654		126,135		196,772
PLRF - Public Library Resources Fund	891,575	891,575	445,788	77,731	229,719	138,338.62	445,788
HHF - Interscholastic Sports Fund /5	607,263	607,263	350,362	332,758	62,139	(44,534.88)	350,362
HHF - Health & Physical Activities	277,589	277,589	138,797	-			138,797
HHF - GDOE Ops Fund	891,754	891,754	445,881	149,533	-	296,347.73	445,881
SPORTS FACILITY (LIMITED GAMING)	558,692	558,692	279,346	-	-	279,346	236,102
Simon Sanchez HS Renovation	500,000	500,000	500,000			500,000	249,999
GDOE CIP	885,000	885,000	442,500				442,499
subtotal	19,436,976	19,436,976	11,892,555	8,428,166	2,927,821	(155,373)	9,721,979
TOTAL GDOE APPROPRIATION /1	210,670,089	210,670,089	108,261,975	99,341,056	10,662,006	(2,433,028)	105,007,003
TEFF - JFK MAINT. & CAP. Add'l Rent /2	1,568,000	1,568,000	1,568,000	1,568,000	-	-	1,568,000
TYPHOON	40,000	40,000	-	64,674	-	(24,674)	-
GENERAL BOND OBLIGATIONS	272,432	272,432	-	-	-	272,432	-
TOTAL	212,550,521	212,550,521	109,829,975	100,973,731	10,662,006	(2,185,270)	106,575,003

NOTES

/1 Report based on current year funding activities. As of March 2020, cash allotment balances owed to GDOE totaled \$ 3,254,972. (Col.D minus Col.H)

/2 JFK CAPFA payment of \$1,568,000 in rental payment, was recorded against TEFF - GDOE Operations account on behalf of GDOE.

Source: Unaudited Financial Statements

Prepared by: Helen C. Legaspi

4/3/2020



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

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JON J.P. FERNANDEZ
Superintendent of Education

April 3, 2020

MEMORANDUM:

To: Chairwoman
Guam Education Board

From: Superintendent of Education

Subject: Head Start Continuation Grant Application

I herewith submit the continuation grant application of the Guam Head Start Program for your consideration and approval.

Head Start staff will be available to address any questions you may have during the upcoming GEB meeting.


JON J.P. FERNANDEZ

cc: Deputy Superintendent, Curriculum and Instructional Improvement
Program Director, Guam Head Start Program

**GUAM HEAD START PROGRAM
2019 – 2024**

**CONTINUATION APPLICATION
Year 2 (2020-2021)**

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Section I: Program Design and Approach to Service Delivery

Subsection A: Goals

Development of Program Goals: Role of Governing Body, Policy Council and Parents

There have been no changes in this area. Parent input is sought annually on aspects such as the budget, program goals, and top issues facing the island and Head Start parents specifically. The Guam Education Board (GEB) is the governing body and as such, continues to take an active role in the policy council through the attendance of the GEB liaison during policy council meetings and work sessions. This ensures shared governance between the groups.

There has been very little change in the top issues which seem to be facing our island and Head Start-eligible families in particular. Many of the community concerns and issues are systemic problems within the government agencies and community. Thus, the Program will continue to provide our families with information about parenting, health, job skills, as well as community support and help them to better advocate for their needs. The Program will also continue school readiness skills and quality teaching and learning.

- **Program Goal 1:** The Program will strengthen the quality of teaching and learning to ensure all children demonstrate readiness for Kindergarten.
- **Program Goal 2:** The Program will strengthen educational and informational support for families and staff on how to advocate for themselves and their families while leveraging available resources.

Program Goal 1: The Program will strengthen the quality of teaching and learning to ensure all children demonstrate readiness for Kindergarten.

Rationale:

Quality teaching and teacher child interaction has been an integral part of the program since CLASS (Classroom Assessment Scoring System) was adopted in the mid-2000s. The program has upgraded the Creative Curriculum (CC) as new additions and technology has improved. The CC has been the assessment used to determine if the children are kindergarten ready when they transition to Kindergarten. The schools receiving Head Start children have reported their readiness and look forward to having Head Start children in their classrooms. During the previous grant cycle, the program was able to fully implement Practice Based Coaching by releasing four teachers from the classroom to become full-time mentors coaches.

The vision of the program is for CLASS scores in the domains and dimensions to at minimum exceed the national average each year. The program would like to see a baseline at: Emotional Support - 6: Classroom Organization - 6: Instructional Supports - 3. Data from year 5 of the last grant cycle shows that 3 classrooms or 11.111% met the Program expectancy for ILF score in the Spring. Thus, the area of concern for the next grant cycle is Classroom Organization most particularly in the dimension of Instructional Learning Formats.

Objective 1 - CLASS Classroom Organization: The program will see incremental improvement as listed below in the CLASS scores in Instructional Learning Formats under Classroom Organization by the spring checkpoint through mentoring and monitoring by the Education Services Team.

Measurable Objective - Year 1: The Program will see an increase of 0.25% in classroom scores both program wide and individual scores for those staff who fall at or below the Head Start national average for the previous year.

Progress/Outcome:

- The following is a comparison of CLASS scores in the targeted dimension:

CLASS Dimension: Instructional Learning Format	Means: ILF	Guam Head Start Program CLASS Score
2018 - 2019	5.29	5.27
2019 - 2020	5.29	4.96

- This goal was not met and decreased due to a change in what was observed by the CLASS observers. CLASS observers observations were planned around transitions to centers, mealtimes and dismissal/duration nap time. The goal of the observations was to observe if there were any weaknesses in the teaching staff's transitions throughout the day, with the intention that this would be based on the next professional development. Results proved to be proof that teachers struggled in this area, especially in the indicators of Effective Facilitation and Clarity of learning objective.

Challenges:

- Turnover of staff due to teaching staff retiring, experiencing illness or other medical issues, as well as leaving for better pay or full-time positions

- Process slow with Human Resources with new hires.
- Staff absences creating coverage issues
- Only Two Mentor Coaches
- Assistant Director & Education Coordinator each acting Mentor Coaches for 5 tier 3 Classrooms and 1 tier 1 Classroom.

Measurable Objective - Years 1-5: The education support services team will analyze the scores and needs for professional development based on the Instructional Learning Format indicators from the baseline in the Fall CLASS Observation and yearly.

Progress/Outcome:

- Prior to the first round of CLASS:
 - All new teachers and aides with 0 -3 years of experience and staff that had missed prior CLASS training received training from Early Childhood Specialist, Arlene Cura.
 - Mentor Coaches worked with staff preparing them for the first round of CLASS observation.
 - ECS, Arlene Cura sat with the Education team to plan out the first round of CLASS observations, suggesting observers work on transition areas to see if they could find gaps in understanding of transitions.
- After first round of CLASS observations were analyzed:
 - Professional Development was planned with ECS for all staff in the areas of Productivity and Instruction Learning Formats.
 - Refresher training on Classroom Organization with the emphasis on Instructional Learning Formats was given by ECS Arlene Cura to the CLASS observers to see if they were scoring too low.
- Mentors Coaches, Educational Manager/Assistant Director & Education Coordinator divided up the Tiers to create new Mentoring teams.
 - Mentor Coaches to each have 4 intensive classrooms and divide the 7 tier 2 classroom
 - Education Manager/Assistant Director & Educational Coordinator to mentor 1 intensive classroom and divide the 10 tier 3 classrooms.
- Mentor Coaches, ED Manager/AD & Ed Coordinator to:
 - Work with each tier classroom assisting with classroom strategies and any additional support needed to help improve their CLASS scores
 - Assist each teacher to write an “Action Plan” listing goals and steps.
- Teachers scoring low in Instructional Learning formats received:
 - Additional supports, classroom mentoring, online resources and CLASS handouts on the areas they fell below on
- A second round of CLASS was conducted in January/February where CLASS scores increased slightly.
- The final round of CLASS is scheduled for the mid-part of March.

Challenges:

- Due to the changes in CLASS Observation areas in the daily classroom schedule, trends show that teachers needed additional training in transitions, and Instructional Learning Formats.

- As of December, 2019 one of the three mentor coaches retired leaving the program with 2 existing mentor coaches creating a gap on mentor coaching support to the teaching staff.
- Ongoing efforts to recruit mentor coaches has been difficult but a few teachers have shown interest in the position and are working towards the qualifications.
- Limited to No Financial Assistance to obtain the required qualifications degree.
- Program currently has five (5) CLASS Observers. In prior years we have had up to 10 CLASS Observers.
- Onboarding new staff
- Retention of staff

Objective 2 - Curriculum Fidelity focus on Family Engagement: Focusing on the Curriculum Fidelity Checklist specifically under Families and Assessment Indicators the education support services team will review implementation and documentation of teacher/parent discussions on school readiness and specific needs of the child to individualize classroom activities and provide parent activities to support progress with the following measures:

Measurable Objective - Year 1: Using the Administrator Fidelity checklist addressing family involvement in their child’s development and progress in school readiness, 50% of all classrooms will document the parent discussions in individualizing their child’s progress.

Progress/Outcome:

- This year, 2019-2020 Scores for Administrator Fidelity in the area of family involvement was met.
 - **Tier 2** - 3 Centers met Medium Fidelity in the area of “Families” and met 3 out of 4 components in establishing a meaningful partnership with families. **(11%)**
 - **Tier 3** - 23 centers met High Fidelity in meeting all components of the Family area of Fidelity **(86%)**
- As a result of the Fall Administrator Fidelity, the Program required observers, teacher and mentor coaches to provide feedback on findings within 48 hours of the observation to work on corrective measures
- The Program also formulated the following “Plan of Action”
 - Develop a plan for Professional Development in all areas of concern
 - Conduct 2nd round of Administrator Fidelity in April 2020.
 - Increase site visits by Education Team and monitoring of Documentation and implementation of the curriculum an other components on weekly/monthly basis
 - Create Timelines for implementation and use of all TSG and Creative Curriculum areas
 - Mentor coaches to follow up with support in creating “Teacher Action Plans”
- Final Outcome pending April 2020 data collection and analyzing Administrator Fidelity

Challenges:

- Low Fidelity in the area of “Families” in centers that had staff retention and coverage issues due staff resigning, illness or extended sick leave.
 - One Center placed in a Tier 1 had no communication system at the time in place.
 - Three centers placed in Tier 2 due to missing evidence of the communication between home and school.

Program Goal 2: The Program will strengthen educational and informational support for families and staff on how to advocate for themselves and their families while leveraging available resources.

Objective 1 - Parent Participation: Families will participate in parent education opportunities such as *ReadyRosie*, Children's Fitness Fair, and parent training conducted by Staff and/or Community Partners on topics such as but not limited to *What to Do When Your Child Is Sick*, stress management, and strategies to have a healthy lifestyle with the following measures:

Measurable Objective - Parent Participation Year 1: 50% of enrolled families will have participated in a parent education opportunity.

Progress/Outcome:

- As of the writing of this grant, there are 534 enrolled children in **493 families**.
- **ReadyRosie** - As of the second data checkpoint for this current school year, there have been 246 users from currently enrolled families. **(49.90%)**
 - Some families no longer have a child enrolled, but continue to access ReadyRosie. This includes 16 users whose enrolled children were transferred to the waitlist this school year as well as 222 users from last school year
- **Children's Fitness Fair** - This is an annual event to promote the health and wellness of children and families. Because it is open to the general public, it is also a way to market the program and recruit potentially eligible families. There were a total of 235 participating children and 137 parents at this year's event. Of these participants, there were 53 currently enrolled families from 19 of our centers **(11%)**
- **Other Parent education opportunities** - The Program offered workshops and educational field trips on issues related to parenting, social-emotional development and behavior concerns as well as health, oral health, mental health, and nutrition that will support each child's growth and school readiness. Additional events are planned for the remainder of the school year.
 - **Parent Conference** - This annual event provides opportunities for parents to attend up to five of eight workshops as well as meet with community partners to learn about their available services and support. Participants for this year's event included 88 currently enrolled families from 18 of our centers **(18%)**
 - **Parent training: What to Do When Your Child Is Sick** - This workshop covers the management of many common childhood illnesses, injuries, and health problems for children from birth to 8 years of age. Participants are given the "What to Do If Your Child Gets Sick" book at the end of the session. There have been 16 training sessions conducted thus far with a total participation of 125 families. **(25.35%)**
 - **Parent training: Stress management** - This workshop focuses on strategies for controlling a person's level of stress to improve their everyday functioning. There have been 16 training sessions conducted thus far with a total participation of 125 families. **(25.35%)**
 - **Parent Training: Community Nutrition Education Programs (CNEP)** - The University of Guam's CNEP teaches and promotes knowledge and skills that support healthy behaviors such as planning healthy meals, tasty cooking at a lower cost, keeping

food safe, and being active. These include the Expanded Food and Nutrition Education Program (EFNEP) which is a nutrition program for limited-resource families as well as the Supplemental Nutrition Assistance Program – Education (SNAP-Ed) which is the family education component of the Supplemental Nutrition Assistance Program (SNAP) which provides the education that helps family members use SNAP benefits most wisely. There have been 27 training sessions conducted thus far with a total participation of 15 families (3%).

- **Educational field trips** - These Parent-Child Activities included field trips to the University of Guam agriculture farm, Guam Community College cardboard challenge, Guam Museum, fire department, police department, Guma San Jose homeless shelter, and Payless EduKitchen. There have been 138 educational field trips conducted thus far. Of the 29 field trips for which an attendance sheet was submitted, there was a total participation of 340 families (63.67%).

Challenges:

- Low parent attendance due to conflicting personal schedules and transportation issues.
- Coordinating a training date that would accommodate all parents.
- Lack of follow through with commitment to attend.
- Location of event may not be convenient

Objective 2 - Parent Knowledge and Skills: Management team (Program Director, Assistant Program Director/Education Manager, and Social Services Supervisor) with the support of the mid-management team as applicable (service area coordinators and site coordinators) will monitor and analyze data on overall ongoing documentation of parent needs and participation using the following measures:

Measurable Objective - Parent Knowledge and Skills Year 1: 50% of enrolled parents will report an increase in knowledge based on:

- Pre- and post-results of the *Family Engagement Outcomes Assessment* in the areas of Positive parent-child relationships, Families as lifelong educators, and Families as learners
- Pre- and post-results of the *School Readiness Outcomes Assessment* which focuses on the ability of the family to support their child in their readiness for school
- Data at the Program’s specified education checkpoints regarding *ReadyRosie Learning Outcomes* for 1) Health and Well-Being and 2) Social Emotional as well as *ReadyRosie Family Outcomes* for Family Well-Being
- Evaluation results from parent education opportunities such as workshops, conferences, and other program-wide events on issues related to parenting, social-emotional development and behavior concerns as well as health, oral health, mental health, and nutrition that will support each child’s growth and school readiness

Progress/Outcome:

- As of the writing of this grant, the current enrollment is 534 children in 493 families. In the School Year 2018-2019, 534 children in 492 families completed the school year.
- **Family Engagement Outcomes Assessment** - This is used to determine the level of assistance that families need to support their achievement of family outcomes and family partnership goals. Gains are calculated by comparing results from the first and most recent

assessments using the following point system: 4.0 - Strength/No Training Needed, 3.0 - Adequate/Training Optional, 2.0 - Inadequate/Training Needed, 1.0 - In Need of Training/Resources.

- The Program is starting its update of this year’s Family Assessment. Corresponding data will be provided in next year’s continuation application.
- Of the 492 families who completed School Year 2018-2019, 244 reported overall gains in the specified Family Outcomes. **(45.59% in SY 2018-2019)**
 - Positive Parent-Child Relationships - Average gain of 1 point
 - Families as Lifelong Educators - Average gain of 2 points
 - Families as Learners - Average gain of 1 point
- **School Readiness Outcomes Assessment** - This is used to determine the level of assistance that families need to support the school readiness of their children. Gains are calculated by comparing results from the first and most recent assessments using the following point system: 4.0 - Strength/No Training Needed, 3.0 - Adequate/Training Optional, 2.0 - Inadequate/Training Needed, 1.0 - In Need of Training/Resources.
 - The Program is starting its update of this year’s School Readiness Assessment. Corresponding data will be provided in next year’s continuation application.
 - Of the 530 families who completed School Year 2018-2019, 364 reported an average gain of 12.89 points in the School Readiness Assessment. **(73.98% in SY 2018-2019)**
- **ReadyRosie** - As of the second data checkpoint for this school year, there are 246 families participating in ReadyRosie. **(49.90%)**
 - Participating families have achieved a total of 2,501 Learning Outcome opportunities and 3,841 Family Outcome opportunities. This is a significant improvement from the cumulative data from last school year. Specifically, Learning Outcomes have shown a 164.66% increase while Family Outcomes have shown a 246.97% increase.
 - The following are achievements in the outcomes targeted with this goal:
 - ReadyRosie Learning Outcomes for Health and Well-Being: 1,794 opportunities
 - ReadyRosie Learning Outcomes for Social Emotional: 953 opportunities
 - ReadyRosie Family Outcomes for Family Well-Being: 753 opportunities

Checkpoint	Registered Users	Learning Outcome Opportunities	Family Outcome Opportunities
SY 2018-2020 Cumulative	222	945	1,107
SY 2019-2020 Cumulative (as of 2/14/20)	246	2,501	3,841
8/21/19 - 10/29/19	46	587	854
10/30/19 - 2/14/20	200	1,914	2,987

- **Other Parent education opportunities** - Evaluation results from workshops, conferences, and other program-wide events on issues related to parenting, social-emotional development and behavior concerns as well as health, oral health, mental health, and nutrition that will support each child’s growth and school readiness
 - **Parent Conference** - Of 126 who completed an evaluation, 96 reported an increase in their knowledge and/or skills **(76 %)**
 - **Parent workshops:** What to Do When Your Child Is Sick, Stress management, Community Nutrition Education Programs (CNEP) - Data from ongoing parent workshops are being compiled and will be reported in the next grant application.

- **Children's Fitness Fair** - 45 of the enrolled families who participated in this year's event reported an increase in their knowledge and/or skills **(9%)**

Challenges:

- Lack of follow through with commitment to attend
- Location of event
- Low parent attendance due to conflicting personal schedules, lack of a babysitter, and transportation issues.

Overall Objective for Staff Wellness: Program managers and coordinators will encourage and promote staff wellness through data review of the following:

- The use of the grantee's Worksite Wellness Program;
- Attendance at health education training provided by the program, grantee, and community partners;
- Observations at the worksite based on the following objectives on staff self-advocacy and staff professional advocacy

Measurable Objective 3 - Staff Self-Advocacy Year 1: 20% of Staff will develop and follow a personal wellness plan and participate in the grantee's Worksite Wellness Program.

Progress/Outcome:

- There are currently a total of **92 individuals** (66 teaching staff and 26 support staff) employed by the Program through both local and federal funding.
- Information on the grantee's monthly Worksite Wellness events is shared with all staff via email to encourage their participation.
- Forty-nine staff completed the Staff Wellness Survey.
 - Twenty staff indicated that they are considering a wellness plan and wanted more information. **(21.74%)**
 - Twenty-four staff indicated that they would work with the designated health coach to create a plan to improve their overall well-being. **(26.09%)**
 - Twenty-seven staff subsequently completed the Worksite Wellness enrollment and/or joined the program's HAWT (Health And Wellness Team) group in which we share tips for healthy living and information on group fitness events in the community as well as encourage each other in meeting their overall wellness goals. **(29.35%)**
- Nineteen staff were provided with resources and/or referrals for identified personal wellness needs and follow up was done with them for appropriateness and effectiveness of referrals. Issues experienced by staff for which they sought support included chronic health concerns, death of family members, family finances or bankruptcy, family violence, separation or divorce, alcoholism or substance use by teenager or significant other, suicidal ideation of child, counseling, as well as enrolling in school and finding a balance between family, school, and work. **(20.65%)**

Challenges:

- Finding an activity or wellness topic that interests most staff at a time and location which is convenient
- Lack of time, motivation, consistency or accountability partners for individual staff

Measurable Objective 4 - Staff Professional Advocacy Year 1: 50% of Staff will participate in opportunities to learn about mental health, wellness, and health education on topics such as stress management and other preventive health practices.

Progress/Outcome:

- ***Mental Health First Aid Certification*** - Eleven family and health services staff participated in an 8-hour training by the Guam Behavioral Health and Wellness Center (GBHWC) on October 14, 2019 and received a three-year certification. This training is designed to teach participants how to help others in an emotional or mental crisis as well as those who could be experiencing a mental health or substance use problem. **(11.9%)**
 - A request has been submitted to GBHWC to provide this same training opportunity to Teaching Staff as well.
- ***First Aid Certification*** - Thirty-five staff participated in the Classroom Heartsaver First Aid CPR AED training which teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrives. This course allows instructors to observe the students, provide feedback, and guide the students' learning of skills. **(38.04%)**
- ***Stress Management*** - Teaching staff and support staff participated in training to build their capacity to deal with stress, to learn from stress, and to know how to handle stress as part of professional development. **(96.74%)**
- ***Health and Wellness*** - The University of Guam's Community Nutrition Education Programs (CNEP) conducted staff training on making the healthy choice the easy choice by making better food choices, planning healthy meals, cooking tasty foods at lower cost, and being active. **(96.74%)**
- Wellness resources are periodically sent to all staff via email on various healthy living topics such as PTSD, men's health, women's health, skin conditions, nutrition, parenting, teen health, and child development to support their work with children and families.

Challenges:

- There are many competing priorities and mandated training topics which must be incorporated into preservice training as well as other professional development days.
- If not incorporated into professional development or content area meetings, staff tend to minimize the need to attend.
- To address this, the Program intends to be intentional about including at least one topic to address staff wellness in each of the designated professional development days.

Alignment of School Readiness Goals with HSELOF & Guam Early Learning Guidelines

There have been no revisions to the Guam Early Learning Guidelines or the aligned school readiness goals.

School Readiness Goals: Role of Governing Body, Policy Council and Parents

School readiness goals were reviewed and developed with parents and teachers. There are no changes in the school readiness goals which were presented for review and discussion by the Policy Council and the GEB. Both bodies approved the goals as presented.

School Readiness Goals
<p><u>Approaches to Learning:</u> By the end of the program year, students will be able to regulate their own emotions and behavior, establish and sustain positive relationships, and participate cooperatively in group situations 85% of the time.</p> <p><u>Social and Emotional Development:</u> By the end of the program year, students will be able to regulate their emotions and behaviors by following classroom rules, routines and expectations 85% of the time.</p> <p><u>Language and Communication:</u> By the end of the program year, students will demonstrate that they have met at least 85% of the developmental indicators in this area for their age range:</p> <ul style="list-style-type: none"> ● 3-4 years old: express their thoughts and needs using a complete sentence of 3 to 5 words through conversations, shared stories, and group discussion. ● 4-5 years old: express their thoughts and needs using a complete sentence of 5 to 6 words through conversations, shared stories, and group discussion. <p><u>Literacy:</u> By the end of the program year, students will demonstrate that they have met at least 85% of the developmental indicators in this area for their age range:</p> <ul style="list-style-type: none"> ● 3-4 years old: <ul style="list-style-type: none"> ○ Distinguish when two words rhyme and when two words begin with the same sound; ○ Show awareness of alphabet letters, recognizes letters in own name, writes some letter-like forms and letters; and ○ Answer and ask basic questions about characters or events in the storybook. ● 4-5 years old: <ul style="list-style-type: none"> ○ Identify which words rhyme from a group of three words and count syllables in given words; ○ Identify 18 upper case letters and 15 lower case letters of the alphabet, produces the sounds associated with several letters and writes first name; and ○ Answer questions in detail by identifying characters, main events, sequences in storybooks and making predictions. <p><u>Mathematics Development:</u> By the end of the program year, students will demonstrate that they have met at least 85% of the developmental indicators in this area for their age range:</p> <ul style="list-style-type: none"> ● 3-4 years old: <ul style="list-style-type: none"> ○ Count verbally up to 10 by ones, begin recognizing the number of objects in a group without counting and begin to understand that written numerals represents a quantity; ○ Recognize & name basic shapes circle, square & triangle; and ○ Makes simple comparisons between object height or size. ● 4-5 years old: <ul style="list-style-type: none"> ○ Count verbally up to 20, recognize without counting quantities of objects up to 5, associate a number of objects with a written numeral 0-5 and recognize, and with support write numerals up to 10;

- Correctly name basic shapes regardless of size and orientation, identify and describe the characteristics of two-dimensional and three-dimensional shapes; and
- Compares and orders a small set of objects as appropriate according to size, length, height and weight.

Scientific Reasoning: By the end of the program year, students will demonstrate that they have met at least 85% of the developmental indicators in this area for their age range:

- 3-4 year olds: Use the five senses to observe and describe materials, organisms, and events; make simple predictions; engage in simple investigation and experiments; draw conclusions and provide simple descriptions of results with adult support.
- 4-5 year olds: identifies the five senses and uses them to describe and make observations; make predictions about their environment and brainstorms solutions based on their experiences; tell whether their prediction is correct or inaccurate.

Perceptual, Motor, and Physical Development: By the end of the program year, students will demonstrate that they have met at least 85% of the developmental indicators in this area for their age range:

Gross Motor:

- 3-4 year olds: move purposefully from place to place with control and balance; manipulate balls or similar object with flexible body movements
- 4-5 year olds: coordinate and balance complex movement in play and games; manipulate balls or similar objects with full range of motion.

Fine Motor:

- 3-4 year olds: Grip drawing and writing tool with whole hand to make marks or simple shapes.
- 4-5 year olds: use three point finger grip to hold and manipulate tools for writing, drawing and painting; use coordinated movement for cutting along a line, pouring and buttoning.

Health, Safety, and Nutrition:

- 3-4 year olds: show awareness of personal hygiene and self-care skills; demonstrate knowledge of basic foods and what they do for the body; aware of safety practices at school and home.
- 4-5 year olds: demonstrates ability to take care of personal self-care (brushing teeth, washing hands, toileting & getting dressed); identifies healthy and unhealthy foods and understands that eating healthy foods help the body to grow and be healthy; identifies and follows basic safety rules at school and home.

Subsection B: Service Delivery

Service and Recruitment Area

There is no change in the service and recruitment area for the Program.

Needs of Children and Families

The 2020 Census is currently being conducted on Guam. An update will be provided in upcoming continuation applications once data is available on children under five years of age to include language, ethnicity, and population.

The Program has reviewed recent trends in issues facing the island as published in the 2018 Guam Statistical Yearbook issued in 2019. There has been a slight increase in the public school dropout rate from 2.6% to 3.2%. There has also been an increase in crimes reported to police between Fiscal Year 2017 and Fiscal Year 2018 of 35% or more in larceny, aggravated assault, arson, and rape. Offenses involving family violence increased from 2016 to 2017 by 48.5% with the predominant offenses being simple assault (48.4%) and disorderly conduct (30%) followed by offenses against family and children (8.3%) and aggravated assault (6.2%) From 2016 to 2017, there was a significant increase in arrivals from Russia (75.56%) and countries outside of Asia and the Pacific region (72.39%); several of whom came as visitors and then applied for asylum. In addition, the Calendar Year 2018 Multijurisdictional Drug Data shows a 144% increase in drug seizures with the predominant drug of choice continuing to be “ICE” with recorded seizures of cocaine and prescription medications.

Based on the Community Assessment, the top five issues facing our island include affordable housing, homelessness, access to medical and dental care, job skills and employment

services, as well as completion of GED or Adult High School diploma. Comparatively, the top five issues facing Head Start-eligible families are affordable housing, parenting skills, completion of GED or Adult High School diploma, job skills training, and the public transportation system. The change between last year and this year is that Head Start-eligible families are more concerned about parenting skills than they are with access to medical and dental care.

The Program will ensure that parent education opportunities continue to include a focus on topics such as affordable housing options for Head Start families, parenting skills, completion of GED or Adult High School diploma, job skills training, protecting children from child abuse, family violence, and substance use. When appropriate, persons with these and other identified issues will be provided with related resources and referrals.

To further support the potential needs of high risk families, the Program will escalate families with identified risk factors at registration or at any point in the school year to intensive case management via the Head Start Child Study Team meetings. Social Worker will support assigned Family Service Worker in service provision to family. Education Coordinator and Mentor Coach will support Teaching Staff in service provision to children. This will ensure a wraparound approach to support and services for the child and family. In addition to this, the Program will submit a request to the School Guidance Counselor for individual child observation. If the situation warrants, the School Guidance Counselor will initiate a referral to the school psychologist for Student Behavioral Health Services.

Availability of Other Child Development Options to Serve Eligible Children

There have been no changes in available public preschool options at this time. However,

the grantee has requested local funding for the potential expansion of the state prekindergarten program by 5 sites which would increase their total enrollment capacity from 72 to 162 children. The proposed pilot State PreKindergarten classrooms of 18 children each would be co-located at school that currently have a Head Start center(s). If this local funding request is approved, the Program anticipates a challenge to enrollment and possibly classroom size at these schools. Available preschool options (Head Start, State PreKindergarten and GATE PreKindergarten) based on the Kindergarten enrollment data at these elementary schools could exceed the number of children in the village that would attend / transition to Kindergarten. The program therefore anticipates an increase in 3 year olds as the average number of children annually enrolling in Kindergarten at some proposed sites meets or exceeds the anticipated enrollment of at these schools.

The Program continues to work to not only prepare children for kindergarten, but also meet the need for quality childcare for parents. This need is evident in the shortage of childcare facilities on island and the cost of child care. As of February 10, 2020, there are 47 licensed child providers. (46 child care centers and one licensed family day care homes. This list is updated monthly. The change for the year has been an increase of two child care centers and a decrease of one licensed family day care home. The majority of child care centers are located in the north and central areas of the island. There are only one family day care homes which are located in neighboring central villages. There are only three child care centers in the southern region of the island. This year one of the additional licensed centers is south east where previously there was no center. The child care center located in Ipan may present a challenge to enrollment at both the Inarajan and Talofofu Head Start centers. Children for the most part are

cared for by parents or other family members who may be retired or unemployed.

Proposed Program Options and Funded Enrollment Slots

Program Options / Compliance with 1302 Subpart B and Other Applicable Requirements

The Program will continue to operate a center-based option with a funded enrollment of 534 children in 27 centers. Of these, 12 of its 27 centers (44.44%) are currently expanded duration classrooms with a funded enrollment of 239 children. The remaining 295 enrollment slots remain as half day sessions.

Looking toward the August 2021 deadline for expanding duration of 45% of enrollment slots, the Program continues to work with the grantee to find feasible solutions. The Program is working with the grantee to identify additional rooms for the three afternoon centers. This would give those sites (Wettengel, Price, and Carbullido), the option to go full day as an expanded duration center. If funding becomes available, the Program will apply to expand the duration of an additional classroom which would bring the total expanded duration slots to 258-259 (depends on square footage of classroom chosen) or 48.5%. If there is no available funding, the Program will apply for a waiver of this requirement.

Meeting the Needs of Children and Families

The Program continues to make concentrated efforts to maintain collaborative relationships with community partners and build connections with others. Program staff actively contribute to and participate in building capacity and sustainability of Guam's early childhood initiatives through focus groups and advisory committees. The goal is to maximize the Program's available resources as well as its access to services and support of community

partners to meet identified needs.

To better meet the needs of enrolled children and families, the grantee is considering placing the Program back under the oversight of an administrator overseeing elementary schools which is the GDOE Division of Educational Support and Community Learning. This division oversees directly monitors school principals, student support services, school health services, and behavioral health services. This move would foster increased support of the Program into schools and ensure provision of all services available to public school students by having the same administrator and information chain.

Funded Enrollment Changes

The Program does not currently foresee the need to change funded enrollment slots.

The grantee has proposed reassigning attendance areas for Chief Brodie Elementary School and converting the campus to a middle school. Should this plan be implemented, the Program is working with the grantee to ensure that enrollment is maintained by replacing our two classrooms at the schools to which the children would be reassigned.

As previously stated, the Program awaits the legislative response to the grantee's budget request to determine whether the five additional State PreKindergartens will be funded. Head Start centers at these proposed sites currently operate at expanded duration. These schools include DL Perez and Maria A. Ulloa in the north, Agana Heights and PC Lujan in the central area, as well as Inarajan in the south. Note that Head Start children from the Agana Heights attendance area are currently enrolled in the neighboring district of CL Taitano Elementary School.

GDOE Elementary School	Kinder enroll average	Village(s) Within Attendance Area	Head Start Centers	Other GDOE Preschool Options
Northern Villages				
Astumbo Elementary	89	Dededo	• Astumbo Head Start (duration)	• 1 GATE Pre-K
Finegayan Elementary	121	Dededo	• Finegayan Head Start (duration)	• 1 State Pre-K
Liguan Elementary	65	Dededo	• none; HS children assigned to neighboring school - Wettengel	
Maria A. Ulloa Elementary	110	Dededo	• Maria Ulloa I Head Start • Maria Ulloa II Head Start both duration	• <i>Proposed</i> - 1 State Pre-K
Wettengel Elementary	91	Dededo	• Wettengel I (AM) Head Start • Wettengel II (PM) Head Start	• 1 ECSE Preschool class
DL Perez Elementary	104	Yigo	• DL Perez I Head Start (duration) • DL Perez II Head Start	• <i>Proposed</i> - 1 State Pre-K
Machananao Elementary	72	Yigo	• Machananao Head Start	• 1 GATE Pre-K
Upi Elementary	85	Yigo	• Upi Head Start	
Central Villages				
Agana Heights Elementary	50	Agana Heights, Asan-Maina, Hagåtña, Piti	• none; HS children assigned to neighboring school - CL Taitano	• <i>Proposed</i> - 1 State Pre-K
CL Taitano Elementary	94	Sinajana	• CL Taitano I Head Start (duration) • CL Taitano II Head Start	
Carbullido Elementary	50	Barrigada	• Carbullido I (AM) Head Start • Carbullido II (PM) Head Start	• 1 GATE Pre-K
PC Lujan Elementary	56	Barrigada	• PC Lujan Head Start (duration)	• 1 ECSE Preschool class • <i>Proposed</i> - 1 State Pre-K
Adacao Elementary	84	Mangilao	• Adacao Head Start	
Price Elementary	101	Mangilao	• Price I (AM) Head Start • Price II (PM) Head Start	• 2 GATE Pre-K
JQ San Miguel Elementary	72	Mongmong-Toto-Maite	• none; HS children assigned to neighboring school - Carbullido	• 1 State Pre-K
Ordot-Chalan Pago Elementary	65	Ordot-Chalan Pago	• none; HS children assigned to neighboring school - CL Taitano	
Chief Brodie Elementary	44	Tamuning-Tumon-Harmon	• Chief Brodie I Head Start (duration) • Chief Brodie II Head Start	
JM Guerrero Elementary	71	Tamuning-Tumon-Harmon	• JM Guerrero Head Start (duration)	
LBJ Elementary	121	Tamuning-Tumon	• none; HS children assigned to	• 2 GATE Pre-K

(PreK-K)		on-Harmon	neighboring school - Chief Brodie	● 1 State Pre-K
Tamuning Elementary (grades 2-5)		Tamuning-Tumon-Harmon	none; HS children assigned to neighboring school - Chief Brodie	● 1 ECSE preschool class
Southern Villages				
Marcial Sablan Elementary	62	Agat	● Marcial Sablan Head Start (duration)	● 1 State Pre-K
Inarajan Elementary	44	Inarajan	● Inarajan Head Start (duration)	● <i>Proposed</i> - 1 State Pre-K
Merizo Elementary	34	Merizo, Umatac	● Merizo Head Start	
HS Truman Elementary	53	Santa Rita	● HS Truman Head Start	● 1 GATE Pre-K
Talofof Elementary	49	Talofof	● Talofof Head Start	
MU Lujan Elementary	95	Yona	● MU Lujan Head Start (duration)	● 1 GATE Pre-K

The information on Kindergarten enrollment provides the program with data to identify areas where the program will be competing for the 4 year olds and areas where the program may see an increase in the number of 3 year olds in the classroom. To date the program has not had to decrease classroom enrollment to meet ratio for 3 year olds.

Service Locations

There is no anticipated change in service areas for the second year as the program has centers throughout the island. The grantee management team has been exploring long term approaches such as redistricting schools and possible closure and merging of schools as a means of cost reduction. The Guam Education Board approved converting Chief Brodie Elementary School to a middle school and the costs are in the grantee's proposed local budget. The program has 2 centers at this site serving children from two attendance areas. There is ongoing discussion as to where these two centers would be relocated. Ideally there would be an equivalent room or structure at the new districts in which the children will be attending once the move is made.

Minor Renovations and Repairs

The Program is not currently anticipating any minor renovations. Minor repairs are addressed as they occur. The Program is working on a facilities and maintenance plan which will include playgrounds that need to be resurfaced.

Facilities Activities Subject to 1303 Subpart E

The Program does not currently foresee the need for any major renovations or construction of classrooms during the upcoming grant year. With the potential reassignment of attendance areas and conversion of Chief Brodie Elementary School however, the grantee may request for possible funding to build and/or renovate classrooms at the reassigned district school sites.

Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

There are no changes to the Program's current ERSEA processes. The ERSEA Coordinator continues to be primarily responsible for this area with the supervision and oversight of the Social Services Supervisor and support of family service workers.

Recruitment Process

To ensure recruitment of categorically eligible children, the Program continues to work closely with Child Protective Services (CPS) which has custody of children in foster care, providers of direct services to homeless, and TANF recipients with age-eligible children. In fiscal year 2018, there were 294 children under the legal custody of CPS. These children are placed in either relative foster placement or in one of the 37 licensed foster homes on island. The island's 2019 Homeless Point-In-Time Count identified 130 homeless children under age 5.

In fiscal year 2018, Guam had a caseload of 959 TANF child recipients. Program staff work closely with the Department of Public Health and Social Services to ensure that recruitment flyers are sent out to all TANF recipients with age-eligible children.

With the potential expansion of the state PreK program, the Program has expanded and enhanced its recruitment efforts by posting banners in high traffic areas in the northern, central and southern areas of the island to announce mass registration for the upcoming school year as well as revising Program brochures to better highlight what makes Head Start unique from other prekindergarten options.

Strategies to Promote Regular Attendance

Data has indicated challenges with chronic absences and maintaining regular attendance. Thus, the Program increased its focus through increased use of the PreK Student Attendance Success Plan and other strategies developed by Attendance Works. Concerns are reviewed by Social Services Supervisor during individual supervision meetings with each Family Services Staff. As part of ongoing monitoring, the Social Services Supervisor and ERSEA Coordinator review classroom attendance rates which fall below 85 percent at the attendance checkpoints of October, January, and March to analyze the causes of absenteeism; identify any systematic issues that contribute to the Program's absentee rate; and then make timely changes as necessary.

Education and Child Development

The Assistant Program Director / Education Manager continues to be primarily responsible for overseeing this area with the support of the Education Coordinator as well as the site coordinators and mentor teachers.

Early Childhood Curriculum

There are no changes to the Creative Curriculum and curriculum enhancements utilized by the Program. Educational support staff continues to work closely with Teaching Staff to ensure implementation of the curriculum to fidelity and address any issues identified through ongoing monitoring and use of data for continuous improvement.

Developmental Screening and Assessments

There are no changes to the developmental screening and assessment tools utilized by the Program. However, the Program intends to purchase the Q-global, a web-based system which enables users to quickly and efficiently administer assessments, generate scores, and produce reports related to several assessment tools to include Developmental Indicators for the Assessment of Learning™ Fourth Edition (DIAL™-4) which is a screener used by the Program to identify children who may need additional evaluation.

Health

There are no changes to the Program's health processes. The Health Coordinator continues to be primarily responsible for this area with the supervision and oversight of the Social Services Supervisor and support of a Licensed Practical Nurse (LPN) and a Community Program Aide.

Data indicated that many families seemed to have difficulty obtaining a hematocrit or hemoglobin blood test through their medical home. Thus, the Program purchased a machine which enables staff to conduct noninvasive hemoglobin tests on identified children. This has led to an earlier completion rate for this health requirement.

The Program has had challenges in implementing comprehensive mental health services for children, families, and staff. To address these challenges, the grantee is considering placing

the Program under the auspices of the GDOE area of Educational Support and Community Learning which directly monitors school principals and student support services. This would foster the full integration of the Program into schools and ensure provision of all services available to public school students. The Program also continues to work collaboratively with other agencies on implementing the Early Childhood Education Pyramid Model for behavior interventions with the support of mentor coaches also received training in Practice Based Coaching for the Pyramid Model.

A safe and healthy environment is also an important factor in children's success. Teaching staff complete the OHS Environmental Health and Safety Screener at the beginning of the year and quarterly thereafter to ensure they have updated documents from the school and identify any issues that need to be addressed. This screener is also conducted in anticipation of an impending natural disaster as well as after a natural or manmade disaster. In addition to this, Teaching Staff continue to maintain their classroom's health and safety environment through daily checklists and/or corrective actions found within the monitoring.

Once the health and safety screener is done, the Site Coordinators conduct quarterly. Follow up site visits monthly using the Program Monitoring Tool checklist for any issues and concerns within the classrooms. They also follow up with Teaching Staff on results of developmental screenings to determine who may need additional observations and ensure that any subsequent referrals are done in a timely manner. The management team also monitors compliance through periodic site visits.

Family and Community Engagement

The Social Services Supervisor continues to be primarily responsible for overseeing this area with the support of the ERSEA Coordinator/Social Worker, Health Coordinator, Licensed Practical Nurse, Family Service Workers, and Community Program Aide.

Family Services staff have increased their presence in their assigned centers and their activities as a strategy to strengthen relationships with families and teaching staff. With the hiring of new staff, family services staff were assigned three centers each which decreased caseloads by 25%.

Ready Rosie, the parenting curriculum selected by the Program, has joined Teaching Strategies. This should lead to deeper integrations between home and classroom powered by aligned curriculum and assessment data which in turn will lead to improving learning outcomes for children as well as family outcomes.

Strategies for Building Trusting and Respectful Relationships with Families

The Program continues to take intentional steps to promote parent and family engagement and build trusting and respectful relationships with families.. Should a concern be identified that places the child or family at risk, a child study team meeting is conducted to ensure that all staff have a common understanding of the situation and plan to support the child and family. If needed, a home visit is conducted to discuss issues and concerns as well as to review or revise the family partnership agreement. Family services staff meet at least once a month with the teaching staff as part of case management to review and share concerns of the children and families.

The Program has held child study team meetings to discuss issues concerning children identified as being in need for more intensive case management and ensure an increased focus on

the provision of wraparound services for high risk children and/or those with complex needs. As part of this effort, the Education Coordinator and mentor teachers work closely with teaching staff while the Social Worker works closely with family services staff.

Family Engagement Activities

The Program continues to conduct engagement activities to support parent-child relationships, child development, family literacy, and language development including supporting bilingualism and biliteracy. The Program has increased program specific offers of workshops in each center or cluster of centers to increase participation. Community partner workshops also are encouraged and centers are provided the information for this.

Services for Children with Disabilities

The Assistant Program Director/Education Manager continues to oversee this area with the support of the Education Coordinator.

The Program maintains a strong relationship with the Early Childhood Special Education Division within the grantee. Head Start is considered the natural and least restrictive environment for this age group.

A challenge has been the assignment of one-to-one aides when indicated in the child's IEP. The Program has ensured that support staff are available to assist teaching staff as needed for these children until one has been assigned by the school principal or the Early Childhood Special Education Division. This process may improve with the incorporation of the Program under the grantee's area of Education Support and Community Learning.

As part of their ongoing monitoring, the grantee's Division of Special Education has

reassessed the services they are mandated to provide. As a result, there has been an increase in 504 IEPs and eligibility during the past year. The Program also continues to work with the grantee's Division of Student Support Services in developing the 504 IEP for Head Start Children.

Transition

There are no changes to the Program's transitions from Head Start to Kindergarten or between programs.

There is ongoing discussions with community partners, especially the division of Special Education on the transition into the program from children receiving services at home, most especially those needing full physical assistance. The plan is if Head Start is a parental choice or possible option, then Head Start will be included in the IEP meeting.

Transportation

The Program was able to secure bus transportation within their attendance area for children in centers with expanded duration. Parent activity funds were increased to allow families to participate in at least one field trip with bussing transportation provided.

Assisting Families in Accessing Transportation

The public transit system is very limited. Thus, the Program provides transportation when needed to assist enrolled families in meeting a child's health requirements and/or completing the steps needed to make progress on their goals.

Sub-Section C: Governance, Organizational, and Management Structures

Governance

There are essentially no changes to the governance structure or processes as specified in the baseline grant application. When there are joint decisions that must be approved by both bodies, the Program holds a joint work session of members of the GEB, Policy Council, and the management team to discuss issues and ensure meaningful consultation and collaboration. GEB members are invited to attend Policy Council meetings and are on the agenda to provide information and updates as needed. Parents are encouraged to attend GEB meetings or follow the live video of the meeting which is posted on Facebook.

Governing Body: Guam Education Board (GEB)

This next program year is an election year and so there may be new members on the Guam Education Board needing initial training on the program. The oversight is inclusive of participation by the GEB at the Policy Council meetings, by attendance and reporting out information to the Policy Council.

Policy Council: Guam Head Start Policy Council (GHSPC)

The membership of the Policy Council is primarily parent representatives from each of the programs center levels. The Policy Council has been struggling with finding community representatives to sit on the council but expects to increase community representatives in the current grant year and have them in place through next grant year.

Parent Committee: Center Level Parent Group (CLPG)

There is no change in the structure of the Center Level Parent Group. A challenge the

centers continue to be participation and meeting a quorum at monthly Center Level Parent Group Meetings. Strategies and suggestions and parent engagement training of staff continue to be part of the ongoing support to empower parents to share expertise and voice their concerns. The program plans to continue stressing the importance of grassroots participation and suggestions on improving the program.

Human Resources Management

Organizational Chart

The Program's current organization chart specifies four Head Start Mentor Coaches, who provide support to teaching staff based on observations, CLASS, and curriculum fidelity.

However, there are currently 2 Head Start Mentor Coaches. One mentor coach retired and the other became the Education Coordinator who works primarily with the expanded duration classrooms. The Program has been looking within the program for additional mentors and plans to recruit outside the program if needed. In the meantime, the Assistant Program Director/Education Manager and Education Coordinator continue to support those centers who are currently without a designated coach. The remaining 2 mentor coaches work with the team to assist the Tier I classrooms.

The program has identified 5 middle management type positions: Administrative Officer, Education Coordinator, ERSEA Coordinator, Health Services Coordinator, and Information Technology Coordinator. Each of these coordinators report to a specific program manager and the management team as a whole.

The program converted two part time Head Start aide positions to full time to improve

recruitment and retention. This decision was part of discussion and recommendations with the governing bodies.

Criminal Background Checks Prior to Hire for All Staff, Consultants, and Contractors

There is no change in the background check process of the grantee. The grantee does not currently conduct a FBI clearance with fingerprint checks. The Program has been collaborating on this issue with the Department of Public Health and Social Services (DPHSS) Block Grant and licensing division. They submitted an MOU with the Superior Court of Guam but it was referred back for changes by the Attorney General of Guam. Once approved by the Attorney General, the program will adapt the MOU to GDOE requirements, obtain the approval of the grantee's legal counsel, and then begin implementation of this requirement. The Program has budgeted funds to cover the costs for Program staff and volunteers. Staff who have been with the program for more than 5 years currently submit an updated police and court clearance.

Orientation Provided to New Staff, Consultants, and Volunteers

There are no changes to this area.

Approach to Staff Training and Professional Development

There are no changes to this area.

Coordinated Coaching Strategy / Approach to Delivery of Intensive Coaching

This year the program has had to revamp the process of providing Intensive coaching where the need has been identified because of a shortage of mentor coaches. One mentor coach was promoted to Education Coordinator and works primarily with the site monitors and duration classrooms and supports the mentor coaches as needed. A second mentor had to retire unexpectedly for family reasons.

There are two peer support coaches who were recommended by the education team and have since expressed interest in assuming the position of mentor coach. However, they do not yet meet the required educational qualifications for this in-house position of having a baccalaureate degree. The Program is considering the alternative possibility of hiring additional teachers to be trained as Mentor Coaches.

There are no changes to the process of conducting site visits and cycles of CLASS observations, as well as assigning Teaching Staff to tier levels and providing corresponding levels of intervention and support. The Program is considering an increase in the number of scheduled site visits to improve ongoing monitoring.

Site Coordinators assists with meeting curriculum fidelity by checklists to assure that quality control of the curriculum implementation of lesson plans, documentation status, health and safety compliance and child/family profiles are in check.

Program Management and Quality Improvement

Systems for ongoing oversight, correction, and assessment of progress towards program goals

The management team reviews current data to address concerns, brainstorm solutions, and implement changes that may be needed across all service areas. The computer systems of Child Plus, Teaching Strategies GOLD, and ASQ and Q-global for DIAL-4 provides the program with point in time reports that can be disaggregated as needed. In addition to the reports available on the above mentioned systems excel spreadsheets have been developed to address specific areas of monitoring for additional analysis of potential causes of issues and progress towards goals. Besides the qualitative data the Program utilizes information from

parents, staff, referrals addressing program services and classroom observations.

Ongoing oversight has been beneficial in drilling down the root causes of issues, searching for options for improvement, as well as identifying supports, resources and training needs to address the concern. The focus on data driven discussions has been useful in collaboration within GDOE support systems. The Program has become more comfortable with data analysis and recognizing cross component concerns and potential gaps needed to make a decision. The results of the data review have aided key areas for self assessment discussion. Health-related concerns are reviewed and discussed with the Health Services Advisory Committee (HSAC).

As an extended outcome of improved monitoring the support/data for planning is available. The Program plans to be more inclusive of GDOE partners with more frequent grantee and program management meetings. The impact would be improved services, delegation of some of the roles the program management have assumed and increased awareness of Head Start Standards within the grantee divisions. The Program work sessions with the governing bodies will continue to improve planning and subsequent actions.

Management Process and System to Ensure Continuous Program Improvement

Effective Use of Data

The management team continues to schedule a meeting twice a monthly and as needed to address ongoing monitoring concerns and other issues related to Program operations. When data from our tracking systems needs to be drilled down even more, additional spreadsheets are designed to track additional information with the assistance of the Information Technology Coordinator. The addition of our site coordinators/monitors follow up on reporting and meeting

requirements has improved our data submissions.

The program plans to continue to improve cross component data to assist with planning improvements. Each manager/coordinator provides summaries of their component data at least monthly for review and discussion by the management team. Management team then discusses possible root causes using the data and linkages across service areas. With improved data analysis, the Program anticipates better planning and ongoing improvement plans.

Ongoing supervision to support individual staff professional development

There is no change in the process of ongoing supervision described in the baseline grant. As situations and new problems or issues arise the management team will work directly with the individual, the center team, and/ or the program or component staff as a whole.

Management System That Ensures Supportive Budget and Staffing Patterns

The Head Start Management team works with the Division of Financial / Administrative Services which oversees budget, payroll, Human Resources, maintenance, and procurement and the respective division administrators. There is a new Deputy Superintendent of this division. With the development of this grant, information about the program and Head Start Specific requirements and processes are being reviewed with the deputy. There is no change in the processes the department uses. The Focus one review found no concerns in this area.

The program plans to hold more formal quarterly management meetings with the grantee Deputies or their designees to present data based concerns to look for solutions . The less formal meetings have been around crisis management. The approach to staff forgetting procedures and the internal referral process for events that happen at their center school site has been work with the appropriate grantee deputy. Staff receive additional training and/or

refreshers. Mentors and monitors will work directly with them based on the need and responsibilities of these positions of staff support.

Section II: Budget and Budget Justification Narrative

Total budget application: \$3,513,933
\$3,467,939 Basic Grant
\$45,994 Training and Technical Assistance Grant

Basic Grant \$3,467,939

The GDOE is a unified school district and operates as both the State Education Agency (SEA) and the Local Education Agency (LEA). Because GDOE is the grantee, all Guam Head Start Program staff are considered Government of Guam employees regardless of their funding source and are subject to the wage scale itemized in the Unified Pay Plan developed by the Hay Group. Head Start staff of the Guam Head Start Program receive the same salaries and benefits as all other Government of Guam employees in similar positions.

The Program's local staffing pattern budgets for 12 teachers, 3 Head Start Aides, 3 family service workers, a substitute, and a Licensed Practical Nurse who all work 100% for the Program. The Program applies a majority of these local funds to the 20% match. When the program applies for supplemental effective October 1. Limited term employees receive life insurance 6 months after employment and are eligible for the medical and dental coverage within 30 days of hire.

The GDOE Finance and Administrative Services Division manages the accounting and reporting for the Program. On a day to day basis the Program's Administrative Assistant keeps files on all expenditure requests. The Child and Adult Care Food Program (CACFP) reimbursements go directly to the grantee. The estimated yearly reimbursement from USDA is between \$450,000-\$500,000. The Reimbursement rate for the territory is the same as the stateside rates.

Personnel Costs: \$3,164,614

As stated above salaries are part of the Guam Unified Pay Plan. The Program budgets for all staff to receive all benefits. The Program prorates the benefits based on the length of services for part time staff and new staff. Once the grantee's fiscal adjustments are made in October the program reviews the changes in employee benefits to determine reprogramming of funds.

The program presented data to the Policy Council suggesting the conversion of two limited term Teacher Aide positions to full time to assist with the challenges of staff recruitment and retention. This was approved during their meeting at which there were representatives from the Governing Body who concurred.

The Head Start Mentor Coaches, in order to extend their teacher days will be reimbursed via a stipend for completion of a project specific to classroom interventions and staff development for a total of 80 hours each. The 80 hours would be completed during their typical vacation time during the year. The hourly stipend is based on an average of their combined basic salaries which is \$25 / hour.

Description	2020-2021 Anticipated Costs
Salaries Federal staffing	\$ 2,292,489
Full-time Staff	
• Teaching Staff:	
○ Full time Teachers (11)	\$ 493,411
○ Full time Teacher Aides (17)	\$ 477,491
• Family Services Staff:	
○ Social worker (1)	\$ 55,958
○ Family Service workers (6)	\$ 155,670
• Health Services Staff	
○ Family Services - Health (1)	\$ 25,666
• Program Design and Management staff	
○ Program Director	\$ 77,014
○ Managers (2) - Education and Social Services	\$ 115,679
○ Program Coordinator - Health Services	\$ 35,196
○ Program Coordinator- Education/duration	\$ 52,689
○ Administrative Support (3)	\$ 103,401
○ Information Technology Coordinator (1)	\$ 61,796
○ Maintenance Worker (1)	\$ 37,562
○ Site Managers/monitors (2)	\$ 67,822
Part-time Staff	
• Limited Term Full time Teachers (6)	\$ 184,383
• Limited term part time aides(20)	\$ 309,620
• Substitute Teacher(s) (1)	\$ 3,500
Employee increments	\$ 30,631
Stipends:(3 mentors) 80 hours each	\$ 6,000
Benefits:	\$ 872,125
Retirement: 26.56%	\$ 601,152
DDI: (Death and Disability Insurance)\$494	\$ 29,640
Medicare (FICA 1.45%)	\$ 32,256
Life Insurance	\$ 11,585
Medical	\$ 177,844
Dental	\$ 19,648
TOTAL PERSONNEL COSTS	\$ 3,164,614

Indirect Costs: \$ 45,850

The current Indirect Cost Rate is 12.52% with the agreement expiring September 30,

2021. If fully implemented the administrative costs percentage cap of 15% would be exceeded significantly and impact the operating budget for the Program. The Program averages 11-12 % administrative cost based on the enterprise system calculations, thus allowing no more than 3% so as not to exceed the 15% cap on administrative costs. At this point in time, the Program will budget 2% towards indirect cost rate which should not exceed our 15% cap.

Operational funds for basic grant: \$ 257,475

Contractual: \$ 80,816

Items and program activities in this category usually require a contractual Purchase Order. The key areas where this may occur are under direct services, computer maintenance, vehicle maintenance and parent activities. Each category of expenditure has an explanation of use. If funds are available the proposed local budget includes \$16,275 for Photocopier contractual services, ERATE contractual services, and Vehicle Fleet Maintenance Services.

Description	2020-2021 Appropriation
Direct Services: Funds are set aside to assist children with health and interim disability services as needed where other resources and other support are unavailable.	\$ 5,000
Membership: Hawaii/Outer Pacific Head Start Association or the Region IX Head Start Association	\$ 500
Computer Maintenance: Cleaning contract and repairs as necessary for the 80+ program computers and laptops. All 27 classrooms have at least 2 computers each and all support staff have computers.	\$ 3,500
Vehicle Maintenance and Registration: The Program currently has 4 vehicles, two of which are still under warranty. Funds may need to transfer to supplies if it is specifically parts. Gasoline is usually covered under the Local budget.	\$ 3,000
Parent / Child Activity Fund: Most centers use these funds for field trips. Most field trips are a minimal cost, but those sites that parents may not be able to afford will be covered or greatly reduced. The funds allocated are \$35/child. The Policy Council determined that the increased amount should cover at least one field trip with bus transportation ensuring all parents can attend.	\$ 18,690

<p>Parent Training Activities:</p> <p>Venues: Program provides at least two Program wide parent conferences. The conferences provide opportunities for community partners especially early childhood service providers to provide information, answer questions, and train. The fall parent conference provides general information based on the expressed needs and interests of the parents and requirements. The Spring conference looks at school readiness, transition to kindergarten, and summer enrichment activities for families. The venue is usually a hotel with multiple breakout rooms and a child care room. The program is exploring converting at least one conference into regional mini-conferences as well as utilizing school sites and other government facilities to minimize related costs. Estimated cost: \$8,000 Fall and \$4,000 spring.</p> <p>ReadyRosie parent Curriculum \$5,750</p> <p>Annual Fitness Fair: Every year the parents/staff/ and community set up activities and information that: address wellness and lifestyle improvement (exercise and nutrition). Estimated cost for the Government venue is \$300.</p>	<p>\$ 18,050</p>
<p>Background checks for volunteers and Program staff:</p> <p>Program Volunteers: This would include drug testing which is a grantee requirement</p> <p>Program Staff: To meet the requirements of the new performance standards all full time employees who have been with the Program longer than 5 years will update their background checks to include those needing updated FBI clearances. Estimated cost of \$50/person x 95 employees</p>	<p>\$ 6,000</p>
<p>Computerized tracking systems:</p> <p>Creative Curriculum MyTeaching Strategies Gold.net: This program provides child assessment strategies, generates reports, and assists in addressing each child's individual needs and working with the parent to address specific goals and objectives. It aligns with Common core Kindergarten standards, the Head Start Outcome framework, and the Guam Early Learning Guidelines.</p> <p>Child Plus: This is a program-wide data system which generates reports on all the required data collected by the Head Start. Upgrades in family services and special reports allow for data analysis and assists with program planning. The system provides a link to the Creative Curriculum Teaching Strategies Gold.</p> <p>ASQ screening tracking program: This program provides reports and cross program data on students who may need additional interventions within the</p>	<p>\$ 25,776</p>

classroom or additional assessments and/or referrals to Special Education or Mental Health consultants.	
Q-global: This is a web-based system which enables users to quickly and efficiently administer assessments, generate scores, and produce reports related to several assessment tools to include Developmental Indicators for the Assessment of Learning™ Fourth Edition (DIAL™-4) which is a screener used to identify children who may need additional evaluation.	
Internet: Portable Wi-Fi subscription for registration documentation and outreach parent / staff training.	\$ 1,300
TOTAL CONTRACTUAL	\$ 80,816

Supplies: \$ 113,659

The supplies support the classroom, parent/child activities, family activities and program requirements. Under the proposed local budget school sites that have a Head Start Center on campus are allotted an annual fixed rate per student for administrative supplies (\$13.75), instructional supplies (\$51.70), Guidance Counselor supplies (\$5.70), and Nurse supplies (\$2.00) for a total of \$73.15 per student. The availability of funds are dependent on the allotments being available to the schools.

Head Start provides items specific to our program plan, performance standards and the comprehensive services the Program provides to families, children and staff. In the classroom this includes instructional supplies specific to our curriculum, additional custodial supplies are provided to ensure the Program meets the Environmental Health and Safety criteria of the Program, first aid kit supplies, pampers etc. The proposed 2020-2021 local budget includes a proposed \$20,500 for supplies and materials for the non-teaching staff. The local budget is usually not approved by the legislature until September. Availability of funds may be delayed, the amounts lowered based on budget constraints, or not allocated.

Description	2020-2021 Appropriation
Administrative: Paper, folders, flyers, surveys, and general office supplies to support program activities, registration materials, information packets	\$ 15,000
Health: Toothbrushes, toothpaste, gloves for food serving, first aid supplies, hearing machine paper, and other health related supplies. Lead screening supplies: test kits. Disabilities/Education: adaptive supplies, developmental screening forms, and classroom supplies	\$ 22,000
Educational supplies and consumables: Education supplies include items to ensure fidelity of the curriculum and variety of materials for centers and lesson plans / studies. \$ 1,500 per center	\$ 40,500
Parent Activities Supplies / Training Materials: The Program provides information, booklets, etc. to families addressing their needs, and support training on parenting skills, budgets, typical growth and development, challenging behaviors, health, stress management etc.	\$ 10,159
Computer Maintenance: Repairs, supplies, toner, ink	\$ 6,000
Custodial/ Maintenance: The Program purchases supplies for minor repairs in classroom and vehicle maintenance. Custodial supplies include but are not limited to paper towels, toilet paper, Clorox, mops, brooms, vacuum cleaner bags and belts, trash bags, cleaning supplies, paint, stripper, pest control products.	\$ 20,000
TOTAL SUPPLIES	\$ 113,659

Equipment: \$ 30,000

Funds in this category follow the Government of Guam definition and the Grantee Standard Operating Procedure 200-015 which defines equipment / fixed assets as items that are tangible, with a useful life of at least one (1) year, and are not a repair part or supply. School Year 2019 -2020 is less than last year's budget.

Description	2020-21 Appropriation
Equipment replacement items: <ul style="list-style-type: none"> ● Replace classroom furniture to ensure the environmental health and safety guidelines are in compliance. Not item exceeds \$5000 ● Replace Computers / printers (does not exceed 5000/ unit ● Replace up to 2 air conditioners as needed (cost is estimated between \$4500 - \$5000/ unit 	\$ 30,000
TOTAL EQUIPMENT	\$ 30,000

Miscellaneous: \$ 33,000

These items mirror the Grant Application Budget Instrument listing of expenditures and are usually allocated to either contractual or mileage in the local budget program (MUNIS)

Description	2019-2020 Appropriation
Printing: Service area forms (NCR triplicate), the parent handbook and planner, the parent resource directory, volunteer handbook, and the Staff professional development/calendar booklet, annual report; Color printing for newsletters and leaflets; Printing for professional development training	\$ 15,000
Advertising: Policy Council Nonprofit annual report of expenditures, program information and awareness materials for use at outreach activities.	
Annual Audit: This amount is the business office estimate for next year's share of the grantee audit.	\$ 8,000
Parent Reimbursement / Policy Council: Child care and Mileage Child Care Reimbursement: \$500 Mileage Reimbursement: \$500 Both child care and mileage reimbursements have historically been underutilized. The child care rate is 5.75/ hour for up to 4 hours per meeting. Mileage reimbursement is based on the current federal rate of reimbursement / mile.	\$ 1,000
Staff on- island Mileage: Central office support staff do a significant amount of field work. The Program does not have enough program vehicles to provide all who travel with a car. If staff do not exhaust their allotment, it will be shared with those who travel longer distances. (up to 23 staff would be eligible) <ul style="list-style-type: none"> ● Central office staff providing direct services to children and families: 	\$ 9,000

Family services, Health Services, Education Services: (site visits, home visits, coverage, outreach activities, on site monitoring etc.) ● Central office staff providing supports to staff and Program and roving aides and substitutes should they cover more than one classroom (expenditure quotations, site visits)	
TOTAL MISCELLANEOUS	\$ 33,000

Capital Improvement:

As of the writing of the grant the Program plans a budget revision to address the replacement of playground surfaces and other health and safety that arise. By the second quarter of the grant year, the Program will know if the Government of Guam has changed the rates for retirement and insurances (Death and Disability, Life, Medical, and Dental). In addition, not all employees take Medical and Dental Insurance or may change their plan option.

Basic Grant – Budget Summary

Basic Grant Budget Categories	2020-2021 Allocation
Personnel Costs and Fringe Benefits	\$ 3,164,614
Indirect Cost Rate	\$ 45,850
Operational Costs	\$ 257,475
Contractual - \$ 80,816	
Supplies - \$ 113,659	
Equipment - \$ 30,000	
Miscellaneous - \$ 33,000	
TOTAL BASIC GRANT	\$ 3,467,939

TRAINING/TECHNICAL ASSISTANCE AWARD: \$ 45,994

These funds will be used to expand the knowledge and skill level of Head Start staff as they provide comprehensive services to the children and family. In addition the funds will be

used to ensure that the governing bodies and community partners understand the working relationship between the Program and their collaborative efforts to ensure school readiness and a quality program. With the new initiatives from the Office of Head Start and the distance from Head Start specific experts and trainers, the Program looks to off island training for intensive training. This could be in the form of cluster training within the Hawaii Outer Pacific and Region IX area or beyond. In addition, the islands early childhood entities are looking to increase the collaborative approach to services and training.

Off-Island Travel: \$ 24,994

Off-Island Training /Technical Assistance Description	2020-21 Appropriation
<p>Areas / topics</p> <ul style="list-style-type: none"> ● Content area specific training / new Head Start initiatives offered by the Office of Head Start, the National Centers, regional Head Starts, and / or Head Start Associations. Conferences the Program is considering. <ul style="list-style-type: none"> ○ Family Engagement and Cultural Effectiveness Conference: Hawaii ○ Early Childhood STEM Institute: California ● Training for new program managers/coordinators. <ul style="list-style-type: none"> ○ Health Services: areas of mental health, disabilities ● Costs to bring presenters with specific Head Start and/or Early Childhood knowledge and experience to the island. <p>Head Start specific training for management, content coordinators and Mentor Coaches would assist them in acquiring the knowledge and skills needed to improve the quality of services provided in their area. Estimated cost per person to the USA for a 5 day conference with a registration fee is estimated at:</p> <ul style="list-style-type: none"> ● Airfare: \$ 3,000 ● Per Diem: \$ 2,000 (lodging and meals) ● Incidentals: \$ 200 (taxes, shuttle, taxi/bus) ● Registration: <u>\$ 600</u> ● Total \$ 5,800 <p>The exact location of the training has not been identified. Living on an island, most travel for training is off island Off island training for 3 people would be approximately \$17,400(trip to include airfare, per diem, and registration fees. Training from the National Centers to the regional districts provides more</p>	<p>\$ 24,994</p>

opportunities to improve the quality of services to the Program. Region IX training has been mostly in California and Hawaii. The balance and savings in airfare and registration fees, will provide for at least one more person to attend training specific to their area of work or pay for a presenter to provide training on island.	
TOTAL	\$ 24,994

Contractual: \$ 18,000

Contractual Description	2020-21 Appropriation
<p>On island Professional Development Conferences / professional and program improvement Estimated breakdown</p> <ul style="list-style-type: none"> ● Social Work conference: March/April for up to 12 family services staff \$250/ person. (\$3,000) ● School Health Counselors/ Nursing conferences (1 staff : \$250) ● Accountant training fees for the Program’s assigned accountant to attend on island conference: (\$500) ● Reimbursement for required training: Food Handlers permits for new staff and renewals: 75 staff: (\$ 2,000); First Aid/CPR (\$2,200), and recertification for 6 CLASS reliable observers and training for at least 1 -2 (\$\$750 for renewals and \$600 for new staff training and certification.) ● Professional development credits, conference fees, and webinars at the Guam Community College, the University of Guam, Office of Head Start, Teaching Strategies, Teachstone (CLASS), that will improve staff skills. (\$400) unused funds estimated in above categories may be added as needed. Conference fees and professional development credits may also include ● On island consultant fees: an average of \$500/day. (Look up to 4 of the professional development days. ● Should the program need to contract a training site outside of the Department funds may be used: no more then 5-10% total: 	\$ 18,000
Total:	\$ 18,000

Mileage:

The Head Start Mentor Coaches travel between sites in their district to provide professional development and support to the teaching staff. These funds are to provide support to ensure training is done within the classroom as needed.

Mileage for Mentors Description	2020-2021 Appropriation
<p><i>Mileage for mentors</i> The recommendation for 4 mentors at the time of the grant was \$1,000 each. We currently have 2 mentors with a plan to add at least one more. Recommend \$3000 as to date each mentor applying for mileage have not spent their allotment of \$1,000. Move balance to training consultants and conference fees.</p>	<p>\$ 3,000</p>

Training/Technical Assistance Award – Budget Summary

Training and Technical Assistance Budget Categories	2020-2021 Allocation
Off-Island Travel	\$ 24,994
Contractual	\$ 18,000
Mileage	\$ 3,000
TOTAL T/TA GRANT	\$ 45,994

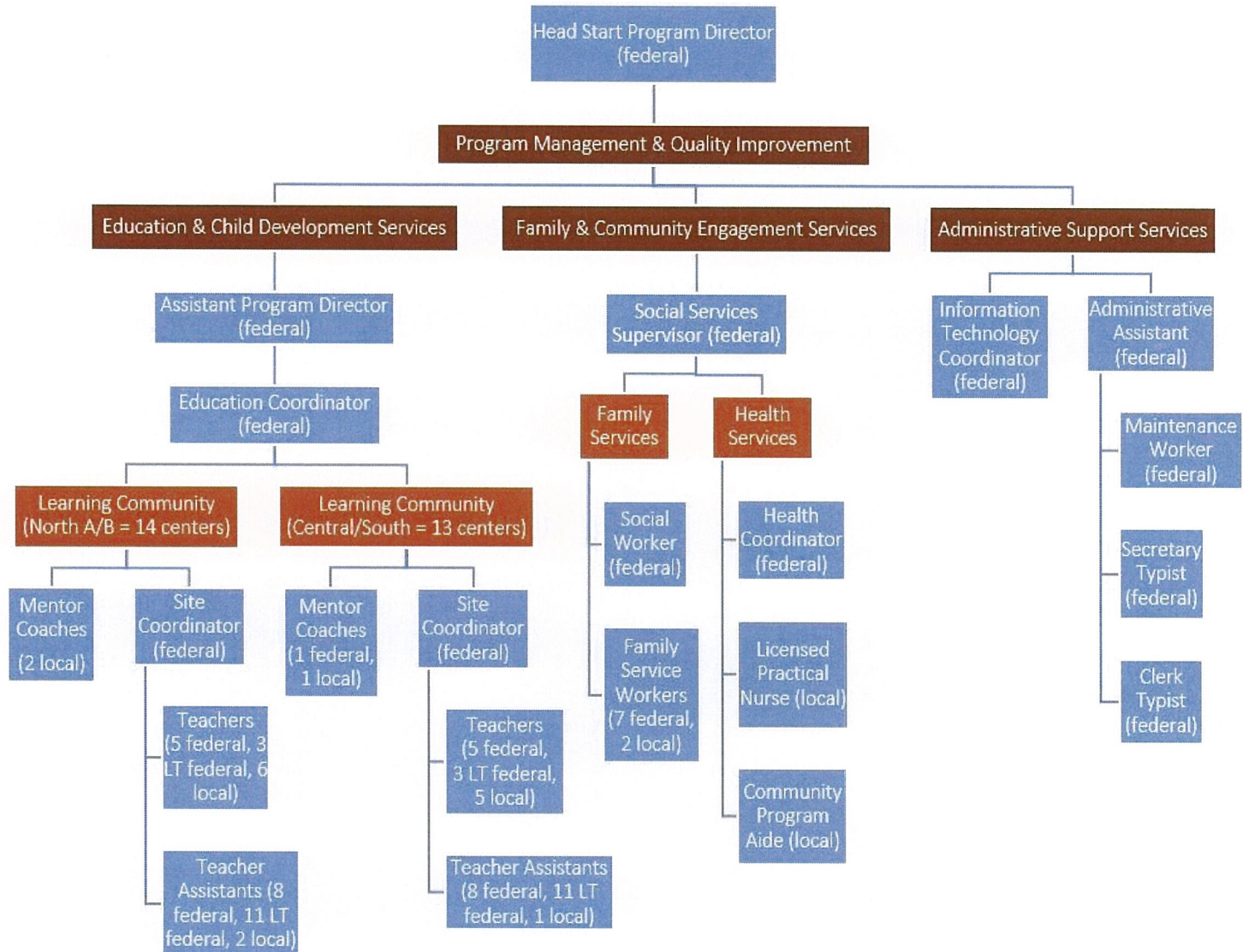
NON- FEDERAL SHARE: \$878,483

The local match / level of effort funds are taken from Personnel salaries of grantee’s local budget. The GDOE budget provides for three (3) Head Start Family Services staff /Community Program Aides, fourteen (14) teachers and three (3)Head Start Aides, and a Licensed Practical Nurse for provision of health services and followup. All are full-time employees, and work for the Program 100%. Should the Guam Legislature approve the grantee’s proposed budget in full, there would be a possibility of 5 additional aides and a substitute teacher in the second quarter of the grant year. The wages are the same as those of the federally funded employees as all grantee staff fall under the unified pay plan. The proposed local budget inclusive of salaries exceeds the 20% non-federal share. When supplemental grants are submitted the Program will use the difference and apply it to possible supplemental grant non- federal share.

IN KIND CONTRIBUTIONS: \$50,000

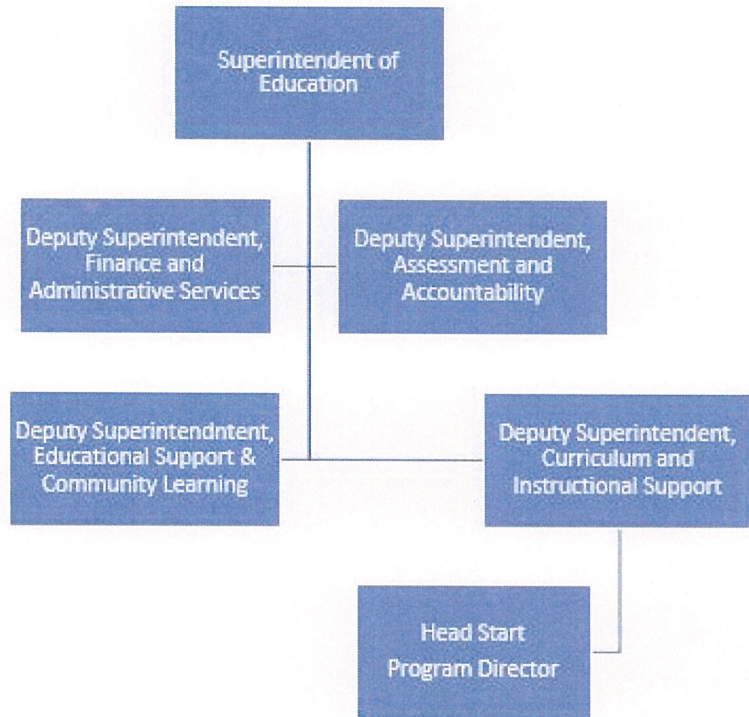
Calculations of the in-kind contributions of volunteers and donations have annually been reported at a minimum of \$ 25,000 per year. The computation method is to multiply the number of hours in the classroom volunteers by \$17/ hour inclusive of benefits which is the entry level pay of a Head Start Aide with all benefits. Other volunteer computation is based on the activity average salary and if the governing bodies, the salary of the Director or Superintendent.

Organizational Chart: Guam Head Start Program



Appendix A: Organizational Charts

Organizational Chart: Guam Head Start Program



POSITION TITLE	GRADE/STEP	SALARY	Increment		(E+F+G+H) SUBTOTAL	Retirement (J * 26.28%)	Retire (DDI) (\$19.02*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life (1/)	Medical (Premium)	Dental (Premium)	(K thru Q) TOTAL BENEFITS	(J+R) TOTAL SALARY + BENEFITS
			DATE	AMT										
Admin. Officer	L-8	\$ 47,846.00	11/6/2020	\$ 1,012.00	\$ 48,858	\$ 12,840	\$ -	\$ -	\$ 708	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 15,419	\$ 64,277
Assistant Director	ED7-5	\$ 53,308.00	6/8/2021	\$ 168.00	\$ 53,476	\$ 14,053	\$ 494.00	\$ -	\$ 775	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 18,573	\$ 72,049
Clerk Typist II	E-12	\$ 30,826.00	12/10/2021	\$ 820.00	\$ 31,646	\$ 8,317	\$ 494.00	\$ -	\$ 459	\$ 186.00	\$ 1,245.00	\$ 203.00	\$ 10,903	\$ 42,549
CPA II	G-HP-5	\$ 28,695.00	10/3/2020	\$ 816.00	\$ 29,511	\$ 7,755	\$ 494.00	\$ -	\$ 428	\$ 186.00	\$ -	\$ -	\$ 8,863	\$ 38,374
CPA I	E-HP-3	\$ 22,724.00	4/9/2021	\$ 215.00	\$ 22,939	\$ 6,028	\$ 494.00	\$ -	\$ 333	\$ 186.00	\$ 5,115.00	\$ 343.00	\$ 12,499	\$ 35,438
CPA I	E-HP-5	\$ 24,479.00	11/12/2020	\$ 618.00	\$ 25,097	\$ 6,595	\$ 494.00	\$ -	\$ 364	\$ 186.00	\$ -	\$ -	\$ 7,639	\$ 32,736
CPA II	G-HP-1	\$ 24,729.00	12/10/2020	\$ 547.00	\$ 25,276	\$ 6,643	\$ 494.00	\$ -	\$ 367	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 10,753	\$ 36,029
CPA II	G10	\$ 33,948.00	12/1/2021	\$ -	\$ 33,948	\$ 8,922	\$ 494.00	\$ -	\$ 492	\$ 186.00	\$ -	\$ -	\$ 10,094	\$ 44,042
CPA II	G-02	\$ 25,666.00	7/16/2020	\$ 972.00	\$ 26,638	\$ 7,000	\$ 494.00	\$ -	\$ 386	\$ 186.00	\$ 4,299.00	\$ 281.00	\$ 12,647	\$ 39,285
CDPA I	E-HP-1	\$ 21,095.00	2/3/2021	\$ 333.00	\$ 21,428	\$ 5,631	\$ 494.00	\$ -	\$ 311	\$ 69.00	\$ 1,170.00	\$ 198.00	\$ 7,873	\$ 29,301
HS Aide	G-05	\$ 28,695.00	5/26/2021	\$ 181.00	\$ 28,876	\$ 7,589	\$ 494.00	\$ -	\$ 419	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 11,751	\$ 40,627
HS Aide	G-07	\$ 30,911.00	2/19/2021	\$ 491.00	\$ 31,402	\$ 8,252	\$ 494.00	\$ -	\$ 455	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 11,073	\$ 42,475
HS Aide	G-02	\$ 25,666.00	10/24/2020	\$ 729.00	\$ 26,395	\$ 6,937	\$ 494.00	\$ -	\$ 383	\$ 186.00	\$ 3,838.00	\$ 228.00	\$ 12,065	\$ 38,460
HS Aide	G-10	\$ 33,948.00	8/5/2020	\$ 987.00	\$ 34,935	\$ 9,181	\$ 494.00	\$ -	\$ 507	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 13,431	\$ 48,366
HS Aide	G-01	\$ 24,729.00	9/30/2020	\$ 781.00	\$ 25,510	\$ 6,704	\$ 494.00	\$ -	\$ 370	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 10,818	\$ 36,328
HS Aide	G-02	\$ 25,666.00	10/24/2020	\$ 729.00	\$ 26,395	\$ 6,937	\$ 494.00	\$ -	\$ 383	\$ 186.00	\$ 7,100.00	\$ 468.00	\$ 15,567	\$ 41,962
HS Aide	G-01	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00	\$ -	\$ 371	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 10,840	\$ 36,428
HS Aide	G-03	\$ 26,638.00	3/5/2021	\$ 337.00	\$ 26,975	\$ 7,089	\$ 494.00	\$ -	\$ 391	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 11,224	\$ 38,199
HS Aide	G-10	\$ 33,948.00	8/5/2020	\$ 987.00	\$ 34,935	\$ 9,181	\$ -	\$ -	\$ 507	\$ 186.00	\$ 7,100.00	\$ 468.00	\$ 17,441	\$ 52,376
HS Aide	G-01	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00	\$ -	\$ 371	\$ 186.00	\$ 4,299.00	\$ 281.00	\$ 12,356	\$ 37,944
HS Aide	G-01	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00	\$ -	\$ 371	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 10,840	\$ 36,428
HS Aide FT new position	G-1	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00		\$ 371	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 9,461	\$ 35,049
HS Aide FT new position	G-1	\$ 24,729.00	8/1/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00		\$ 371	\$ 186.00	\$ 1,320.00	\$ 223.00	\$ 9,319	\$ 34,907

Appendix B: Staffing Pattern

POSITION TITLE	GRADE/ STEP	SALARY	Increment		(E+F+G+I) SUBTOTAL	Retirement (J * 26.28%)	Retire (DDI) (\$19.02*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life (I/)	Medical (Premium)	Dental (Premium)	(K thru Q) TOTAL BENEFITS	(J + R) TOTAL SALARY + BENEFITS
			DATE	AMT										
HS Aide FT new position	G-1	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00		\$ 371	\$ 187.00	\$ 1,320.00	\$ 223.00	\$ 9,320	\$ 34,908
HS Aide FT new position	G-1	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00		\$ 371	\$ 187.00	\$ 3,314.00	\$ 468.00	\$ 11,559	\$ 37,147
HS Aide FT new position	G-1	\$ 24,729.00	8/7/2020	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00		\$ 371	\$ 187.00	\$ 3,314.00	\$ 468.00	\$ 11,559	\$ 37,147
HS Aide (p/t)	G-01	\$ 24,729.00		\$ -	\$ 24,729	\$ 6,499	\$ 494.00	\$ -	\$ 359	\$ 69.00	\$ 1,437.00	\$ 248.00	\$ 9,105	\$ 33,834
HS Aide (p/t)	G-01	\$ 24,729.00		\$ -	\$ 24,729	\$ 6,499	\$ 494.00	\$ -	\$ 359	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 9,222	\$ 33,951
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide (p/t)	G-01	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00	\$ -	\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023

POSITION TITLE	GRADE/ STEP	SALARY	Increment		(E+F+G+H) SUBTOTAL	Retirement (J * 26.28%)	Retire (DDI) (\$19.02*26PP)	Social	Medicare	Life	Medical	Dental	(K thru Q)	(J + R)
			DATE	AMT				Security (6.2% * J)	(1.45% * J)	(1/)	(Premium)	(Premium)	TOTAL BENEFITS	TOTAL SALARY + BENEFITS
HS Aide(p/t)	G-1	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00		\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
HS Aide(p/t)	G-1	\$ 15,481.00		\$ -	\$ 15,481	\$ 4,068	\$ 494.00		\$ 224	\$ 70.00	\$ 1,437.00	\$ 248.00	\$ 6,542	\$ 22,023
Maint. Worker	H-11	\$ 37,562.00	9/30/2021	\$ -	\$ 37,562	\$ 9,871	\$ -	\$ -	\$ 545	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 13,666	\$ 51,228
Prog.Cord. I	K-2	\$ 35,196.00	10/8/2020	\$ 1,001.00	\$ 36,197	\$ 9,513	\$ 494.00	\$ -	\$ 525	\$ 186.00	\$ 4,299.00	\$ 281.00	\$ 15,297	\$ 51,494
Program Cord. I	K-1	\$ 33,911.00	9/9/2020	\$ 1,071.00	\$ 34,982	\$ 9,193	\$ -		\$ 507	\$ 186.00	\$ 2,001.00	\$ 281.00	\$ 12,169	\$ 47,151
Program Cord. I	K-1	\$ 33,911.00	8/19/2020	\$ 1,178.00	\$ 35,089	\$ 9,221	\$ -		\$ 509	\$ 186.00	\$ -	\$ -	\$ 9,916	\$ 45,005
Prog.Cord. III	N-10	\$ 61,796.00	12/14/2020	\$ 1,143.00	\$ 62,939	\$ 16,540		\$ -		\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 18,411	\$ 81,350
Program Director	ED-9-10	\$ 77,014.00	2/6/2021	\$ 1,018.00	\$ 78,032	\$ 20,507	\$ -	\$ -	\$ 1,131	\$ 186.00	\$ 5,115.00	\$ 343.00	\$ 27,282	\$ 105,314
Secretary I Typist	G-1	\$ 24,729.00	8/6/2021	\$ 859.00	\$ 25,588	\$ 6,725	\$ 494.00	\$ -	\$ 371	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 9,461	\$ 35,049
Supv I	O-07	\$ 62,371.00	3/30/2021	\$ 660.00	\$ 63,031	\$ 16,565	\$ -	\$ -	\$ 914	\$ 186.00	\$ 7,100.00	\$ 468.00	\$ 25,232	\$ 88,263
Social Worker II	MHP-10	\$ 55,958.00	10/24/2021	\$ -	\$ 55,958	\$ 14,706	\$ -	\$ -	\$ 811	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 17,388	\$ 73,346
Substitute Teacher	F-1	\$ 3,500.00			\$ 3,500	\$ 920	\$ 494.00	\$ -	\$ 51	\$ 186.00	\$ 7,100.00	\$ 468.00	\$ 9,219	\$ 12,719
	ED3-12	\$ 52,689	8/18/2021	\$ -	\$ 52,689	\$ 13,847	\$ 494	\$ -	\$ 764	\$ 186.00	\$ 1,923	\$ 239	\$ 17,454	\$ 70,143
Teacher II	ED2-5	\$ 39,898.00	8/24/2020	\$ 1,386	\$ 41,284	\$ 10,849	\$ -	\$ -	\$ 599	\$ 186.00	\$ 4,300	\$ 281	\$ 16,215	\$ 57,499
Teacher I-A	ED-1A-10	\$ 39,354.00	1/13/2021	\$ 625	\$ 39,979	\$ 10,506	\$ 494.00	\$ -	\$ 580	\$ 186.00	\$ 2,816	\$ 248	\$ 14,830	\$ 54,809
Teacher I-B	ED1B-13	\$ 45,230.00	5/1/2020	\$ -	\$ 45,230	\$ 11,886	\$ -	\$ -	\$ 656	\$ 186.00	\$ 2,511.00	\$ 203.00	\$ 15,442	\$ 60,672
Teacher I-B	ED-1B-04	\$ 33,541.00	11/18/2020	\$ 847.00	\$ 34,388	\$ 9,037	\$ 494.00	\$ -	\$ 499	\$ 186.00	\$ 2,001.00	\$ 281.00	\$ 12,498	\$ 46,886
Teacher I-B	ED-1B-12	\$ 43,839.00	10/3/2020	\$ 1,043.00	\$ 44,882	\$ 11,795	\$ 494.00	\$ -	\$ 651	\$ 186.00	\$ 4,299.00	\$ 281.00	\$ 17,706	\$ 62,588
Teacher I-B	ED-1B-14	\$ 46,665.00	3/25/2021	\$ 493.00	\$ 47,158	\$ 12,393	\$ -	\$ -	\$ 684	\$ 186.00	\$ 2,816.00	\$ 248.00	\$ 16,327	\$ 63,485
Teacher I-B	ED-1C-12	\$ 45,878.00	11/22/2021	\$ 970.00	\$ 46,848	\$ 12,312	\$ 494.00	\$ -	\$ 679	\$ 186.00	\$ 3,314.00	\$ 468.00	\$ 17,453	\$ 64,301
Teacher II	ED2-1	\$ 34,383.00		\$ -	\$ 34,383	\$ 9,036		\$ -	\$ 499	\$ 186.00	\$ 1,437	\$ 248	\$ 11,405	\$ 45,788
Teacher I-C	ED-1C-14	\$ 48,835.00	7/25/2021	\$ -	\$ 48,835	\$ 12,834	\$ -	\$ -	\$ 708	\$ 186.00	\$ 2,816	\$ 248	\$ 16,792	\$ 65,627
Teacher III	ED3-16	\$ 59,702.00	10/3/2021	\$ -	\$ 59,702	\$ 15,690	\$ 494.00	\$ -	\$ 866	\$ 186.00	\$ 1,437	\$ 248	\$ 18,920	\$ 78,622
Teacher III	ED-3-14	\$ 56,086.00	2/18/2021	\$ 742	\$ 56,828	\$ 14,934	\$ -	\$ -	\$ 824	\$ 186.00	\$ 1,437	\$ 248	\$ 17,629	\$ 74,457
Teacher I-B/LTF	ED1B	\$ 30,000.00		\$ -	\$ 30,000	\$ 7,884	\$ -	\$ -	\$ 435	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 10,190	\$ 40,190

POSITION TITLE	GRADE/ STEP	SALARY	Increment		(E+F+G+H) SUBTOTAL	Retirement (J * 26.28%)	Retire (DDI) (\$19.02*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life (1/)	Medical (Premium)	Dental (Premium)	(K thru Q) TOTAL BENEFITS	(J + R) TOTAL SALARY + BENEFITS
			DATE	AMT										
Teacher I-B/LTF	ED1B	\$ 30,000.00	-	\$ -	\$ 30,000	\$ 7,884	\$ 494.00	\$ -	\$ 435	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 10,684	\$ 40,684
Teacher I-B/LTF	ED-1B-01	\$ 30,000.00		\$ -	\$ 30,000	\$ 7,884	\$ 494.00	\$ -	\$ 435	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 10,684	\$ 40,684
Teacher I-B/LTF	ED1B	\$ 30,000.00			\$ 30,000	\$ 7,884	\$ 494.00	\$ -	\$ 435	\$ 186.00	\$ 1,437.00	\$ 248.00	\$ 10,684	\$ 40,684
Teacher IB/LTF	ED1B	\$ 30,000.00			\$ 30,000	\$ 7,884	\$ 494.00	\$ -	\$ 435	\$ 186.00	\$ 1,245.00	\$ 203.00	\$ 10,447	\$ 40,447
Teacher II/LTF	ED2-1	\$ 34,383.00		\$ -	\$ 34,383	\$ 9,036	\$ 494.00	\$ -	\$ 499	\$ 186.00	\$ 5,115	\$ 343	\$ 15,672	\$ 50,055
						\$ -								
						\$ -								
		\$ 2,256,858		\$ 30,631	\$ 2,287,489	\$ 601,152	\$ 29,640	\$ -	\$ 32,256	\$ 11,585	\$ 177,844	\$ 19,648	\$ 872,126	\$ 3,159,615
Summary of FEDERAL Personnel Cost														
													Total Personnel Salary	\$2,256,858.00
													Total Increments	\$ 30,631.00
													Total Fringe Benefits	\$ 872,126.02
													Total Re-Classification	\$ -
													Total FEDERAL Salaries and Benefits:	\$3,159,615.02

MEMORANDUM

Date: April 8, 2020
To: All Members, Guam Education Board
From: Superintendent
Re: UPDATE ON COVID-19 RESPONSE

Chairwoman Gutierrez:

Here are the following updates relative to school closures and GDOE response as a result of the COVID-19 pandemic.

1) **GDOE Closed until April 13.** The Governor extended the closures of government offices and public/private schools for another 14 days, through April 13, 2020. As of Monday, March 30, 2020, there will be nine weeks until the last day of school. Given the updated public health trajectory, it appears that the Governor may extend the government closure even further. I have been in touch with the Governor and Lieutenant Governor who have pledged support for our employees who are assisting in the COVID-19 response and for our school meals program; we are continuing to work together to ensure coordination. **I am informing you that, should the government closure be extended, I plan to announce that all schools will be closed through the remainder of the 2019-20 school year due to the public health emergency, and I am seeking your concurrence. Governor is aware of this possibility and is leaving it to us to make the final decision.**

2) **Employees Mobilized for COVID-19 Response.** School nurses, school resource officers, student attendance officers have been mobilized by the Governor as part of the COVID-19 efforts. They have been working at ports of entry and quarantine sites. In addition, over 100 school staff and administrators are manning the 12 school meals distribution sites. School nurses are also being requested to support hospital operations as needed.

3) **Demand for school meals increased significantly during week two.** We have been serving 12,000 breakfasts and 12,000 lunches at 12 school sites (expanded to include Maria Ulloa Elementary School). Mid-week, schools began to run out of meals around halfway through the 11am-1pm distribution time. We received numerous complaints based on the long lines and the fact that meals were running

out. In response, we are now imposing a ten-meal limit per vehicle and five-meal limit per walker to ensure that those who line up have a fair chance to receive a school meal on a daily basis. We will also be increasing the number of meals served, up to 15,000 lunches per day, if needed. **We have also opted to serve school meals during the spring break (April 6-10) through the end of the regularly scheduled school year and are looking at options for serving during the summer.**

4) **Distribution of emergency commodities.** We are coordinating with the COVID-19 task force regarding the distribution of commodities to areas of need. We will be working with our nonprofit organizations as well as GHURA to develop options for distribution.

5) **All full-time and part-time employees were paid for the past pay period.** I anticipate that all GDOE employees, both classified and unclassified (limited-term), will continue to be paid until the end of the school year (at which point limited-term employees will no longer be paid, as usual).

6) **Distance learning set for launch.** Earlier in the week, we briefed the board and the Islandwide PTO Association regarding the recommendations for the board in the event of extended school closures. A website with resources for parents was launched last week, and this coming week, teachers will begin to connect with students to offer weekly lessons and activities.

7) **Head Start Grant Extension Approve.** HHS has granted an extension to April 15 to submit the Head Start grant application, which will allow the Board to meet on April 8 and approve the application prior to submission. Minutes will be sent once approved and finalized in the following board meeting.

8) **GDOE Wins Grant to Establish State Longitudinal Data System.** I will be announcing that GDOE has won a state longitudinal data system grant in the amount of \$3 million over the next four years. This will help us align and utilize data between GDOE, UOG and GCC. It is a critical element for designing and coordinating what students need to learn from pre-k to graduation from college. We were planning on a press conference, but we will do a press release instead.

9) **USDOE Virtual Monitoring May Be Extended.** Due to government closure and travel restrictions, we are considering requesting a 30-day to 60-day extension in order to better coordinate GDOE and USDOE's efforts to ensure the monitoring can happen under normal operations.

10) **2020 Pacific Education Conference Postponed Until 2021.** Last week, the PEC Committee voted to postpone the conference until June 2021. Notifications are going out this week to those who were invited.

11) **Guam's Hosting of CCSSO Meeting Postponed Until 2021 Legislative Conference.** Guam was scheduled to host the CCSSO meeting in Washington DC in late March, but the meeting has been cancelled. Guam has been offered to host next March.

12) **Simon Sanchez Design Services RFP.** The government closure has stalled negotiations, but we will be attempting to do what we can to advance the procurement and complete by the end of the month, if possible.

13) **CARES Act.** GDOE is in touch with federal staff to monitor and clarify the federal funds that will be available for the department's use in response to COVID19. This will be for Head Start, USDA school lunch and breakfast programs, USDA TEFAP, Special Education, and Consolidated Grant programs. Superintendent will be working with teams to direct resources within the guidelines set forth by the federal agencies.

14) **Bill 332-35 (Nelson).** This bill would exempt graduating seniors from the service learning requirements this school year. GDOE has requested this support in order to ensure that seniors are not penalized due to prolonged school closure. GDOE will also request exemption from minimum instructional hours requirement this year.

15) **Bill 326-35 (Nelson/Shelton).** This bill would designate certain GDOE responders to be eligible for hazard pay. GDOE is in favor of ensuring adequate compensation for those employees who are on the front line of the COVID19 response, including nurses and school resource officers/student attendance officers. Also, GDOE would like to see those employees who worked the school meals program compensated accordingly. The Governor's pay proposal will be released shortly and should be reviewed as well.

**GUAM EDUCATION BOARD
PROPOSED RESOLUTION 2020-03**



Introduced by:

Guam Education Board Members

**RELATIVE TO SUSPENDING CERTAIN GUAM EDUCATION BOARD POLICIES
FOR SCHOOL YEAR 2019-2020 DUE TO THE COVID-19 PANDEMIC**

WHEREAS, on March 14, 2020, Governor of Guam Lourdes Leon Guerrero declared a public health emergency for the island of Guam due to the potential dangers posed by the 2019 novel coronavirus (“COVID-19”); and

WHEREAS, on March 16, 2020, Governor Leon Guerrero issued Executive Order No. 2020-04 directing the closure of all non-essential government of Guam offices as well as the closure of all public and private schools through March 30, 2020; and

WHEREAS, Executive Order No. 2020-04 also prohibited large gatherings of 50 people or more in a single space, recommended social distancing of at least six feet between individuals, and imposed certain travel restrictions and requirements on incoming and returning travelers to Guam; and

WHEREAS, on March 19, 2020, Governor Lou Leon Guerrero directed the Guam Department of Education (“GDOE”) to assist with the activation of school nurses and school resource/attendance officers as part of the COVID-19 response team; and

WHEREAS, on March 23, 2020, the GDOE, upon approval of the United States Department of Agriculture of certain waiver requests, launched its Grab and Go school meals program at eleven school sites in order to provide a drive-thru opportunity for families to pick up school lunches for their children, aged zero to 18, resulting in 50,000 meals served in week one; and

WHEREAS, during the weeks of March 16 through March 27, 2020, GDOE convened over 250 administrators, teachers, representatives of the Guam Federation of Teachers, staff and students through videoconference to discuss and design a distance learning strategy for GDOE students, including recommendations for grading, service learning, and credit policy changes in the event of a long-term school closure; and

WHEREAS, on March 28, 2020, Governor Leon Guerrero issued Executive Order No. 2020-07 extending the government closure until April 13, 2020, necessitating the launch of GDOE’s distance learning strategy on Monday, March 30, 2020, including the launch of an online resource website; and

WHEREAS, on March 31, 2020, GDOE expanded its Grab and Go school meals program to include a 12th location and to add school breakfasts to the meal distribution, bringing the total amount of meal distribution to 12,000 breakfast and 12,000 lunch meals per day; and

WHEREAS, beginning April 6, 2020, GDOE is providing weekly lessons for K-5th grades, while middle school and high school teachers are engaging their students online and through a system to distribute lessons and assignments through hard copies for those students without access to the Internet or to computers; and

WHEREAS, Governor Leon Guerrero has decided to further extend government closures and the requirements for social distancing until May 5, 2020, and could possibly extend government closures an additional two weeks or more thereafter; and

WHEREAS, due to the further extension of government closures, Superintendent Jon Fernandez has informed the Guam Education Board of his decision to suspend classes for the duration of School Year 2019-2020, recognizing that attempting to bring back 30,000 students and 4,000

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school employees to normal operations would result in increased anxiety and concern regarding the further potential spread of COVID-19 as well as the school system's ability to provide sufficient protective measures to assure the safety of students and employees; and

WHEREAS, in contemplating the closure of schools for the remainder of the school year, administrators, teachers, staff and students have made several recommendations, which were shared with the Guam Education Board and the Islandwide Parent Teacher Organization representatives last week, and which include the following:

- That, for all grades, third quarter grades be adopted as the semester grade for all students;
- That elementary and middle school students be promoted to the next grade or level unless other previous arrangements have been made with the school, student and parents;
- That for high school students who received a 59% (failing) grade or below in the third quarter, with the exception of no shows or no evidence submitted, would be granted a grade of 60% (passing) for the semester;
- That students enrolled in AP or honors courses be granted the 10% bonus except if they were failing in third quarter, which would result in them receiving a 60% for the semester;
- That high school students be granted credits for the classes passed during the semester;
- That the Guam Education Board petition the Guam Legislature to pass legislation allowing the waiver of instructional hours and the service learning requirements for this year's graduating class;
- That ten hours of the service learning requirements be waived for 9th, 10th, and 11th graders from the graduating classes of 2021 thru 2023 thus requiring a total of 65 hours of service learning to graduate;
- That ongoing supports be provided to parents and students through a distance learning strategy offering ungraded weekly lessons in literacy, math and character education for K-5th and, for middle and high school students, ungraded enrichment activities for their courses provided by their teachers.

WHEREAS, these recommendations reflect the discussions and suggestions offered by administrators, teachers, staff, students, Guam Education Board members and parents in order to ensure that students are treated equitably while continuing to offer supports to parents and students through the duration of the school calendar; and

WHEREAS, to implement these recommendations, the Guam Education Board must temporarily suspend particular board policies including the following:

- Board Policy 321 regarding the official school calendar
- Board Policy 338 setting forth middle school requirements
- Board Policy 339 regarding promotion and retention
- Board Policy 346 regarding elementary education program
- Board Policy 346 regarding instructional subjects and time on task for elementary schools
- Board Policy 350 regarding grading system
- Board Policy 351.1 regarding final examinations
- Board Policy 351.4 regarding high school graduation requirements
- Board Policy 381 regarding service learning requirements

WHEREAS, the Guam Education Board also must request the Legislature's action to waive the service learning requirements and also to waive the requirement for instructional hours; therefore,

BE IT RESOLVED, that the Guam Education Board recognizes the unique and challenging circumstances brought about by the 2019 novel coronavirus ("COVID-19") pandemic situation and the prohibitions against large gatherings in a single setting; and

BE IT FURTHER RESOLVED, that the Guam Education Board recognizes the hard work of its school nurses, school resource officers, student attendance officers, administrators, teachers, staff, and contractors to provide school meals to students during school closures, to design distance learning strategies to assist parents and students at home, and to engage with our stakeholders during this uncertain time; and

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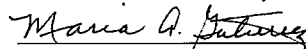
BE IT FURTHER RESOLVED, that the Guam Education Board hereby authorizes, in the event of extended closures, the suspension of the aforementioned board policies and adopts the recommendations set forth in the sections above by the department; and

BE IT FURTHER RESOLVED, that the Guam Education Board shall also petition the Guam Legislature to pass legislation that would suspend the legal requirements regarding instructional hours and service learning hours required for graduation; and

BE IT FURTHER RESOLVED, that the Guam Education Board will continue to work with the administration and the Legislature to assist the community in overcoming and defeating the threat of COVID-19 in our community; and finally,

BE IT FURTHER RESOLVED, that copies of this resolution be transmitted to the Honorable Lourdes Leon Guerrero, *I Maga'haga' Guahan*; the Honorable Tina Muna-Barnes, Speaker of the 35th Guam Legislature; the Honorable Telena Nelson, Vice-Speaker of the 35th Guam Legislature and Chairwoman of the Committee on Education; the Honorable Melissa Savares, Mayor of Dededo and Chairwoman of the Mayors Council of Guam; Mr. Sanjay Sharma, President of the Guam Federation of Teachers; all GDOE school administrators; and members of the Islandwide Parent Teacher Organizations.

**DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD ON THIS
8th DAY OF APRIL 2020.**



MARIA A. GUTIERREZ
Chairwoman, Guam Education Board



JON J.P. FERNANDEZ
Executive Secretary, Guam Education Board