DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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JON J.P. FERNANDEZ
Superintendent of Education

July 26, 2017

Honorable Benjamin J. F. Cruz
Speaker
Chairperson, Committee on Appropriations and Adjudication
Guam Congress Building
163 Chalan Santo Papa
Hagatna, Guam 96910

Speaker Benjamin J.F. Cruz
JUL 27 2017
Time: 2:18 [ ] AM [ ] PM File No. 34-701
Received By:
GL#34-17-777

Buenas yan Hafa adai Speaker Cruz,

This is to transmit the SY15-16 Report on the Evaluation of the First Year Implementation of the Pre-Kindergarten Program as required by P.L. 33-29 Section 3(c) which states that:

> "The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood Pilot Program over a period of three (3) years. The evaluation results *shall* be submitted to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

In compliance with the requirements of PL 33-29 for a formative and summative evaluation, the Guam Department of Education will present to the Legislature three (3) evaluation reports, as follows:

1) SY 15-16 evaluation (this report) comprising the first year formative evaluation;
2) SY 16-17 evaluation report to be submitted to the Legislature in December, 2017 comprising the second year formative evaluation, with some summative component; and
3) SY17-18 evaluation report to be submitted in December 2018 comprising the summative report of the outcomes of the GDOE pilot Pre-Kindergarten Program.

The focus of the SY15-16 evaluation was on the activities as they were implemented. The main objectives of the SY15-16 formative evaluation were:

1) To collect evidence of the program design and implementation of Pre-Kindergarten Program consistent with the generally accepted components of an Early Childhood Education Program;
2) To assess the adequacy of the evidence in light of these generally accepted components;
3) To identify program implementation weaknesses that may hinder the attainment of medium-term and long-term program outcomes.

The SY15-16 report has been reviewed and unanimously accepted by the Guam Education Board. I am pleased to report that the formative evaluation findings bear the successful first year

implementation of the Pilot Pre-Kindergarten Program in all four (4) school sites. Provided with this report is an accompanying Technical Report and a Binder of Evidence for your further reference and review.

Deputy Superintendent of Curriculum and Instructional Improvement Joseph Sanchez provided the oversight of the Pre-Kindergarten Program facilitated by Ms. Eloise Sanchez, Early Childhood School Program Consultant. Dr. Zenaida Napa Natividad, Administrator of the Research, Planning and Evaluation Division conducted the Pre-Kindergarten Program evaluation.

Please let me know if you have any questions or need information on the Pre-Kindergarten Program or on the evaluation of this program. You may contact me at 300-1547 or at jonfernandez@gdoe.net.

Senseramente,

JON J.P. FERNANDEZ
Superintendent of Education

Attachments

Cc: Chairperson, Committee on Education, Finance and Taxation
Deputy Superintendent, C&II
Administrator, RP&E
School Program Consultant, Early Childhood

Guam Department of Education

Pre-Kindergarten Program
Evaluation Report for SY2015-16
March, 2017

Peter Alecxis D. Ada
Chairman, Guam Education Board

Jon J.P. Fernandez
Superintendent of Education

Joseph L.M. Sanchez
Deputy Superintendent, C&II

Eloise R. Sanchez
Early Childhood School Program Consultant

Zenaida Napa Natividad, Ph.D.
Administrator, GDOE Research, Planning & Evaluation
Pre-Kindergarten Program Evaluator

Doc. No. 34GL-17-0777.

Guam Department of Education

GDOE Pre-Kindergarten Program Evaluation First Year Implementation (SY15-16)

I. Impetus for the GDOE Pre-Kindergarten Program Evaluation

Guam Public Law 33-29 Section 3(c) states that "The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood pilot program over a period of three (3) years. The evaluation results *shall* be submitted to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

In compliance with the requirements of PL 33-29, the Guam Department of Education will present to the Legislature three evaluation reports, as follows:

1) SY 15-16 evaluation (this report) comprising the first year formative evaluation;
2) SY 16-17 evaluation report to be submitted to the Legislature in December, 2017 comprising the second year formative evaluation, with some summative components, and
3) SY17-18 evaluation report to be submitted in December, 2018 comprising the summative reporting of the outcomes of the GDOE pilot Pre-K program

According to education evaluation expert Michael Scriven, a "*formative evaluation* (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are *forming* (in progress)… to catch deficiencies as soon as possible so that the proper learning interventions can take place that allows the learners to master the required skills and knowledge." *Summative evaluation* (sometimes referred to as external) is "a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome." (Coryn C.L.S. and M. Scriven (eds.) (2008). Reforming the Evaluation of Research: New Directions for Evaluation).

In light of the foregoing discussions, the first and second year formative evaluation reports will focus on the fidelity, timeliness, and correct implementation of program components with view to uncovering operational issues that need adjustments/ corrections to improve the program operation.

II. Goals and objectives of the SY15-16 GDOE Pre-Kindergarten Program Evaluation

While the ultimate goal of Pre-Kindergarten (Pre-K) Program is to improve child outcomes and close achievement gaps, the SY15-16 evaluation framework is based on the premise that at the initial stages of an education program, there needs to be intentional focus on program components as each component bear significant impact on whether the program objectives can be attained or not. This formative evaluation

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framework considers key program factors that may hinder or help the successful pilot implementation of the GDOE Pre-K Program with the ultimate goal of preparing these young students to become **Responsible, Respectful, and Ready for college or career, and for life.**

The main objectives of the SY15-16 formative evaluation were:

1) To collect evidence of program design and implementation of pre-K Program consistent with the generally accepted components of an early childhood education program
2) To assess the adequacy of the evidence in light of these generally accepted components
3) To identify program implementation weaknesses that may hinder the attainment of medium-term and long-term program outcomes.

As noted in the beginning, the first year implementation aimed not so much to measure program effectiveness in light of long-term impact, but to assess program implementation to ascertain the attainment of ultimate program goals.

A detailed technical evaluation report **("Technical Report")** and a thick binder comprising documents that support and validate the evaluation findings **("Binder of Evidence")** submitted to the Superintendent of Education in March 2017 are provided for further reference.

III. Background and Overview of the GDOE Pre-Kindergarten (Pre-K) Program

The GDOE Pre-K Program aims to support and enhance young children's development through a high-quality early learning experience. The focus on early childhood education received substantial attention when First Lady Christine Calvo took this on as one of her primary advocacies through the *Rigålu Foundation* which is a strong partner of Guam's Early Childhood Development Council and her initiatives focusing on the ***'nenis'*** from birth to five,

To achieve the goal of high-quality early learning experience, the Guam Education Board passed GEB Resolution 2014-08 on September 23, 2014 in full support of the pilot Pre-kindergarten program as mandated in P.L. 33-29. The GEB resolution provided guidance and marching order for the Department to implement a full-day pilot pre-K program. Toward this end, the GDOE Division of Curriculum & Instruction convened an Early Childhood Education (ECE) Planning Committee, which consists of representatives from the Head Start Program, Division of Curriculum & Instruction, Special Education, Elementary Schools, and the Business Office. The Committee met monthly since June 2014 to develop and plan the Pre-Kindergarten Program for implementation beginning SY15-16. In addition, the ECE Planning Committee conducted several consultations from key stakeholders such as the parents, community members, school administrators, Head Start Program management and staff, Early Education program experts, and the GEB Committee on Curriculum, Instruction, and Assessment. These consultations provided guidance on developing the program design and infrastructure, establishing the curriculum standards and implementation guide, and recruiting the pre-K teachers, conducting several professional development trainings, and getting ready the classrooms. One of the first actions of the ECE Planning Committee was to establish the criteria for pilot school selection. Based on guidance from several committee meetings and consultations with various stakeholders, the criteria for pilot school selection were as follows:

1) There will be one Pre-K pilot school per region
2) Selection of pilot school site must be on voluntary basis
3) The volunteer school must have an available classroom facility and available preschool program
4) The decision for selecting the final pilot sites must be based on the comments and recommendations from the stakeholders during the Pre-K Initiative Village Meetings held in October 2014.

Given the foregoing criteria, the pilot program began operating on October 15, 2015 with a total of 71 students distributed across the four pilot schools: Finegayan Elementary School, J.Q. San Miguel Elementary School, Lyndon B. Johnson Elementary School, and Marcial A. Sablan Elementary School (Table 1).

Table 1. Four Pilot Pre-K Schools

No.	School	School Administrator	Pre-Kindergarten Teacher Instructional Aide	Total Number of Students
1.	Finegayan Elementary (**Lagu**)	Renielle A. Ranan, Principal Sarah V. Valencia, Assistant Principal	Tina William, PreKindergarten Teacher Jovie Catalan, Instructional Aide	18
2.	LBJ Elementary School (**Luchan**)	Caroline Camacho, Principal Johansen K. Punongbayan, Assistant Principal	Nikka L. Olalia, PreKindergarten Teacher Alan Quintanilla, Instructional Aide	18
3.	JQ San Miguel Elementary (**Kattan**)	Darlene Castro, Principal Lily Delos Santos, Assistant Principal	Rayanna Pabroa, PreKindergarten Teacher Jennifer Quenga, Instructional Aide	17
4.	Marcial Sablan (**Haya**)	Geraldine J. Pablo, Principal	Pia Cruz, PreKindergarten Teacher Kristy Quinata, Instructional Aide	18

IV. Logic Model of the Pre-K Education Program

A key guide in the operation and implementation of the Pre-K program is the program logic model. A logic model provides a graphic representation of the resources, activities, immediate outputs, intermediate outcomes, and long-term impact of a program, generally on a single page, and shows how resources and activities connect towards producing expected program goals and objectives.

The logic model for the Pre-K Education Program, is shown on page 6 and consists of the following parts: What we invest, What we do, Immediate Outputs, Intermediate Outcomes, and Long-Term Outcome/Impact.

"**What we invest**" consist of (a) Public laws such as P.L. 33-29 (b) polices of the GEB on early childhood learning, (c) people who operate and support the program, (d) partners and patrons who provide support and (e) "plantilla" which consist of the facilities and infrastructure for implementation.

"**What we do**" column consists of Pre-K program activities using the resources cited in "What we Invest" – activities such as planning and collaborating, reviewing and adopting standards, preparing an environment of learning, professional development of pre-K teachers, etc.

"Immediate Outputs" are the immediate results of Pre-K activities, such as program curriculum, lessons plans, procedural guidelines, etc.

"Intermediate Outcomes" are the initial observable indicators of change or progress in students, staff, parents, which can be observed as result of the implementation of the activities

"Long-term Impact" are the end goals and outcomes of the Pre-K program

V. Program Evaluation Framework Components and Evidence of Implementation

The GDOE Administrator of the Division of Research, Planning, and Evaluation (RP&E) was tasked to

Doc. No. 34GL-17-0777.

Guam Department of Education

Pre-Kindergarten Program
Evaluation Report
SY2015-16

Peter Alecxis Ada
Chairperson, Guam Education Board

Jon J.P. Fernandez
Superintendent of Education

Joseph L.M. Sanchez
Deputy Superintendent, C&II

Eloise R. Sanchez
Pre-Kindergarten Program Director

Zenaida N. Natividad, Ph.D.
Pre-Kindergarten Program Evaluator

Doc. No. 34GL-17-0777.

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Research, Planning, & Evaluation Division

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JON J.P. FERNANDEZ
Superintendent of Education

ZENI NAPA NATIVIDAD, PH.D.
Administrator, Research, Planning & Evaluation

RECEIVED
FEB 27 2017
1:29
Guam Department of Education
Division of Curriculum & Instruction

February 27, 2017

MEMORANDUM

TO: Sylvia Calvo, Acting Deputy Superintendent, Curriculum and Instructional Improvement

VIA: Eloise Sanchez, School Program Consultant, C&I

FROM: Zenaida Napa Natividad, Ph.D., Administrator, RP&E Division

SUBJECT: Pre-Kindergarten Program Evaluation Report

This is to transmit the report on the Evaluation of the First Year Implementation of the Pre-Kindergarten Program for SY2015-16. Along with this report is the binder compilation of the evidence collected on the various program activities, from the conceptualization to stakeholder consultation to program planning and design and implementation of a significant number of action steps to open and operate the four pilot Pre-K programs in Finegayan, JQ San Miguel, LB Johnson, and Marcial Sablan Elementary Schools.

The evaluation framework covered all aspects of the program, such as (1) Planning, stakeholder collaboration, and funding, (2) Review and adaption of best practices in curriculum, instruction and assessment, (3) Environment of learning that is not only compliant with regulatory requirements but conducive to early childhood learning, (4) Professional development and teacher effectiveness, (5) Administrator involvement, (6) Reach out to and support by parents and guardians, and (7) Effectiveness determined through assessments and longitudinal tracking.

Given that the program is only in its first year of implementation, this evaluation examined hard evidence along six out of the seven aforementioned evaluation components. The last component can be evaluated based upon first year assessment of student gains. The long-term impact of the worth of a Pre-K program, as with any other education program or any intervention for that matter, can be observed years after the students have gone on and moved up the education ladder.

Overall, based upon classroom observations and assessments, the assessments by the parents of their child's progress, and the independent survey that I conducted using a tool developed independently by nationally renowned educational institutions, it can be concluded that the first year implementation is successful and is therefore recommended for replication in other public elementary schools.

Three (3) other binders, which are replica copies of the one transmitted today, are available at your disposal for submission to the Superintendent, the Chairperson of the Board, and the Legislative Chairperson on Education.

Please let me know if you have questions or need more information relative to this evaluation report.

ZENAIDA NAPA NATIVIDAD, Ph.D.

Guam Department of Education

GDOE Pre-K Program Evaluation
First Year Implementation (SY15-16)

NOTE: While the ultimate goal of Pre-Kindergarten (Pre-K) Program is to improve child outcomes and close achievement gaps, this framework is based on the premise that at the initial stages of the program implementation, there needs to be more intentional focus on the fidelity of implementation of program components as each component bear significant impact on whether the program objectives are attained. Careful research and planning coupled with consistent implementation of evidence-based best practices go a long way toward reaching the ultimate goal of not only the Pre-K program, but of any program or intervention for that matter. This evaluation framework considers key factors that may hinder or help the successful pilot implementation of the GDOE Pre-K Program towards the goal of having students prepared to enter Kindergarten, with the ultimate goal of preparing them to become **Responsible, Respectful, and Ready for College and Career and for Life.**

I. Overview of the GDOE Pre-Kindergarten (Pre-K) Program

The GDOE Pre-K Program aims to support and enhance young children's development through a high-quality early learning experience, which will prepare them to enter kindergarten ready to learn. To address this major goal, the Division of Curriculum & Instruction convened an Early Childhood Education (ECE) Planning Committee, which consists of representatives from the Head Start Program, Division of Curriculum & Instruction, Special Education, Elementary Schools, and the Business Office. The Committee met monthly since June 2014 to develop and plan the Pre-Kindergarten Program for implementation beginning School Year 2015-16.

The ECE Planning Committee presented the plan for implementation and a draft resolution to the Guam Education Board (GEB) which approved the plan and passed Pre-Kindergarten Program Resolution No. 2014-08 on September 23, 2014 (Exhibit B). The GEB Resolution provided guidance and marching order for the Department to implement a pilot full-day program in four public elementary schools on a volunteer basis beginning SY2015-2016 and continue thereafter until all twenty-six schools are prepared to fully implement a comprehensive Prekindergarten Education Program.

In May 2015, the 33rd Guam Legislature passed P.L. 33-29 (Exhibit A) specifying the funding amount and funding source for the Pre-K Program pilot implementation. Meanwhile, the ECE Planning Committee

conducted several consultations from key stakeholders such as the parents, community members, school administrators, Head Start Program management and staff, Early Education program experts, and the GEB Committee on Curriculum, Instruction, and Assessment. These consultations provided guidance in developing the program design and infrastructure, establishing the curriculum standards and implementation guide, and recruiting the pre-K teachers, conducting several professional development training and getting ready the classrooms. The pilot program began operating on October 15, 2015 with a total of 71 students distributed across the four pilot schools: Finegayan Elementary School, J.Q. San Miguel Elementary School, Lyndon B. Johnson Elementary School, and Marcial A. Sablan Elementary School.

No.	School	School Administrator	Pre-Kindergarten Teacher Instructional Aide	Total Number of Students
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3.	JQ San Miguel Elementary School	Darlene Castro, Principal Lily Delos Santos, Assistant Principal	Rayanna Pabroa, PreKindergarten Teacher Jennifer Quenga, Instructional Aide	17
4.	Marcial Sablan Elementary School	Geraldine J. Pablo, Principal	Pia Cruz, PreKindergarten Teacher Kristy Quinata, Instructional Aide	18

II. Logic Model of the Pre-K Education Program

A logic model provides a graphic representation of the resources, activities, immediate outputs, intermediate outcomes, and long-term impact of a program, generally on a single page, and shows how resources and activities connect towards producing expected program goals and objectives.

Figure 1 depicts the logic model for the Pre-K Education Program, which aligns perfectly with the GDOE State Strategic Plan logic model, and consists of the following parts: What we invest, What we do, Immediate Outputs, Intermediate Outcomes, and Long-Term Outcome/Impact.

"**What we invest**" include Public Law that support Pre-K Program such as the P.L. 33-29 that identified funds and funding source for the pilot Pre-K implementation, and other public laws that govern Guam public education, Polices include the Guam Education Board (GEB) Resolution No. 2014-08 and other GEB policies, People who operate and support the program, Partners and Patrons who provide all kinds of support

in all aspects of planning and implementation, and Plantilla which consist of the four public elementary schools that agreed to host the pilot program beginning SY2015-16.

"**What we do**" column consists of Pre-K program activities using the resources cited in "What we Invest" – activities such as planning and collaborating with stakeholders, reviewing and adopting nationally accepted pre-K standards, preparing an environment of learning conducive to pre-K needs and requirements, professional development of pre-K teachers, school administrator involvement and training, reaching out to parents and training them how to support their pre-k child, establishing a common set of curriculum expectations for all pilot schools, etc.

"Immediate Outputs" are the immediate results of Pre-K activities, such as program curriculum and standards, lessons plans, record of professional developments such as agenda and sign-in, procedural guidelines, how many parents trained, results of initial student assessments, etc.

"Intermediate Outcomes" are the initial observable indicators of change or progress in students, staff, parents, program administrators, and the program itself which can be observed as result of the implementation of the activities and the use or application of immediate outputs such as teacher use of the knowledge and skills learned from the professional development training, etc.

"Long-term Impact" are the end goals or outcomes that we hope to achieve among our students when they go through the Pre-K (and the K-12) program, to become Responsible, Respectful, and College-and-Career Ready for Life (GDOE's vision for students).

(NOTE: Please see next page for the Pre-K Program Logic Model)

LOGIC MODEL for the GDOE Pre-Kindergarten Program (Aligned with GDOE State Strategic Plan)

Prepared by Dr. Zeni Napa Natividad, Administrator of GDOE Research, Planning & Evaluation (2/4/2017)

What we Invest

Public Laws:
P.L. 33-29
P.L. 28-45,
5 GCA§3107,
P.L. 26-26

Policies
Board
Resolution No.
2014-08
B.P.330
BP380
BP430

People:
DOE Supt.
Deputy Supt
C&I Pre-K Proj. Director
Pre-K pilot School Administrators
Pilot Pre-K Teachers & their Aides
Facilities & Maintenance
RP&E Administrator (as Evaluator)

Partnerships and Patrons:
GEB
Guam Legislature
Office of the Governor
UOG
CEDDERS

Plantilla:
4 pilot elementary schools: JQ San Miguel, LBJ, Finegayan, and Mondial Sablan

What We Do

Pre-K Program strategies/activities:

Planning and collaboration among key stakeholders; funding support

Review of Pre-K instructional standards, curriculum, and assessments

Environment of Learning that is conducive to pre-K needs

Professional development of Pre-K teachers and staff and guaranteed curriculum for all schools at all grade levels

Administrator involvement and effective support of Pre-K program

Reach out to and support from parents or legal guardians

Evaluation of program effectiveness via longitudinal student tracking from Pre-K to 3rd and onwards till 12th grade.

As a Department, we do these to support all education programs, including Pre-K:

Plan and implement programs for struggling students, migrant , ELL, SPED, etc.

Review and administer teacher (PTEP) and principal (SLEP) performance evaluation programs

On-going program implementation of Positive Behavior and Intervention Supports and school safety

Management oversight of district programs , policies, and procedures through internal controls

On-going accountability of GDOE staff for all assigned tasks responsibilities

Training of all administrators, faculty and staff on human relations, effective communications, multi-cultures, social issues, support systems, and customer service

Engagement of families in the education of their children through collaborative projects

Immediate Outputs

Proof of immediate results from implementing these strategies and activities evidenced by:

Program monitoring data collected via classroom observations that evidence fidelity of implementation of teaching strategies learned in professional development training (PD)

Records of PD's, training, performance evaluations of teachers, administrators, staff, and of stakeholder satisfaction surveys

Outcomes of Childhood assessment results from Brigance Testing and Ages and Stages Questionnaire

Validated curriculum standards, policies and program SOPs developed such as ECE Program Guideline

Interactive and active participation of parents in Thanksgiving Turkey, Christmas exchange, 58 days of pre-K, Valentine delivery, etc.

Desirable and positive perception results from student and parent surveys as initial assessment of Pre-K experience

Executed contracts on Pre-K (1) curriculum development, (2) professional development training, and (3) family engagement conference

Medium-term Outcomes

Proof desired student and staff outcomes indicated by:

Rate of Pre-K student development is indicated by increased scores in the Ages and Stages Questionnaire

Evidence of positive behavior such as obedience, following rules and instructions, integrity, honesty, enthusiasm to learn, minimal discipline issues

Advanced readiness for Kindergarten in the areas of reading, math, writing, and self-expression

Developed social and interaction skills as evidenced by participation in collaborative work with peers

Yearly progress from grade level to grade level as evidenced data on

1) Marks analysis in English, Reading and Math (cohort Gr.2)
2) Test results in the ACT Aspire (from Gr.3)
3) At least attendance rate of 90% each grade level (from Gr 3)
4) No more than 15% discipline issues (from Gr 3, adjudicated)

Other records of exceptional noteworthiness (from Gr. 3 onwards).

Long-term Impact

As we commit implement with fidelity and vigor the evidenced based Pre-K best practices and the strategies of the State Strategic Plan, we will produce college and career-ready individuals who are:

Fervent in their diligence, and discipline, having acquired the necessary attitudes, behaviors, and worldview from their learning in the social sciences, science, math

Observant of the law, deferential to authority and tolerant of other cultures

Responsible, Respectful, and Ready for Life!

Life-long learners

Independent thinkers, yet capable of collaborative team work

Future leaders, mature in their outlook, preferences, goals in life, and plans to tackle what lies ahead of them beyond their Pre-K and K-12 educational experience

Empowered to do right, to be right, and to make right choices in life

In summary: **We, the GDOE Pre-Kindergarten administrators, teachers, and staff, along with the parents, the Guam Education Board, and the GDOE Management commit to PREPARE all students, PROMOTE excellence, and PROVIDE support so that all Pre-K (as well as all students) in the GDOE schools will become college and career-ready individuals who are Respectful, Responsible, and READY FOR LIFE.**

III. Objectives of the Pre-K Program First Year Implementation Evaluation

In addition to identifying start-up funds for the pilot implementation of the Pre-K program, Guam Public Law 33-29 also requires that an evaluation of the program be conducted before the Guam Legislature approves funds for expanding the program for district-wide implementation. Thus in May 2016, the DOE Curriculum and Instruction Division requested the DOE Research, Planning and Evaluation Division to lead the evaluation of the program. The RP&E Administrator developed an Evaluation Framework (Exhibit 'PREPARE') and presented the framework to the 33rd Guam Legislature Committee on Education in June 2016.

The main objectives of the first year implementation were:

1) To collect evidence of program design and implementation of pre-K Program consistent with the generally accepted components of an early childhood education program
2) To assess the adequacy and value of the collected evidence in light of these generally accepted components
3) To identify program implementation weaknesses that may hinder the attainment of medium-term and long-term program outcomes.

As noted in the beginning, the first year implementation aimed not so much to measure program effectiveness in light of long-term impact, but to assess fidelity of program implementation that can ascertain the attainment of program objectives.

IV. Program Evaluation Framework Components and Evidence of Implementation

With the aforementioned evaluation objectives, the Program Evaluation Framework was designed to collect evidence of effective implementation along the following best practice components:

Planning, Collaboration among Key Stakeholders, Funding

Review of Curriculum Standards, Instructions, and Assessment

Environment of Learning Design and Construction

Professional Development and Teacher Effectiveness

Administrator Involvement and Support for Pre-K program

Reach out to and Support from Parents

Evaluation of the Effectiveness of Pre-K Program via Cohort Longitudinal Tracking

Doc. No. 34GL-17-0777.

The following sections will identify the evidence collected by RP&E from voluminous program documentation on stakeholder consultations, planning and implementation activities, funding, curriculum and standards, professional development, and others evidence or artifacts along the foregoing evaluation components: P-R-E-P-A-R-E.

For each of the following Tables 1 through 7, the format of reporting evidence is as follows:

1) The first column is the focus of the evaluation component with a description of what the component consists of.
2) The second column lists the evidence collected from the documentation of the various Pre-K program activities;
3) The third column is an assessment of the relative adequacy of the evidence provided as compared to Pre-K program standards nationwide.

Table 1. Planning, Collaboration among Key Stakeholders, Funding

Planning, Funding, and Collaboration Among Key Stakeholders	**Evidence Presented**	**Relative Adequacy of Evidence in light of Best Practices** 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the level of awareness of, support, and responsibility for Pre-K	**1. Documents showing explicit responsibility for making and guiding decisions for Pre-K** **a) P.L. 33-29 signed on May 12, 2015** → Mandated the appropriation of start-up funds from the Territorial Educational Facilities Funds for the GDOE Early Childhood Education Program/Pre-Kindergarten Program **b) Guam Education Board Work Session and Board Resolution No. 2014-08 on Pre-K Program** → Meeting Agenda on Sept 22, 2014 focusing on the goals, considerations for planning, impact on Head Start Program, Parents' and Mayors' Council involvement At this meeting, the GEB indicated support for the Pre-K Program and on the next GEB	**Significantly Adequate** **Significantly Adequate**

Doc. No. 34GL-17-0777.

3. Assess the funding support for Pre-K program	**3. Statement of shared Pre-K vision and plan** → g) **GDOE State Strategic Plan School Readiness**, which states on page 11, *"Supports efforts to implement a high quality pre-kindergarten program in all of our schools to promote early learning opportunities and school readiness in all children"* In addition, Board Resolution No. 2014-08 approved on Sept 23, 2014 as exhibited in 1(d) **4. Dedicated funding for Pre-K** h) **P.L. 33-29 identifying the funds for the pilot Pre-K implementation** → i) **Expenses to date using GDOE funds**	**Significantly Adequate** **Significantly Adequate**

Relative to the aforementioned objectives of the evaluation, it can be concluded that there is overwhelming evidence of string stakeholder involvement in the planning for the Pre-K program, the collaboration among key stakeholders specially consultation with the Mayors' Council, village mayors, parents, and the larger community, as well as subject matter experts within and outside GDOE. The mayors were specially engaged on public relations, family outreach, and increasing public awareness of the Pre-K program through the Mayors' websites.

There is also evidence that the Legislature, through P.L. 33-29 had every intent to support with initial funding the pilot implementation of the Pre-K program. Though to this date, no money was released to GDOE relative to this appropriation, GDOE used internal funds to push through with the pilot program in SY2015-16. This is evidenced by the expenditure-to-date in Exhibit (4.i).

What is most critical in the planning, stakeholders' involvement, and funding was the Board Resolution 2014-08 to support the Pre-K program. This resolution demonstrated GDOE's tenacity to carry out a plan as resolved by the Board in spite of no funds released in spite of the provisions of P.L. 33-29.

	meeting approved Board Resolution No. 2014-08 approved on Sept 23,2014	
2. Determine that cross-sector mechanisms are inclusive, comprehensive and informed by population specific information	c) **Pre-K Program Initiative Village Meetings** Letter to the Mayors' Council of Guam, Village Meetings with Community Member Input/Parent Input following a PowerPoint Presentation on the Vision, Goal, and Phase-In Plan, Village Meeting Talking Points, Pre-K Initiative Community Survey, and Sign-In Sheets for the ff. meetings: -Oct 22, 2014 at Ordot Chalan Pago Elem. School -Oct 23, 2014 at Tamuning Elementary School -Oct 24, 2014 at Harry Truman Elementary School - Oct 30, 2014 at Wettengel Elementary School	→ **Significantly Adequate**
	d) **Pre-K Public Awareness Campaign** -Newspaper articles and ECE Video Series produced on Family Involvement, Teaching in a Multi-Cultural classroom, Appropriate Assessment for Early Childhood Education, and Developmentally Appropriate Instructional Practices	→ **More than Adequate**
	e) **GDOE Superintendent's Memorandum** Memo submitted to the GEB Chairperson providing update on the Early Childhood Planning Committee discussions of the Board recommendations, including considerations for selecting the pilot schools.	→ **Significantly Adequate**
	2. Records of Pre-K planning meetings, sign-in sheets, agendas, and other notes f) **List of Monthly Meeting Dates, Agenda and Sign-In Sheets** for each planning date	→ **Significantly Adequate**

Table 2. Review of Instructional Standards, Curriculum, and Assessments

Review of Instructional Standards, Curriculum and Assessments	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the degree to which standards, curricula, and assessments are aligned with one another.	**1. Documents indicate degree of alignment** → j) ECE Program Alignment k) GDOE Standard Operating Procedures (SOP No.: 400-003) l) Pre-school Teaching and Learning Curriculum Standards Framework Guam Early Learning Guidelines Provide the Guiding Principles for ECE, Accommodations, Modifications m) Pilot Pre-K Progress Report (Student Assessment Progress) n) Contract for Curriculum Development with University of Guam	Significantly Adequate
2. Examine the degree to which aligned instructional tools are being implemented within and across classrooms.	**2. Implementation show degree of fidelity (as indicated in the classroom observation)** → o) Classroom Observation – Finegayan Elementary School p) Classroom Observation – JQ San Miguel Elementary School q) Classroom Observation – LBJ Elementary School r) Classroom Observation – Marcial Sablan Elementary School	More than Adequate

The evidence collected on the Pre-K Program alignment and the ensuing standard operation procedures (SOP No. 400-003), the teaching and learning curriculum standards framework and the GDOE Early Learning Guidelines based off the National Association of for the Education of Young Children (NAEYC) standards are significantly adequate evidence to demonstrate alignment. Additionally, the Guiding Principles for early childhood accommodations and modifications for special needs students along with the GDOE Student Assessment Progress

Report, as observed and evidenced in the classroom observations in the four pilot schools show the degree of fidelity of program plan implementation.

The classroom observations were conducted close to the end of the schoolyear using the Pre-Kindergarten Program Observation Form (Exhibits O - R). The purpose of the classroom observations was to have an unexpected on-site snapshot of the following observation components: Morning Routine, Classroom Schedule, Recess and Lunch Schedule, Learning Centers, Instructional Plan and Lesson Design, Inquiry-Based Instructional Strategies Student Assessment, Classroom Environment and Parent/Family Involvement. Because the observation was done midway into the class schedule, the morning routine was not observed for all four pilot schools. The results of the observation are shown in Figure 2.

Figure 2. Summary of Pre-K Pilot Schools Classroom Observation Findings

Observation Checklist	Finegayan	JQ San Miguel	LB Johnson	Marcial Sablan
Was the classroom schedule visible to visitors?	Yes	Not observed	No	No
Was the schedule followed through the day?	Yes	Yes	Yes	Yes
What are the procedures for using restroom facilities?	As needed	Schoolaide takes group of students to restroom after snack	Not observed	Not observed
What types of equipment were available for recess time?	Playground eqpt.(out)	n/a	n/a	n/a
Was there structured learning during the lunch period?	n/a	n/a	n/a	n/a
What types of Learning Centers were available to the children?	Science Center, Blocks Center, Library Center, Dramatic Play Center	Library, Blocks Center, Puzzles Center, Flower Shop Center, Grocery Center, Laundry Center	Library Center, Dramatic Center, Blocks Center, Puzzle Center	Writing Center, Blocks Center, Reading Center
Were children independent in their learning experiences?	n/a		Yes	n/a
Were there assessments ongoing during the Center time?	n/a			n/a
What is the role of the teacher an instructional aide during Center time?	n/a			n/a
Was there Circle Time during the first part of the morning?	Yes	n/a	Yes	n/a
What materials were used to support the lesson activities?	Chants, Posters, Music	n/a	Chart of all the themes	Yes
Teacher communicated clearly about what children are to learn.	Yes	Yes	Yes	Yes
Teacher explained the importance of the activity.	Yes	Yes	Yes	Yes
Teacher used the following instructional strategies (Integration).	Yes	Yes	Yes	Yes
Teacher used the following instructional strategies (Cooperative Learning).	Yes	Yes	Yes	No
Teacher used the following instructional strategies (Hands-on).	No	Yes	Yes	No
Teacher used the following instructional strategies (Manipulatives).	No	Yes	Yes	No
Children were able to practice the skills that they were taught.	Yes	Yes	Yes	Yes
Teacher provided different learning experiences for the different types of learners.	Yes	Yes	Yes	Yes
Teacher used "Classroom Management" techniques when needed.	Yes	Yes	Yes	Yes
Teacher and Instructional Aides frequently interacted with children throughout the lesson.	Yes	Yes	Yes	Yes
Teacher was actively moving around the classroom to ensure active learning was occurring.	Yes	Yes	Yes	Yes
Teacher provided a variety of ways to check on children's progress.	Yes	Yes	Yes	Yes
Teacher used the following assessment tools (Observations).	Yes	Yes	Yes	Yes
Teacher used the following assessment tools (Student Portfolios).	No	No	Yes	No
Teacher used the following assessment tools (Oral Interactions).	Yes	Yes	Yes	Yes
Teacher used the following assessment tools (Other).	No	Yes	Yes	Yes
Classroom was age-appropriately set up.	Yes	Yes	Yes	Yes
Classroom Environment (Charts)	Yes	Yes	Yes	Yes
Classroom Environment (Manipulatives)	Yes	Yes	Yes	Yes
Classroom Environment (Learning Centers)	Yes	Yes	Yes	No
Classroom Environment (Technology)	No	No	No	No
Classroom Environment (Other)	Yes	No	Yes	No
Chiidren were able to work together cooperatively.	Yes	Yes	Yes	Yes
Children had access to resources needed for activities.	Yes	Yes	Yes	Yes
Were there parent/families involved throughout the day?	No	n/a	n/a	None
Are there forms to allow parents/families to volunteer to assist in the classrooms?	None observed	n/a	None observed	None observed

Table 3. Environment of Learning

Environment of Learning	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the degree to which physical learning spaces are organized, managed, and supported to provide positive learning environments for learning.	**1. Ratings on all regulatory assessments; results of inspections that show compliance with minimum regulatory standards** → s) 14 pts Reports completed by Office of Deputy for Education Support and Community Learning (ESCL) t) The Contract for the four schools signed by the Governor in August 2015 for the four pilot schools. The following temporary classrooms were utilized from Oct. 15 to Dec. 16 Finegayan Elementary- Room #306 Note: Bathroom distance- 214 feet LBJ Elementary: Room#TK-3 (N/A) JQ San Miguel Elementary- Room#T-12 Note: Bathroom distance- 300 feet Marcial Sablan Elementary- Room #13 Note: Bathroom distance- 100 feet	More than Adequate

Not only did GDOE meet the minimum regulatory requirements for an appropriate, safe, and conducive learning environment for Pre-K students as evidenced by the 14-Points Report conducted by the Office of the Deputy for Education Support and Community Learning; GDOE also studied and applied the NAEYC Accreditation Standards to ensure that there is adequate ample space for different types of activities and interest centers (block, sensory art, fine motor, dramatic play, science, math, computer, literacy, manipulatives/fine motor, writing/listening, etc.) outfitted with appropriate furniture and equipment.

The 14-Points Report Compliance is a monthly report mandated by P.L. 28-45 for GDOE to report on the physical conditions of every classroom relative to ventilation, potable water, electricity, sanitation, textbooks, library, instructional days, bussing, and the number of certified school staff such as teachers, administrators, school health counselors, guidance counselors, allied health professionals. Overall, the four pilot schools meet most of the standards. Points for improvement will be noted at the end of this report under "Recommendations".

Additional evidence that GDOE did provide physical learning spaces that are organized, managed, and supported to provide positive learning environments for learning include the checklist for Pre-K infrastructure design and various contracts and purchase orders as shown in Exhibit T.

Table 4. Professional Development and Teacher Effectiveness

Professional Development and Teacher Effectiveness	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Identify effectiveness of teachers' professional development 2. Assess the effectiveness of teacher collaboration and teamwork to improve instruction	**Degree of fidelity of application of methods from professional development** → u) Pilot Pre-Kindergarten Program Professional Development Schedule and District-wide Training on Early Education v) Contract with the University of Guam for the Conduct of Professional Development for Pre-Kindergarten Teachers, such as: Ages & Stages Assessment for Families Training conducted by UOG-CEDDERS and Training on IEP Process and Working with Children with Social/Emotional Needs Assessment for Early Childhood Education video was presented at the Lagu Kindergarten Professional Development day on Tuesday, October 6, 2015. (Found in Oct 2015 Progress Report) ECE Curriculum Development Training – Oct 2-14, 2015. ECE Professional Development Training-Oct 10 – Nov 14, 201 As of November 2015 Early Childhood Education Training Series was completed with approximately forty-six (46) ECE teachers University of Guam (UOG) trained Pre-K teachers on "Food Friends and Mighty Moves" Program in October 2015 In June 2016, two the pilot Pre-K teachers, a pilot Pre-K Administrator, and Early Childhood Education School Program Consultant attended off-island training at the 2016 National	More than Adequate

	Association for the Education of Young Children Professional Development Institute Training in the Use of the Guam Early Learning Guidelines Monthly collaborative meetings with pre-K teachers were held, see 2(f) above **Fidelity of Implementation** check through Classroom Observations, see 2(q) above Classroom Observation – Finegayan Elementary School Classroom Observation – JQ San Miguel Elementary School Classroom Observation – LBJ Elementary School Classroom Observation – Marcial Sablan E. S.	

Numerous professional development activities were carried out from July 2015 to present. GDOE engaged the professional services of the University of Guam through an internal contract (paid out of federal funds) which included tapping resources and off-island instructors through the National Cooperative Extension Network. The trainings included research-based models of "best practices" for ECE for ten (10) teachers identified as lead instructors who completed the coursework in the "Train the Trainer" approach. The goals of the professional development were accomplished through PD894 "Early Childhood Education Program Curriculum Development" (3cr) and PD894 "Teaching Strategies for Early Childhood Education" (1cr) both with the guidance of a Master Professor. Further details of this contract are shown in Exhibit UV3.

The University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Services (CEDDERS) and the ***Guam Project Kariñu*** collaborated in conducting the "Ages and Stages Training" (Exhibit UV4) focusing on three of the six standards established by the National Parent Teacher Association, as well as training in Brigance Early Childhood Screen and the use of the Ages and Stages Questionnaire. The four pilot teachers also underwent the ASQ Training, Food Friends Mighty Moves training by UOG professor alongside with various Early Childhood Educators from Head Start, Day Care providers, and GATE Pre-K and Special Education training on how to identify and assist children with special needs. The teachers also learned how to use the Child Identification Checklist for Preschool.

In June 2016, two of the pilot teachers, one administrator of a pre-K pilot school and the Early Childhood School Program Consultant attended the NAEYC Professional Development Institute in Baltimore, Maryland (Exhibit UV5) using federal funds. The purpose of the travel was to expand the understanding

of the Early Childhood Development Program among the pilot Pre-K program staff and share the learning with other Pre-K teachers and program staff.

The classroom observations (Exhibits O - R) show the fidelity of the implementation of the training and learning from the various aforementioned professional development trainings.



Pre-Kindergarten Curriculum Development Training (Left to Right: Alan Quintanilla, Instructional Aide, LBJ Elementary School,; Kristy Quinata , Instructional Aide, and Pia Cruz, Pilot Prekindergarten Teacher, Marcial Sablan Elementary School; Rayanna Pabroa, Pilot Prekindergarten Teacher, JQ San Miguel Elementary School; Eloise R. Sanchez, SPC, Division of Curriculum & Instruction; Dr. Clare Camacho, ECE Trainer, UOG; Tina William, Pilot Prekindergarten Teacher, Finegayan Elementary School; and Nikka Olalia, Pilot Prekindergarten Teacher, LBJ Elementary School)



Table 5. Administrator Involvement

Administrator Involvement	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Identify the depth of administrators' involvement in the pre-K program 2. Determine how administrators support is perceived 3. Assess how administrators support the pre-K in their school	**Positive results on the survey of administrators, as corroborated by self-reflection reported by teachers** w) Monthly collaborative meetings with the school administrators of the four pilot schools were held (see attached agendas and sign-in sheets) The school administrators were present at the Prekindergarten Program Parent Orientation and provided support to the Prekindergarten Teachers during the Orientation to the families held on Oct 9, 2015.	More than Adequate

The involvement and support of the school principal in the Pre-K program may seem to have minor correlation with the success of the Pre-K students, as it is the teacher in the classroom, proven by research many times over that has greater impact on student learning than the administrator. However, research shows that after the teacher, the school leader has the most profound impact on student learning. In a paper published by the Wallace Foundation, *How Leadership Influences Learning*, authors Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom found that school leaders were responsible for as much as 25 percent of the total school effect on student learning. In *School Leadership That Works*, Dr. Robert J. Marzano's research comparing effectively and ineffectively run schools showed that in the former, the effective pass rate was 72% and in the latter, was only 28%, demonstrating the critical impact of school administrators on student outcome. (Source: Marzano, R. J., Waters, T., & McNulty, B. A. (2005).*School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development, p.4.)

The Guam Pre-K Program engaged the four pilot school administrators at get-go. As early as March 2015, several months before the first day of the pilot program, meetings and subsequent collaborative work demonstrated the high level of involvement of the administrators. To date, these bi-monthly meetings continue, and have been calendared for the entire SY2016-17. The pilot teachers, in responding to oral interviews conducted by this evaluator, all expressed very positive report that their respective school administrators gave significant support in various ways.

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Table 6. Reach out to and Support from Parents and Legal Guardians

Reach out to and Support from Parents and Legal Guardians	Evidence of Accomplishment	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Gauge the degree to which families and other supports perceive themselves to be active partners in the child's learning.	**Degree of support as indicated in the documents and surveys** → x) Prekindergarten Program Parent Orientation was held on Friday, October 9, 2015 at the four pilot schools. Survey indicated no major concerns voiced by parents; community indicated full support of Pre-K y) Contract with the University of Guam to facilitate the Family Engagement Conference held on Saturday, November 28, 2015 at the UOG School of Business and Public Administration Multipurpose Room z) Various Family Engagement Activities	More than Adequate

Another key factor in the success of a Pre-K student (or any grade level for that matter) is parent support of the child's education. The Guam Pre-K Program presented more than adequate evidence of how the program "reached out to parents" and in return, how parents reached back. This particular evaluation component covers both the "reach out to and reach in to" by parents (or guardians). It was not enough to just educate the parents or conduct outreach activities to conclude that there was a satisfactory level of parental involvement. Pre-K parents had to show and perceive themselves as truly actively involved in their child's early learning experience. Toward this end, the Pre-K program planned and collaborated family projects every month in the classrooms which provided opportunities for child and parents to work together on thematic units of learning. Such activities as turkey decorating (students learned the significance of Thanksgiving), Christmas performance (students learned to write letter to Santa), "58 Days of School" (students learned number and quantity concepts), Valentine Mailbox (students learned social skills as they "delivered" mail and gifts to their classmates), "My Life as a Tourist" (students learned and explored the beauty of Guam, using self-prepared poster boards, Power Point and movie presentations, "Reduce, Reuse, Recycle" (students learned recycling),

In providing guidance on how to proceed with each family project, the letter to parents was noted by the school principal, who ensured that such joint activities are bona fide activities to encourage and support parental participation.




Welcome
to the
2015 Family Engagement
CONFERENCE




PERFECT


MY 1ST DA
Pre-K



Table 7. Evaluation of Effectiveness of Pre-K Program via Longitudinal Tracking

Effectiveness of Pre-K Program via Longitudinal Tracking	**Evidence of Accomplishment**	**Relative Adequacy of Evidence in light of Best Practices** 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Follow through of Pre-K students as they progress from grade to grade within the GDOE system	The following data will be collected at the end of SY17-18 as indicators of the long-term effect or impact of the pre-K instruction: 1) Marks analysis in English, Reading and Math (cohort Grade 2) 2) Test results in the ACT Aspire (from Gr. 3) 3) At least attendance rate of 90% each grade level (from Gr 3) 4) No more than 15% discipline issues (from Gr 3, adjudicated) **5)** Other records of exceptional noteworthiness (from Gr. 3)	
	SY15-16 Brigance Pre and Post provide proof that the Pre-K students learned during the 8 months of Pre-K and are ready for Kinder. →	Significantly Adequate
	In addition, the "*in vivo*" survey of all the SY15-16 pre-K students and the Ages and Stages Questionnaire (ASQ) completed by their parents can vouch the results of the formal in class assessments. →	Significantly Adequate

Of the seven evaluation components, the "Effectiveness of the Program" for the first year of implementation consisted of the first year data on student assessment (Brigance and Ages and Stages Questionnaire) and validated by a survey of the students and their parents, as well as classroom observations. As noted at the beginning of this report, given that the program is only in its first year (going on second year) of implementation, no longitudinal data are available yet to report on long-term effectiveness and impact. As noted in Table 7, solid acceptable longitudinal data and evidence will be collected in the 3rd-4th year of implementation when the first cohort of Pre-K (Batch SY15-16) become 3rd

graders and nationally accepted performance test data (ACT Aspire) would be the measure used. (Note: ACT Aspire is administered only in grades 3- 10).

For the first year of implementation, the students were assessed using Brigance Test at the beginning of the program (October 2015) and at the end of the school year (May, 2016). Paired comparison t-test was utilized to determine if there were significant increases (or decreases) in student learning along the eleven learning areas shown in Table 8.

Table 8. SY2015-16 Pre-K Brigance Pre- and Post-test Results

Pre-Kindergarten Skill	Finegayan		JQ San Miguel		LBJES		Marcial Sablan	
	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*
Orally say name and address	2.94	0.00	1.09	0.03	1.53	0.00	1.03	0.01
Color recognition	2.17	0.02	0.25	0.41	0.89	0.10	1.41	0.02
Picture vocabulary	1.05	0.00	0.81	0.06	1.39	0.00	0.88	0.04
Visual Determination	1.67	0.08	1.50	0.01	5.17	0.00	3.29	0.00
Visual Motor Skills	3.56	0.00	3.00	0.00	2.33	0.00	2.82	0.00
Gross Motor Skills	1.61	0.00	0.19	0.19	0.50	0.03	0.03	0.79
Count by rote	0.33	0.08	0.50	0.05	0.92	0.02	6.35	0.00
Identifies body parts	4.44	0.00	2.50	0.00	3.44	0.00	3.18	0.00
Follow Verbal Directions	2.83	0.00	0.25	0.33	0.90	0.10	4.35	0.00
Number concepts	3.17	0.02	1.25	0.24	2.44	0.02	1.47	0.02
Verbal fluency and articulation	2.11	0.03	0.00	1.00	1.39	0.06	1.65	0.00

*Two-tailed significance at 95% confidence level and +/-05 margin of error

Table 8 shows that the results of the Brigance Pre and Post tests were significantly different for a great majority of the eleven (11) Pre-K skill areas that indicate that a child is ready for Kindergarten. Yellow highlights indicate that the difference before and after seven (7) months of Pre-K experience, there was no significant change in skill. However, a close examination of the raw scores indicate that in across all four pilot schools, notably in JQ San Miguel, most of the students already scored relatively in those skills; hence, there was no significant difference in the pre- and post-test results in those specific skill areas. However, in all four pilot schools, the data strongly show that the Pre-K students significantly improved in the skill areas that would make them ready for Kindergarten.

The Ages and Stages Questionnaire (ASQ) was given to the parents of the Pre-K students as a way of validating by way of their observation if they observe that their child are able to demonstrate specific skills along the following areas: Communication, Gross Motor Skills, Fine Motor Skills, Problem Solving, and Personal Information. Each of these skill areas consist of five "evidence" criteria for demonstrating the particular skill tested. A score of '10' means that the child demonstrates the behavior or skill always (with consistency), a score of '5' means the child sometimes demonstrates the skill and sometimes not and '0' means the child does not demonstrate the skill at all. Each skill area has a cut-off score. Except for numeracy, these skill areas are also tested in Brigance. Table 9 shows the results of the ASQ for SY2015-16 Pre-K students:

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Table 9. SY2015-16 Ages and Stages Questionnaire Results

Communication				Gross Motor				Fine Motor				Problem Solving				Personal - Social			
Cutoff: 30.72				Cutoff: 32.78				Cutoff: 15.81				Cutoff: 31.30				Cutoff: 26.60			
Finegayan	J.Q. San Miguel	L.B. Johnson	Marcial Sablan	Finegayan	J.Q. San Miguel	L.B. Johnson	Marcial Sablan	Finegayan	J.Q. San Miguel	L.B. Johnson	Marcial Sablan	Finegayan	J.Q. San Miguel	L.B. Johnson	Marcial Sablan	Finegayan	J.Q. San Miguel	L.B. Johnson	Marcial Sablan
50	55	25	60	45	55	55	60	45	40	55	60	55	60	60	60	40	60	55	55
55	45	55	45	60	25	60	55	55	35	50	45	60	45	60	55	55	40	60	55
60	50	60	60	60	60	60	60	60	55	60	50	60	60	60	60	55	60	40	55
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60	60	60	60	60	60	60	60	60	60	50	50	60	60	60	60	60	60	40	60
60		25	60	60		55	60	40		60	60	55		45	60	60		55	60

As can be gleaned from Table 9, almost all students, except very few, demonstrated ability to carry out or demonstrate the desired behavior in all five skill areas. This finding corroborates with the results of the Brigance Pre- and Post- test results shown in Table 8. Very notable is problem solving skill, where ALL the students in all four pilot schools were way above the cut-off score of 31.30, followed by Gross Motor Skills and Fine Motor Skills where only one student scored below the cut-off score.

As an objective cross-verification of the teacher-administered Brigance classroom assessment, this evaluator conducted a student perception survey of the students' Pre-K experience towards the end of SY2015-16 in all four pilot classrooms. The tool used for this survey was the ***Measures of Effective Teaching (MET) for Non-readers*** developed by the Bill and Melinda Gates Foundation which consists of statements about classroom experience. The MET for Non-Readers is applicable to 4-7 years old students. (http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/). The MET Project was developed by a dozen reputable academic, non-profit and for-profit organizations, including Cambridge Education and Dr. Ronal Ferguson of Harvard University in 2011 based off data from 3,000 teachers and their classrooms consisting of 100,000 students participating across America with funds from Bill and Melinda Gates Foundation.



Given that the Pre-K students are not able to read yet, this evaluator read the MET statements to the students after asking the classroom teacher and aide to leave the room, and after giving them the following instructions: (1) listen well, (2) do not look around, and after the second reading of each statement, (3) raise the smiley or sad face (provided to each student at the beginning of the survey) depending on how the student felt about the statement. The number of smiley and sad faces were counted by a survey assistant and noted for each of the statements read. Table 10 shows the results of the survey across four pilot schools.

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Table 10. Measures of Effective Teaching (MET) for Non-Readers Survey Results: GDOE SY2015-16 Pre-K Students

Measures of Effective Teaching (MET) Statement*	Percent of students who chose "Happy Face"			
	Finegayan	JQ San Miguel	LB Johnson	M. Sablan
1. My teacher teaches me to do new things.	100%	100%	100%	95%
2. My class is a good place for learning.	95%	95%	95%	100%
3. I like to come to my class.	100%	100%	100%	100%
4. My teacher is a good teacher.	100%	100%	100%	100%
5. I know what I am supposed to do in class.	95%	90%	90%	95%
6. The rules of my teacher are fair.	40%	45%	40%	55%
7. My teacher is nice to me.	100%	95%	100%	95%

*Measures of Effective Teaching (MET) for Non-Readers funded by Bill and Melinda Gates Foundation

Table 10 shows that the Pre-K students have very positive perceptions of their learning experience and of their teachers. Note that in all statements, except in one, the students consistently selected "Happy Face". In the one statement where the students were not happy, i.e. "*The rules of my teacher are fair*" one interpretation can be that the Pre-K teachers were strict and therefore perceived *"that the rules are not fair"*. This finding can also be interpreted in the light of general human nature wherein rules, no matter that they are fair, legal, and ethical, become a source of inconvenience, discomfort, disagreement, and therefore perceived as "*not fair*".

Surveying the children revealed not only overwhelming report of positive experience from their point of view. It also demonstrated three important observations that are significantly worthy to mention even though these were not the focus of the survey. These observations, consistent in all four pilot classrooms, were:

1) The students followed instructions very well. When this evaluator gave instruction not to look around but to listen carefully or to wait for the signal before raising the smiley or sad face, they did as told. In none of the four classrooms was there unruly behavior nor any form of significant discipline issue that would have made the survey a challenge to carry out. What makes this observation significant is that in all four classrooms, this evaluator asked that the teacher and the aide to step out of the room while the survey was going on. Hence, there was no teacher or teacher aide who would have given cues or prompts to the students on how to behave in the presence of a complete stranger who was carrying out an unfamiliar activity with them. ***The students knew how to obey and follow instructions in the absence of a well-established authority.*** The photo shown here was taken from one of the classrooms, and was the same observed behavior in the rest of the other pilot classrooms. The students focused well on the survey activity.



2) Though quietly and assiduously following the evaluator's instructions, the excitement of being asked their own personal opinion of their Pre-K experience was ostensibly revealed in the great enthusiasm of how they responded to each statement. At the signal of "raise the face" everybody raised the appropriate "smiley" or "sad" response that corresponded with how they felt about the statement. Some were too eager to "voice" their opinion, as they boldly stood and held-up high the "smiley" face. Though rare and far between, those that raised "sad face" even showed the sadness on their face (some hid their own face behind the sad face) . ***The eager participation of the students showed not only their appreciation over the fact that their personal opinion mattered but that they were candid, transparent, and honest – there was no "halo effect".*** The "sad" face raised by one in the room was truthful and unmasked, as opposed to the well-known "halo effect" common in self-reports such as these.



Note the girl in white skirt, as did the others, who enthusiastically raised "smiley" face



Note the boy on the lower left with his left hand on his face (nonverbal show of sadness) and the boy back covered his own face with "sad face".

3) Not only were the Pre-K students capable of following instructions and giving honest opinions; they also knew how to stand for what they think was their true perception. In the photo below, opposing views came face to face and no one buckled down. ***The students avowed their opinion even in the face of opposition.***



Note the boy with the raised knee was the only one in this table with opposing view, but he was not fazed by the decision of the majority.



In this photo, regardless of opposing views right next or directly across, the students asserted their opinion in the face of opposition.

V. Summary and Recommendations

The evidences collected relative to the first year implementation of the GDOE Pre-Kindergarten program depict not only a well-planned, well-managed program. Amidst the absence of funds dedicated to the program as mandated by PL 33-29, and amidst Department-wide funds shortage, but with the full support of the Board, GDOE persistently carried out a program that it believed would be good for four year olds. The program implementation data, the student assessment data, the parent observation data, the classroom observation data, and the evaluator's independent assessment using a tool called the *Measures of Effective Teaching* (MET), developed by nationally renowned educational institutions and non-profit organizations – all point to **the conclusion that the first year of implementation of the GDOE Pre-K Program was successful,** and replication in other public elementary schools is highly endorsed.

A few recommendations are offered to improve the Pre-K program:

1) Ensure that the parent is prepared and able to make the connection with their child. Though there were several parent involvement activities conducted throughout the year, parent and student self-reflection of the activity shared with the teacher can shed more light on whether the involvement indeed had positive impact on the child. In cases where the is no real prior parent-child connection the joint activity can be a cause of tension between the two, and therefore adversely impact the child, instead of help him/her succeed in school.

2) Conduct more classroom observation and provide feedback right away. Given the newness of the program and the experience for all directly involved in the program, immediate feedback on actual classroom observation (not delayed for discussion in a meeting scheduled at another time) can help correct any teacher or teacher aide behavior that may negatively impact student learning.

3) Though beyond its authority to ensure that funds dedicated for the project are released on time, it is very important that funds are made available for Pre-K use. Funds "borrowed" from other programs within DOE hurt those programs, and while on the one hand, one great program is being supported, potentially another great program that has already proven its worth run the risk of suffering or degenerating into a non-effective program if the funds continue to be re-routed.



From the Pre-K SY15-16 Cohort:

"We hope that our opinion counts!"

Doc. No. 34GL-17-0777.

LOGIC MODEL for the GDOE Pre-Kindergarten Program (Aligned with GDOE State Strategic Plan)

Prepared by Dr. Zeni Napa Natividad, Administrator of GDOE Research, Planning & Evaluation (2/4/2017)

What we Invest

Public Laws:
P.L. 33-29
P.L. 28-45,
5 GCA§3107,
P.L. 26-26

Policies
Board Resolution No. 2014-08
B.P.330
BP380
BP430

People:
DOE Supt.
Deputy Supt
C&I Pre-K Proj. Director
Pre-K pilot School Administrators
Pilot Pre-K Teachers & their Aides
Facilities & Maintenance
RP&E Administrator (as Evaluator)

Partnerships and Patrons:
GEB
Guam Legislature
Office of the Governor
UOG
CEDDERS

Plantilla:
4 pilot elementary schools: JQ San Miguel, LBJ, Finegayan, and Marcial Sablan

What We Do

Pre-K Program strategies/activities:

Planning and collaboration among key stakeholders; funding support

Review of Pre-K instructional standards, curriculum, and assessments

Environment of Learning that is conducive to pre-K needs

Professional development of Pre-K teachers and staff and guaranteed curriculum for all schools at all grade levels

Administrator involvement and effective support of Pre-K program

Reach out to and support from parents or legal guardians

Evaluation of program effectiveness via longitudinal student tracking from Pre-K to 3rd and onwards till 12th grade.

As a Department, we do these to support all education programs, including Pre-K:

Plan and implement programs for struggling students, migrant , ELL, SPED, etc.

Review and administer teacher (PTEP) and principal (SLEP) performance evaluation programs

On-going program implementation of Positive Behavior and Intervention Supports and school safety

Management oversight of district programs , policies, and procedures through internal controls

On-going accountability of GDOE staff for all assigned tasks responsibilities

Training of all administrators, faculty and staff on human relations, effective communications, multi-cultures, social issues, support systems, and customer service

Engagement of families in the education of their children through collaborative projects

Immediate Outputs

Proof of immediate results from implementing these strategies and activities evidenced by:

Program monitoring data collected via classroom observations that evidence fidelity of implementation of teaching strategies learned in professional development training (PD)

Records of PD's, training, performance evaluations of teachers, administrators, staff, and of stakeholder satisfaction surveys

Outcomes of Childhood assessment results from Brigance Testing and Ages and Stages Questionnaire

Validated curriculum standards, policies and program SOPs developed such as ECE Program Guideline

Interactive and active participation of parents in Thanksgiving Turkey, Christmas exchange, 58 days of pre-K, Valentine delivery, etc.

Desirable and positive perception results from student and parent surveys as initial assessment of Pre-K experience

Executed contracts on Pre-K (1) curriculum development, (2) professional development training, and (3) family engagement conference

Medium-term Outcomes

Proof desired student and staff outcomes indicated by:

Rate of Pre-K student development is indicated by increased scores in the Ages and Stages Questionnaire

Evidence of positive behavior such as obedience, following rules and instructions, integrity, honesty, enthusiasm to learn, minimal discipline issues

Advanced readiness for Kindergarten in the areas of reading, math, writing, and self-expression

Developed social and interaction skills as evidenced by participation in collaborative work with peers

Yearly progress from grade level to grade level as evidenced data on

1) Marks analysis in English, Reading and Math (cohort Gr.2)
2) Test results in the ACT Aspire (from Gr.3)
3) At least attendance rate of 90% each grade level (from Gr 3)
4) No more than 15% discipline issues (from Gr 3, adjudicated)

Other records of exceptional noteworthiness (from Gr. 3 onwards),

Long-term Impact

As we commit implement with fidelity and vigor the evidenced based Pre-K best practices and the strategies of the State Strategic Plan, we will produce college and career-ready individuals who are:

Fervent in their diligence, and discipline, having acquired the necessary attitudes, behaviors, and worldview from their learning in the social sciences, science, math

Observant of the law, deferential to authority and tolerant of other cultures

Responsible, Respectful, and Ready for Life!

Life-long learners

Independent thinkers, yet capable of collaborative team work

Future leaders, mature in their outlook, preferences, goals in life, and plans to tackle what lies ahead of them beyond their Pre-K and K-12 educational experience

Empowered to do right, to be right, and to make right choices in life

In summary: We, the GDOE Pre-Kindergarten administrators, teachers, and staff, along with the parents, the Guam Education Board, and the GDOE Management commit to **PREPARE** all students, **PROMOTE** excellence, and **PROVIDE** support so that all Pre-K (as well as all students) in the GDOE schools will become college and career-ready individuals who are Respectful, Responsible, and **READY FOR LIFE**.

Doc. No. 34GL-17-0777.

Guam Department of Education

GDOE Pre-K Program Evaluation Framework

NOTE: While the ultimate goal of Pre-K Program is to improve child outcomes and close achievement gaps, this framework is based on the premise that at the initial stages of the implementation of this program, there needs to be more intentional focus on the changes and adjustments that need to occur in adult behavior and skills and to the GDOE system itself before meaningful outcomes may be realized. This evaluation framework considers key factors that may hinder or help the successful pilot implementation of the GDOE Pre-K Program.

Planning, Funding, and Collaboration Among Key Stakeholders	**Proposed Methods**	**Evidence of Accomplishment**
1. Determine the awareness and support for Pre-K plan 2. Determine that cross-sector mechanisms are inclusive, comprehensive and informed by population specific information 3. Assess the funding support for Pre-K program	1. Collection of evidence of planning meetings with stakeholders 2. Document review of key district documents 3. Budget tracking on resources dedicated to Pre-K	**1. Documents showing explicit responsibility for making and guiding decisions for Pre-K** a) **P.L. 33-29 signed on May 12, 2015** Mandated the appropriation of start-up funds from the Territorial Educational Facilities Funds for the GDOE Early Childhood Education Program/Pre-Kindergarten Program b) **Guam Education Board Work Session and Board Resolution No. 2014-08 on Pre-K Program** Meeting Agenda on Sept 22, 2014 focusing on the goals, considerations for planning, impact on Head Start Program, Parents' and Mayors' Council involvement At this meeting, the GEB indicated support for the Pre-K Program and on the next GEB meeting approved Board Resolution No. 2014-08 approved on Sept 23,2014 c) **Pre-K Program Initiative Village Meetings** Letter to the Mayors' Council of Guam, Village Meetings with Community Member Input/Parent Input following a Powerpoint Presentation on the Vision, Goal, and Phase-In Plan, Village Meeting Talking Points, Pre-K Initiative Community Survey, and Sign-In Sheets for the ff. meetings: -Oct 22, 2014 at Ordot Chalan Pago Elem. School

-Oct 23, 2014 at Tamuning Elementary School
-Oct 24, 2014 at Harry Truman Elementary School
- Oct 30, 2014 at Wettengel Elementary School

d) **Pre-K Public Awareness Campaign**
-Newspaper clippings and ECE Video Series produced on Family Involvement, Teaching in a Multi-Cultural classroom, Appropriate Assessment for Early Childhood Education, and Developmentally Appropriate Instructional Practices

e) **GDOE Superintendent's Memorandum**
Memo submitted to the GEB Chairperson providing update on the Early Childhood Planning Committee discussions of the Board recommendations, including considerations for selecting the pilot schools.

2. Records of Pre-K planning meetings, sign-in sheets, agendas, and other notes

f) List of Monthly Meeting Dates, Agenda and Sign-In Sheets for each planning date

3. Statement of shared Pre-K vision and plan

g) GDOE State Strategic Plan School Readiness, which states on page 11, *"Supports efforts to implement a high quality pre-kindergarten program in all of our schools to promote early learning opportunities and school readiness in all children"*

In addition, Board Resolution No. 2014-08 approved on Sept 23, 2014 as exhibited in 1(d)

4. Dedicated funding for Pre-K

h) P.L. 33-29 identified the funds for Pre-K Pilot for SY2015-16
i) Expenses to date using GDOE funds

Guam Department of Education

Review of Instructional Standards, Curriculum and Assessments	**Proposed Methods**	**Evidence of Accomplishment**
1. Determine the degree to which standards, curricula, and assessments are aligned with one another. 2. Examine the degree to which aligned instructional tools are being implemented within and across classrooms. -	1. Document review of pre-K standards and assessment tools and classroom protocols 2. Classroom observations	**1. Documents indicate degree of alignment** j) ECE Program Alignment k) GDOE Standard Operating Procedures (SOP No.: 400-003) l) Pre-school Teaching and Learning Curriculum Standards Framework Guam Early Learning Guidelines Provide the Guiding Principles for ECE, Accommodations, Modifications m) Pilot Pre-K Progress Report (Student Assessment Progress) **n)** Contract for Curriculum Development with University of Guam **2. Implementation show degree of fidelity (as indicated in the classroom observation)** o) Classroom Observation – Finegayan Elementary School p) Classroom Observation – JQ San Miguel Elementary School q) Classroom Observation – LBJ Elementary School r) Classroom Observation – Marcial Sablan Elementary School
Environment of Learning	**Proposed Methods**	**Potential Indicators**
1. Determine the degree to which physical learning spaces are organized, managed, and supported to provide positive learning environments for learning.	1. Use the 14-points analysis, and GDOE facilities inspections in line with Goal 4 of the GDOE State Strategic Plan	**1. Ratings on all regulatory assessments; results of inspections that show compliance with minimum regulatory** standards s) 14 pts Reports completed by Office of Deputy Education Support and Community Learning (ESCL) t) The Contract for the four schools signed by the Governor in August 2015 for the four pilot schools. The following temporary classrooms were utilized from Oct. 15 to Dec. 16 Finegayan Elementary: Room #306 Note: Bathroom distance: 214 feet LBJ Elementary: Room#TK-3 (N/A) JQ San Miguel Elementary: Room#T-12 Note: Bathroom distance: 300 feet Marcial Sablan Elementary: Room #13 Note: Bathroom distance: 100 feet

Professional Development and Teacher Effectiveness	Proposed Methods	Evidence of Accomplishment
1. Identify effectiveness of teachers' professional development 2. Assess the effectiveness of teacher collaboration and teamwork to improve instruction	1. Survey of teachers, principals before and after professional development --- 2. Classroom observations 3. Document review of teacher logs	**Degree of fidelity of application of methods from professional development** u) Pilot Pre-Kindergarten Program Professional Development Schedule and Districwide Training on Early Education v) Contract with the University of Guam for the Conduct of Professional Development for Pre-Kindergarten Teachers, such as: Ages & Stages Assessment for Families Training conducted by UOG-CEDDERS and Training on IEP Process and Working with Children with Social/Emotional Needs Assessment for Early Childhood Education video was presented at the Lagu Kindergarten Professional Development day on Tuesday, October 6, 2015. (Found in Oct 2015 Progress Report) ECE Curriculum Development Training – Oct 2- 14, 2015. ECE Professional Development Training-Oct 10 – Nov 14, 201 As of November 2015 Early Childhood Education Training Series was completed with approximately forty-six (46) ECE teachers University of Guam (UOG) trained Pre-K teachers on "Food Friends and Mighty Moves" Program in October 2015 In June 2016, three of the pilot Pre-K teachers attended off-island training at the 2016 National Association for the Education of Young Children Professional Development Institute (_ Insert TA) Training in the Use of the Guam Early Learning Guidelines Monthly collaborative meetings with pre-K teachers were held, see 2(f) above Fidelity checked through Classroom Observations, see 2(q) above

Administrator Effectiveness	**Proposed Methods**	**Potential Indicators**
1. Identify the depth of administrators' involvement in the pre-K program 2. Determine how administrators support is perceived 3. Assess how administrators support the pre-K in their school	1. Survey or interview of administrators 2. Teachers self-reflection on administrator level of support and effectiveness	**Positive results on the survey of administrators, as corroborated by self- reflection reported by teachers** w) Monthly collaborative meetings with the school administrators of the four pilot schools were held (see attached agendas and sign-in sheets) The school administrators were present at the Prekindergarten Program Parent Orientation and provided support to the Prekindergarten Teachers during the Orientation to the families held on Oct 9, 2015.
Relative Support from Parents and Significant Others	**Proposed Methods**	**Potential Indicators**
1. Gauge the degree to which families and other supports perceive themselves to be active partners in the child's learning.	1.Survey of parents/other supports 2. Document analysis of evidence of parental involvement	**Degree of support as indicated in the surveys and documents** x) Prekindergarten Program Parent Orientation was held on Friday, October 9, 2015 at the four pilot schools. No major concerns voiced by parents. y) Contract with the University of Guam to facilitate the Family Engagement Conference held on Saturday, November 28, 2015 at the UOG School of Business and Public Administration Multipurpose Room z) Various Exhibits of Family Engagement Activities
Evaluation of the Effectiveness of Pre-K via Longitudinal Tracking	**Proposed Methods**	**Potential Indicators**
1. Follow through of Pre-K students as they progress from grade to grade within the GDOE system	1. Collection of student grades in English, Reading, and Math (classroom grades and statewide tests)2. At the very least, collection of attendance, discipline and other behavioral data3. Noteworthy achievements or school-related problems (if applicable)4. Results of Brigance tests (pre- and post, and through kinder)	1) Marks analysis in English, Reading and Math (cohort Grade 2) 2) Test results in the ACT Aspire (from Gr. 3) 3) At least attendance rate of 90% each grade level (from Gr 3) 4) No more than 15% discipline issues (from Gr 3, adjudicated) **5)** Other records of exceptional noteworthiness (from Gr. 3)

Planning, Collaboration among Key Stakeholders, Funding

Planning, Funding, and Collaboration Among Key Stakeholders	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the level of awareness, support, and responsibility for Pre-K	**1. Documents showing explicit responsibility for making and guiding decisions for Pre-K** **a) P.L. 33-29 signed on May 7, 2015** → Mandated the appropriation of start-up funds from the Territorial Educational Facilities Funds for the GDOE Early Childhood Education Program/Pre-Kindergarten Program	**Significantly Adequate**
	b) Guam Education Board Work Session and Board Resolution No. 2014-08 on Pre-K Program → Meeting Agenda on Sept 22, 2014 focusing on the goals, considerations for planning, impact on Head Start Program, Parents' and Mayors' Council involvement At this meeting, the GEB indicated support for the Pre-K Program and on the next GEB meeting approved Board Resolution No. 2014-08 approved on Sept 23,2014	**Significantly Adequate**
2. Determine that cross-sector mechanisms are inclusive, comprehensive and informed by population specific information	c) **Pre-K Program Initiative Village Meetings** → Letter to the Mayors' Council of Guam, Village Meetings with Community Member Input/Parent Input following a Powerpoint Presentation on the Vision, Goal, and Phase-In Plan, Village Meeting Talking Points, Pre-K Initiative Community Survey, and Sign-In Sheets for the ff. meetings: -Oct 22, 2014 at Ordot Chalan Pago Elem. School -Oct 23, 2014 at Tamuning Elem. School	**Significantly Adequate**

	-Oct 24, 2014 at Harry Truman Elementary School - Oct 30, 2014 at Wettengel Elementary School	
	d) Pre-K Public Awareness Campaign →	**More than Adequate**
	-Newspaper clippings, ECE Video Series produced on Family Involvement, Teaching in a Multi-Cultural classroom, Appropriate Assessment for Early Childhood Education, and Developmentally Appropriate Instructional Practices	
	e) GDOE Superintendent's Memorandum →	**Significantly Adequate**
	Memo submitted to the GEB Chairperson providing update on the Early Childhood Planning Committee discussions of the Board recommendations, including considerations for selecting the pilot schools.	
	2. Records of Pre-K planning meetings, sign-in sheets, agendas, and other notes →	**Significantly Adequate**
	f) List of Monthly Meeting Dates, Agenda and Sign-In Sheets for each planning date	
	3. Statement of shared Pre-K vision and plan →	**More than Adequate**
	g) GDOE State Strategic Plan School Readiness, which states on page 11, *"Supports efforts to implement a high quality pre-kindergarten program in all of our schools to promote early learning opportunities and school readiness in all children"* In addition, Board Resolution No. 2014-08 approved on Sept 23, 2014 as exhibited in 1(d)	
3. Assess the funding support for Pre-K program	**4. Dedicated funding for Pre-K**	
	h) P.L. 33-29 for Pre-K Pilot funds →	**More than Adequate**
	i) Expenses to date using GDOE funds	

EDDIE BAZA CALVO
Governor

RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam

MAY 1 2 2015

33-15-0452
Office of the Speaker
Judith T. Won Pat, Ed.D
Date: 05-13-15
Time: 1:50pm
Received By:

Honorable Judith T. Won Pat, Ed.D.
Speaker
I Mina'trentai Tres Na Liheslaturan Guåhan
155 Hesler Street
Hagåtña, Guam 96910

Dear Madame Speaker:

Transmitted herewith is Bill No. 66-33 (COR) **"AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION I OF PART I, CHATPER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* § 22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219"** which I signed into law on May 7, 2015, as **Public Law 33-29.**

2015 MAY 13 PM 2:25

Senseramente,

EDDIE BAZA CALVO

0452

P.O. Box 2950 • Hagatna, Guam 96932
Tel: (671) 472-8931 • Fax: (671) 477-4826 • governor.guam.gov • calendar.guam.gov
Eddie Baza Calvo @eddiebazacalvo @governorcalvo governorofguam

Doc. No. 34GE-17-0777.

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2015 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO *I MAGA'LAHEN GUÅHAN*

This is to certify that **Substitute Bill No. 66-33 (COR), "AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION 1 OF PART I, CHAPTER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* §22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219,"** was on the 1st day of May 2015, duly and regularly passed.

Judith T. Won Pat, Ed.D.
Speaker

Attested:

Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 4th day of May, 2015, at 8:15 o'clock P.M.

Assistant Staff Officer
Maga'lahi's Office

APPROVED:

EDWARD J.B. CALVO
I Maga'lahen Guåhan

Date: MAY 07 2015

Public Law No. 33-29

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2015 (FIRST) Regular Session

Bill No. 66-33 (COR)
As substituted by the Committee on Appropriations
and Adjudication; and amended on the Floor.

Introduced by: B. J.F. Cruz
T. C. Ada
V. Anthony Ada
Frank F. Blas, Jr.
FRANK B. AGUON, JR.
James V. Espaldon
Brant T. McCreadie
Tommy Morrison
T. R. Muña Barnes
R. J. Respicio
Dennis G. Rodriguez, Jr.
Michael F.Q. San Nicolas
Mary Camacho Torres
N. B. Underwood, Ph.D.
Judith T. Won Pat, Ed.D.

AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION 1 OF PART I, CHAPTER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* §22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Section 2(II)(AF) of Chapter I of Public Law 32-181 is hereby *amended* to read as follows:

"AF. Territorial Educational Facilities Fund $31,200,000"

Section 2. Section 1 of Part I, Chapter II of Public Law 32-181 is hereby *amended* to read as follows:

"**Section 1. Appropriation.** Pursuant to §§ 52101 and 52102 of Chapter 52, Division 2 of Title 11 GCA, the sum of Two Hundred Thirty Three Million Five Hundred Nineteen Thousand Seven Hundred Sixty Two Dollars **($233,519,762)** is appropriated to the Guam Department of Education (GDOE) Operations Fund for Fiscal Year 2015. This sum is composed of Two Hundred Million Twenty Five Thousand Two Hundred Fifty Three Dollars **($200,025,253)** from the General Fund (including advanced appropriations from P.L. 32-068), and Thirty Three Million Four Hundred Ninety Four Thousand Five Hundred Nine Dollars **($33,494,509)** from the Public Library Resources Fund, the Territorial Educational Facilities Fund (including the continuing appropriation in P.L. 32-63, as amended by P.L. 32-120), the Healthy Futures Fund, and the School Lunch/Child Nutritional Meal Reimbursement Fund. This appropriation *shall* be expended in accordance with the cash disbursement schedules required by §52101(b) of Chapter 52, Title 11 GCA, and in accordance with the object class allocations outlined below:

PERSONNEL OBJECT CATEGORIES (111 to 115)	$196,554,840
OPERATIONS OBJECT CATEGORIES (220 to 450)	$36,964,922
TOTAL	**$233,519,762**
SUMMARY OF APPROPRIATION FUNDING SOURCE	
GENERAL FUND	$200,025,253
TERRITORIAL EDUCATIONAL FACILITIES FUND	$20,599,017

PUBLIC LIBRARY RESOURCES FUND		$839,429
HEALTHY FUTURES FUND		$891,754
SCHOOL LUNCH/CHILD NUTRI. MEAL REIMB. FUND		$11,164,309
TOTAL		**$233,519,762"**

Section 3. A new Section 17 is hereby *added* to Part I, Chapter II of Public Law 32-181 to read:

"**Section 17.** The sum of Two Million Eighty Five Thousand Ninety Nine Dollars **($2,085,099)** is hereby appropriated from the Territorial Educational Facilities Fund (including the continuing appropriation in § 22425(q)(8), Chapter 22, Title 5 GCA) to the Guam Department of Education (GDOE).

(a) Early Childhood Education Program Start-up Funding. The sum of Nine Hundred Eighty Two Thousand Five Hundred Ninety Three Dollars **($982,593)** *shall* be allocated from the Territorial Educational Facilities Fund (including the continuing appropriation in § 22425(q)(8), Chapter 22, Title 5 GCA) in this Section to the GDOE for the Early Childhood Program Fund (created pursuant to § 22425(q)(7), Chapter 22, Title 5 GCA) for the *sole* purpose of funding an Early Childhood Education Program and the development and implementation of the Pre-Kindergarten Program in four (4) public schools identified by the Department to pilot such a program. This allocation *shall not* be subject to transfer by *I Maga'lahen Guåhan* or GDOE. A breakdown of the appropriation in this Section is as follows:

PERSONNEL OBJECT CATEGORIES (111 to 115)	$165,861
OPERATIONS OBJECT CATEGORIES (220 to 363)	$84,473
CAPITAL OUTLAY (450)	$732,259
TOTAL	**$982,593**

(b) The sum of One Million One Hundred Two Thousand Five Hundred Six Dollars **($1,102,506)** *shall* be allocated from the Territorial Educational Facilities in this Section to the GDOE for additional funding for its operations as a result of the enactment of Public Law 32-219.

(c) The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood Education pilot program over a period of three (3) years. The evaluation results *shall* be submitted annually to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

Section 4. §22425(q) of Article 4, Chapter 22, Title 5, Guam Code Annotated, (not including §§ 22425(q)(1) through 22425(q)(12)) is hereby *amended* to read:

"(q) Notwithstanding any other provision of law, any additional real property tax revenues above the amount of Twenty Million Seven Hundred Fifty Five Thousand Seven Hundred Ten Dollars **($20,755,710)** (the average of the actual collections of real property taxes between Fiscal Years 2012 and 2014) is hereby continuously appropriated annually, *not to exceed* Eight Million Five Hundred Thousand Dollars **($8,500,000)**, from the Territorial Educational Facilities Fund in the amounts and for the purposes set forth in this Subsection:"

Section 5. Effective Date. This Act *shall* take effect upon its enactment.

Section 6. Severability. If any provision of this Act or its application to any person or circumstance is held invalid, the invalidity *shall not* affect other provisions or applications of this Act which can be given effect without the invalid provision or application and to this end the provisions of this Act are severable.

Here you go!
---------- Forwarded message ---------
From: Jeremy J. Rojas <jjrojas@gdoe.net>
Date: Fri, Jun 26, 2015 at 4:17 PM
Subject: P.L.33-29
To: "Eloise R. Sanchez" <esanchez@gdoe.net>

Hi Eloise,

P.L. 33-29 excerpt as requested.

(c) The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood Education pilot program over a period of three (3) years. The evaluation results *shall* be submitted annually to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

Thanks,

Jeremy J. Rojas
Management Analyst IV
Financial Affairs
Guam Department of Education
500 Mariner Ave.
Barrigada, Guam 96913
671-300-1572

FOR 2016 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
125 EARLY CHILDHOOD ED. PROGRAM							
011100 REGULAR SALARIES	0	0	0	236,452.72	.00	-236,452.72	100.0%
012100 BENEFITS	0	0	0	92,423.82	.00	-92,423.82	100.0%
023022 MAINTENANCE-SCHOOLS	0	0	0	2,799.00	2,201.00	-5,000.00	100.0%
025007 CLASSROOM EQUIPMENT	0	32,854	32,854	32,498.04	.00	355.96	98.9%
045001 BUILDING IMPROVEMENT	0	513,260	513,260	513,157.37	102.65	.00	100.0%
TOTAL EARLY CHILDHOOD ED. PROGRAM	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%
GRAND TOTAL	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%

** END OF REPORT - Generated by KRISTIN A. ROMERO **

FOR 2016 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
125 EARLY CHILDHOOD ED. PROGRAM							
011100 REGULAR SALARIES	0	0	0	236,452.72	.00	-236,452.72	100.0%
012100 BENEFITS	0	0	0	92,423.82	.00	-92,423.82	100.0%
023022 MAINTENANCE-SCHOOLS	0	0	0	2,799.00	2,201.00	-5,000.00	100.0%
025007 CLASSROOM EQUIPMENT	0	32,854	32,854	32,498.04	.00	355.96	98.9%
045001 BUILDING IMPROVEMENT	0	513,260	513,260	513,157.37	102.65	.00	100.0%
TOTAL EARLY CHILDHOOD ED. PROGRAM	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%
GRAND TOTAL	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%

** END OF REPORT - Generated by KRISTIN A. ROMERO **

GUAM DEPARTMENT OF EDUCATION

Balance Sheet
Governmental Funds
September 30, 2016

ASSETS	General	Special Revenue Federal Grants Assistance	Total
Cash and cash equivalents	$ 6,288,979	$ 6,506,889	$ 12,795,868
Receivables from federal agencies	-	4,030,472	4,030,472
Due from primary government	1,715,836	-	1,715,836
Prepayments and other assets	323,390	33,088	356,478
Due from other funds	-	441,182	441,182
Restricted assets:			
Cash and cash equivalents	224,667	-	224,667
Investments	145,179	-	145,179
Total assets	$ 8,698,051	$ 11,011,631	$ 19,709,682
LIABILITIES AND FUND BALANCES (DEFICIT)			
Liabilities:			
Accounts payable	$ 13,833,342	$ 2,962,745	$ 16,796,087
Accrued payroll	7,084,184	1,351,365	8,435,549
Other liabilities and accruals	3,027,043	1,188,113	4,215,156
Payable to federal agencies	-	5,509,408	5,509,408
Due to other funds	441,182	-	441,182
Total liabilities	24,385,751	11,011,631	35,397,382
Fund balances (deficit):			
Restricted	369,846	-	369,846
Unassigned	(16,057,546)	-	(16,057,546)
Total fund balances (deficit)	(15,687,700)	-	(15,687,700)
Total liabilities and fund balances (deficit)	$ 8,698,051	$ 11,011,631	$ 19,709,682

See accompanying notes to financial statements.

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GUAM DEPARTMENT OF EDUCATION

Statement of Revenues, Expenditures and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2016

	General	Special Revenue Federal Grants Assistance	Total
Revenues:			
Appropriations	$ 251,604,222	$ 7,100,000	$ 258,704,222
Federal grants and contributions	425,584	55,363,353	55,788,937
Cafeteria sales	199,734	-	199,734
Fees and other program receipts	1,142,086	275,380	1,417,466
Total revenues	253,371,626	62,738,733	316,110,359
Expenditures:			
Elementary Education	77,287,191	25,947	77,313,138
Secondary Education	87,447,562	1,099,642	88,547,204
Direct Student Support	17,470,370	52,597,200	70,067,570
General Administration	39,873,001	1,915,944	41,788,945
Retiree healthcare benefits	12,356,785	-	12,356,785
Guahan Academy Charter School	3,300,000	-	3,300,000
iLearn Academy Charter School	2,475,000	-	2,475,000
Debt service:			
Lease payment	14,969,647	7,100,000	22,069,647
Capital projects:			
Capital lease acquisition	4,947,008	-	4,947,008
Total expenditures	260,126,564	62,738,733	322,865,297
Deficiency of revenues under expenditures	(6,754,938)	-	(6,754,938)
Other financing sources:			
Capital leases	4,947,008	-	4,947,008
Total other financing sources (uses), net	4,947,008	-	4,947,008
Net change in fund balances (deficit)	(1,807,930)	-	(1,807,930)
Fund balances (deficit) at beginning of year	(13,879,770)	-	(13,879,770)
Fund balances (deficit) at end of year	$ (15,687,700)	$ -	$ (15,687,700)

See accompanying notes to financial statements.

GUAM DEPARTMENT OF EDUCATION

Combined Statements of Revenues, Expenditures By Account and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2016
(With Comparative Totals for the Year Ended September 30, 2015)

	2016			2015		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	$ 251,604,222	$ 7,100,000	$ 258,704,222	$ 250,160,165	$ 7,100,000	$ 257,260,165
Federal grants and contributions	425,584	55,363,353	55,788,937	554,293	57,498,496	58,052,789
Cafeteria sales	199,734	-	199,734	231,703	-	231,703
Fees and other program receipts	1,142,086	275,380	1,417,466	737,812	302,965	1,040,777
Total revenues	253,371,626	62,738,733	316,110,359	251,683,973	64,901,461	316,585,434
Expenditures:						
Salaries and wages	133,712,681	24,728,034	158,440,715	131,651,314	24,916,493	156,567,807
Benefits	47,315,423	8,836,059	56,151,482	48,668,658	9,752,984	58,421,642
Capital lease	14,969,647	7,100,000	22,069,647	17,725,162	7,100,000	24,825,162
Contractual	16,287,607	5,643,018	21,930,625	12,906,493	5,818,169	18,724,662
Food management contract	6,635,536	9,565,501	16,201,037	4,338,028	11,261,867	15,599,895
Retiree healthcare benefits	12,356,784	-	12,356,784	11,182,542	-	11,182,542
Power	10,036,742	958,475	10,995,217	12,386,102	-	12,386,102
Capital lease acquisition	4,947,008	-	4,947,008	-	-	-
Supplies	1,157,230	2,261,268	3,418,498	1,012,054	1,245,485	2,257,539
Guahan Academy Charter School	3,300,000	-	3,300,000	3,335,910	-	3,335,910
Water	3,096,861	-	3,096,861	2,807,902	-	2,807,902
iLearn Academy Charter School	2,475,000	-	2,475,000	1,459,638	-	1,459,638
Equipment	1,439,987	739,902	2,179,889	922,478	2,581,393	3,503,871
Capital outlay	967,973	806,553	1,774,526	1,155,133	108,235	1,263,368
Indirect costs	-	1,223,268	1,223,268	-	732,733	732,733
Travel	453,156	760,384	1,213,540	566,135	689,037	1,255,172
Library books and equipment	493,721	3,120	496,841	138,303	-	138,303
Phone	328,486	-	328,486	385,560	-	385,560
Fuel	133,223	-	133,223	186,458	-	186,458
Textbooks	13,152	113,133	126,285	163,242	695,047	858,289
Interest and penalties	-	-	-	247,042	-	247,042
Miscellaneous	6,347	18	6,365	113,661	18	113,679
Total expenditures	260,126,564	62,738,733	322,865,297	251,351,815	64,901,461	316,253,276
Excess (deficiency) of revenues over (under) expenditures	(6,754,938)	-	(6,754,938)	332,158	-	332,158
Other financing sources:						
Capital lease	4,947,008	-	4,947,008	-	-	-
Net change in fund balances (deficit)	(1,807,930)	-	(1,807,930)	332,158	-	332,158
Fund balances (deficit), beginning of year	(13,879,770)	-	(13,879,770)	(14,211,928)	-	(14,211,928)
Fund balances (deficit), end of year	$ (15,687,700)	$ -	$ (15,687,700)	$ (13,879,770)	$ -	$ (13,879,770)

See Accompanying Independent Auditors' Report.

DRAFT COPY FOR DISCUSSION
PURPOSES ONLY 02/03/2017

GUAM EDUCATION BOARD
RESOLUTION NUMBER 2014-08

Introduced by: **Guam Education Board Members**

RELATIVE TO SUPPORTING THE IMPLEMENTATION OF A PRE-KINDERGARTEN PROGRAM WITHIN THE GUAM DEPARTMENT OF EDUCATION.

WHEREAS, quality pre-kindergarten programs prepare children to do their best by nurturing their social-emotional, cognitive, and physical development; enhancing their self-confidence; and fostering a lifelong desire to learn; and

WHEREAS, ensuring access to quality pre-kindergarten for 4-year-olds whose parents choose to send them has proven to be one of the soundest educational investments the public can make, providing demonstrated, significant, long-term savings on the costs of special education, grade retention, welfare and crime; and

WHEREAS, during their K–12 years and beyond, children who attend quality preschool perform better on standardized achievement tests in reading and math; exhibit more positive behaviors in the classroom; are more likely to graduate from high school, continue their education and be more prosperous as adults; and

WHEREAS, quality preschool programs should be funded adequately in order to assure adherence to established standards of quality and to attract and keep certified Early Childhood Education professionals and compensate them at levels comparable to those in the Guam Department of Education's K-12 system; be inclusive of children with special needs; be offered in culturally, ethnically and linguistically appropriate settings; be clearly articulated with the K-12 system and programs serving younger children; be linked to full-day, affordable early care and education programs to meet the needs of working families; and be subject to research-based evaluation to assure desired outcomes for children;

WHEREAS, during the SY2014.2015, the Guam Department of Education will begin planning for the phase-in program commencing SY2015.2016 through a pilot of a full-day Pre-Kindergarten Program in four elementary schools (one classroom at each school in the Haya, Kattan, Luchan and Lagu districts);

NOW, THEREFORE, BE IT RESOLVED that the Guam Education Board of the Guam Department of Education supports state, local, and federal efforts to invest in voluntary, high-quality Pre-Kindergarten for 4-year-olds; and

BE IT FURTHER RESOLVED that the Guam Education Board will work with a broad spectrum of community members and policy makers to increase voluntary access to high-quality Pre-Kindergarten for 4-year-olds in a variety of settings, including schools, child care centers, Head Start programs and family child care homes.

DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD ON THIS 23TH DAY OF SEPTEMBER 2014.

Jose Q. Cruz, Ed.D.
Chairman, Guam Education Board

Jon J.P. Fernandez
Executive Secretary, Guam Education Board

GEB SubCommittee Curriculum, Special Education & Textbook Worksession –September 22, 2014

Facilitate Four Regional Meetings:

Haya
Kattan
Luchan
Layu

GEB SubCommittee Curriculum, Special Education & Textbook Worksession –September 22, 2014

Present: Dr. Jose Cruz, Lou Benavente, Supt., Joe Sanchez, Taling Taitano,

ECE Planning Committee: Eloise Sanchez, Cathy Schroeder, Evangeline Iglesias, Olivia Peterson, and Jody Sablan (Intern with Vangie Iglesias) not present: Cathy Tydingco

---

Presentation: Pre-Kindergarten Program

- Superintendent Fernandez opened with the definition of Universal Pre-Kindergarten. He indicated that the $5 million in the Governor's budget, which shifted. The end result was a $3.5 million appropriate for the Pre-Kindergarten Program. The FY2015 Budget for Public Health now allocates $75,000.00 for planning, implementing a Universal Preschool Program over a period of 6th months. Superintendent recommends that the $1.5 million be allocated for the hiring of a SPC be hired for the Early Childhood Program to address PreK to 3rd Grade levels, hiring of teacher personnel, contractual services, and capital outlay. Using the $1.5 to establish the foundation for the formal adoption of the Pre-Kindergarten Standards, Assessments, etc. The need to ensure an outreach program for the awareness of the PreKindergarten Program.
- Joe Sanchez commented that there is a need to move forward in the implementation for the PreKindergarten Program with the current plan.
- Mary Gutierrez is requesting a list of schools with an inventory of schools for pilot: availability
- Joseph Sanchez stated that there hasn't been set guidance on the direction from the legislation. However, the Department is interested in a Pre-Kindergarten Program. He further read, pg. 37 of the FY2015 Budget Law. He indicated that there would be a plan to include four classrooms per school for the next five to six years.
- NASBE – get the new version 2011
- Establish a criteria through evidence of a plan
- Mrs. Gutierrez asked with Bus Operation? Utilities?
- Dr. Cruz (Question? Issue? Rating?) – Stronger data (School Readiness, DOI)
- Mrs. Gutierrez asked about the impact on the Head Start Program
- Eligibility of the Students – Identify the
- Get with Parent Representative/Mayor's Council
- Board supports the Pre-Kindergarten Report
- Motion will be made that the Board will endorse the Pre-Kindergarten Program.
    - Give general directions from the Department to address

Debriefing with the Joe Sanchez –

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
500 Mariner Avenue Barrigada, Guam 96913
Telephone: (671)475-0457 or 300-1547/1536•Fax: (671)472-5001
Email: jonfernandez@gdoe.net

JON J.P. FERNANDEZ
Superintendent of Education

FILE COPY

October 7, 2014

Honorable Judith T. Won Pat, Ed. D
Speaker
I Mina'trentai Dos na Liheslaturan Guahan
155 Hesler Place
Hagåtna, GU 96910

Re: Relative to supporting the implementation of the Pre-Kindergarten Program within the Guam Department of Education.

Håfa Adai Speaker Won Pat,

Attached please find Guam Education Board Resolution ("GEB") No. 2014-08 relative to supporting the implementation of the Pre-Kindergarten Program within the Guam Department of Education adopted by the GEB on September 23, 2014.

If you have any questions or concerns, please feel free to contact the Deputy Superintendent of Curriculum and Instruction, Joseph Sanchez at jsanchez@gdoe.net or 300-1635. Thank you for your continued support of the Department.

Senseramente,

JON J.P. FERNANDEZ

Attachment

cc: Chairman and Members, Guam Education Board
Deputy Superintendent, Curriculum and Instruction

Office of the Speaker
Judith T. Won Pat, Ed.D

Date: 10.10.14
Time: 3:46pm
Received By:

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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Email: jonfernandez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

October 17, 2014

RECEIVED
OCT 17 2014
MAYORS' COUNCIL
OF GUAM

Mr. Angel R. Sablan,
Executive Director
Mayor's Council of Guam
P.O. Box 786
Hagatna, Guam 96932

RE: Department of Education's Pre-Kindergarten Initiative

Dear Mr. Sablan,

Hafa Adai! The Department of Education is working to develop a Prekindergarten Program Initiative in all the public elementary schools. The first stage of this initiative is to pilot it in one classroom in four elementary schools beginning SY2014.2015.

The Prekindergarten Program will support and enhance young children's development through a high-quality early learning experience, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators. To address this major goal, an Early Childhood Education (ECE) Planning Committee, which consists of representatives from the Head Start Program, Division of Curriculum & Instruction, Special Education, Elementary Schools, and the Business Office, is focusing on four critical areas during its planning stages: Curriculum Development, Program Development, Resource Development and Infrastructure.

In support of this initiative, there will be a series of presentations for the community on the Pre-Kindergarten Program, which will be held at the four regions: Lagu, Kattan, Luchan, and Haya to share information to the public about the rollout plan for the Pre-Kindergarten Program and its benefits for the community. Community members will also be able to provide feedback on the plan. The schedule for the village meetings are as followings:

No.	District	School	Date/Time
1	Kattan	Ordot Chalan Pago Elementary School	Wednesday, October 22, 2014 6 p.m. – 8 p.m.
2	Luchan	Tamuning Elementary School	Thursday, October 23, 2014 6 p.m. – 8 p.m.
3	Haya	H.S. Truman Elementary School	Friday, October 24, 2014 6 p.m. – 8 p.m.
4	Lagu	Wettengel Elementary School	Thursday, October 30, 2014 6 p.m. – 8 p.m.

The Department recognizes the importance of partnering with our Mayors to ensure that the message regarding the village meetings are disseminated to the community. As such, we would respectfully request the assistance from the Mayors' Council on this educational initiative over the next several months to include assistance with public relations, family outreach, and increasing awareness through the Mayors' websites. This partnership will continue to help the Department to carry out a seamless implementation to prepare four-year olds for kindergarten and to build a strong foundation for continued educational success in their lives.

If you have any questions, please let us know.

Si Yu'us Ma'ase.

Sincerely,

JONA P. FERNANDEZ

RECEIVED
OCT 17 2014
MAYORS' COUNCIL
OF GUAM

Cc: Deputy Superintendent, C&II
Deputy Superintendent, ES&CL

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

Pre-Kindergarten Program Initiative Village Meetings

Wed., October 22nd , Ordot Chalan Pago Elementary School
Thurs., Oct. 23rd, Tamuning Elementary School
Fri., Oct. 24th, HS Truman Elementary School
Thurs., October 30th, Wettengel Elementary School
6:00 p.m. – 8:00 p.m.

TALKING POINTS

1. Audience – There will be approximately 50 community members to include families who may participate at the village meetings held at the elementary schools. Participants may also include central office staff, school administrators and teachers who may want to receive more information on the Pre-Kindergarten Program Initiative during the four day presentations.

2. Pre-Kindergarten implementation at the National Level – The Pre-Kindergarten Program is aligned to President Obama's comprehensive early learning agenda which will invest in and strengthen early childhood education, care, and development for our nation's youngest learners. Numerous studies have also shown that such an investment in a child's early learning years will reduce the need to spend on other services such as remedial education, grade repetition, and special education.

3. The Pre-Kindergarten Program Initiative within the district level – On September 23, 2014, the Guam Education Board passed Resolution No. 2014-08 to support the implementation of the Pre-Kindergarten Program recognizing that quality pre-kindergarten program prepare children to do their best by nurturing their social-emotional, cognitive, and physical development; enhancing their self-confidence; and fostering a lifelong desire to learn.

The Early Childhood Education (ECE) Planning Committee's first task is to identify the pilot schools from the four regions: Haya, Kattan, Luchan and Lagu. The second task is to evaluate the current infrastructure to ensure that it is appropriate for the learning environment of young children. The third and fourth tasks will include the development of a prekindergarten curriculum, which will include early learning standards and the Early Childhood Education Professional Development for the current K-3 teachers in preparation for the hiring of the prekindergarten teachers for next school year.

The Department recognizes that the ***benefit*** of this initiative is critical in preparing four-year olds for kindergarten and the need to build a strong foundation for continued educational success. Further, the initiative will also provide each child enrolled the opportunity to perform better in school. The program is also aimed to include high literacy standards, as well as, developmentally appropriate practices for young children.

As the Department prepares for the implementation of a voluntary Prekindergarten Program (a voluntary prekindergarten program which allow families to have the option to enroll their four year children in public prekindergarten program), it is critical to engage in partnerships with our institutions of higher education to provide the essential training of high-quality Early Childhood Education Professional Development both at the pre-service and in-service level. It also critical that as the phases of implementation continues that the networking amongst the various Early Childhood Program service providers are engaged to assist the department in further enhancing and strengthening the services to all young children.

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting
Ordot Elementary School
October 22, 2014

Print Name	Signature	Email Address	Phone No.
Rebecca T. Barcinas		rbarcinas96@gmail	777-0330 / 989-9679
Evangelina Iglesias		eiglesias@gdoe.net	632-7770
Jodi Sablan		jbsablan@gdoe.net	687-5819
Cathy Tydingco		cbtydingco@gdoe.net	300-1329
Marissa Flores	M. Flores	mgflores@gdoe.net	472-7891 / 688-1087
Steven Paryliman		svparyeliman@gdoe.net	472-6785
Jeremy Rojas		jjrojas@gdoe.net	300-1892
Jason Ted Taotao		jason4families@gmail.com	648-3474/6
Evelyn Claros	for	evelyn4families@gmail.com	
Mary Taimanao		mytai49@hotmail	687 4882
Bephany Muna		bephanymuna@ymail.com	688-9663 / 472-0078
IGNACIO TOK			707.9199
Lou Benavente			
Vince Lem Guerrero		vincent.lemguerrero@guam.gov	688-3091
Dr. Rebecca G. Perez		rgperez@gdoe.net	477-9645

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting
Tamuning Elementary School
October 23, 2014

Print Name	Signature	Email Address	Phone No.
Katie Feguman		katie.blueboy@yahoo.com	486-4342
Zina Santos		zing671@yahoo.com	777-6218
Jodi Sablan		jbsablan@gdoe.net	6075649
Jen Punongbayan		JKpunongbayan@gdoe.net	646-5046
Cathy Sayama		cmsayama@gdoe.net	646-5046
James Mastriz		gca@teleguam.net	647-4840
BARBARA CAYABYAB		bmcayabyab@gdoe.net	646-5046
ANTHON EDWARD		aceedward@gdoe.net	787-8355
Ramon Junior		zunerz@gmail.com	929-2346
CARMEL AGUON		carmelaguon@gmail.com	689-9451
MARICOR AMANDE		mmamande@gdoe.net	477-9370 ext. 1
Lisa Pangelinan		kokozmamachicha@gmail.com	cell 192 / 878-2555

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting

Tamuning **Elementary School**

October 23, 2014

Print Name	Signature	Email Address	Phone No.
Katie Feaugur		katie.blueboy@yahoo.com	486-4342
Evangeline E. Iglesias		eiglesias@gdoe.net	632-7770
Cathy Tydingco		CBTydingco@gdoe.net	300-1329
Jodi Sablan		jbsablan@gdoe.net	687-5649

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting

Harry S. Truman **Elementary School**

October 24, 2014

Print Name	Signature	Email Address	Phone No.
~~Kara Afoigue~~			
MARIE Delfin		weedelfin@yahoo.com	565-9801
Denise Afoigue	Denise Afoigue	dafoigue66@yahoo.com	727-0985
Theresa Rojas		Checkguamfreefone@hotmail.com	788-2331
Joleen Fejeran		joleenfejeran@gmail.com	687 0336
John Castro (CLTES)		jscastro@gdoe.net	472-4245
Christina Terlaje		casterlaje@gdoe.net	565-5190
Omar Flores		typhoonaman@yahoo.com	688-6084
Jolynn Meno Flores		jgbmeno@gmail.com	482-6003
GAGARIN, A.		aagagarin@gdoe.net	300-1623/24

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting
Wettengel Elementary School
October 30, 2014

Print Name	Signature	Email Address	Phone No.
Gwen Conner		gwenmie470@gmail.com	929-4348
Ricky Mendoza		rickymendoza2485123@gmail.com	989-26[illegible]
Chris Flickinger		chrisflickinger86@hotmail.com	487-198
Jessica San Nicolas		sharica-200@yahoo.com	969-9771
Fina Cruz		Fina_Cruz@yahoo.com	998-0781
Maxina M Thol		tmaxie.ak1@gmai	988-3479
Jenny Franco		jayar05@yahoo.com	988-3173
Norma Mafnas		normafnas@gdoe.net	632-7770/637-5492
Pauline Woodrome		cruzwoodrome07@yahoo	~~787~~ 747-6729
Anthony Woodrome		tonypaul575@yahoo	747-6729
Cecilia Mitmang	Cecilia Mitmang	cmpalacios@gdoe.net	787-0904
			489-1691/633-7962

Guam Department of Education

Pre-Kindergarten Initiative Village Meeting
Wettengel Elementary School
October 30, 2014

Print Name	Signature	Email Address	Phone No.
ORLANDO LEGASPI	Orlando Legaspi	—	637-0571
Thomas B. Manibusan	Manibusan	—	(671) 632-0069
Jodi Sablan		jbsablan@gdoe	(671) 687-5649
Evangeline Iglesias		eiglesias@gdoe.net	632-7770
Elias Tzialis		etzialis.pic@gdoe.net	637-7770

Pre-K Initiative Survey Date:

Question	Response
Do you have a child that may be able to attend a Pre-K program next school year? If so, what school would your child attend if he/she was enrolled into Pre-K?	
Why would a piloted Pre-Kindergarten be necessary in your community?	
What criteria WOULD BE most essential when selecting a Pre-K site?	
What criteria WOULD BE most essential when selecting a Pre-K student?	
What challenges would you foresee in the implementation of a Pre-Kindergarten Program?	
Comments	



Agenda

I. Sign - In
II. Welcoming Remarks
III. Pre-Kindergarten Initiative
   A. Vision
   B. Goal of the Pre-Kindergarten Program
   C. Phase-In Plan
IV. Community Member/Parent Input
V. Community Survey

Department of Education's Vision

"Every student: Responsible, Respectful and Ready for Life"

Pre-Kindergarten Program Initiative

GOAL

The major goal of the district Pre-Kindergarten Program is to provide a high-quality early learning experience for young children, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators.

What is the Pre-Kindergarten Initiative?

Phase-In Plan
Expand Pre-Kindergarten Services



Variables that may determine Site Selection

- Availability of Pre-Kindergarten at School Site
- Availability of facilities at school site
- High Population of Students with low Socioeconomic Status
- Community Input

Pre - Kindergarten Program Student Selection Process

- **Volunteer**
- **Lottery**

Student Requirement

- Child must be from the pilot school's district.
- Child must be four (4) years of age by July 31st.

Community Member/Parent Input Survey

Si Yu'us Ma'ase

GDOE holds first community pre-K meeting

By Louella Losinio
louella@mvguam.com
Variety News Staff



Marissa Flores, with her children Marissa Jean Flores, 3, and Theo Vincent Flores, 9, attend last night's Kattan district regional meeting for the proposed pre-kindergarten program which the Guam Department of Education plans to implement in school year 2015-2016. Matt Weiss / Variety

COMMUNITY stakeholders from the Kattan district last night participated in a regional meeting for the proposed pre-kindergarten program which the Guam Department of Education plans to implement in school year 2015-2016.

The meeting was held at Ordot-Chalan Pago Elementary School.

Joseph Sanchez, GDOE deputy superintendent for Curriculum and Instructional Improvement, presented the proposed program to parents last night.

According to Sanchez, the first task is to identify the pilot schools from the four regions: Haya, Kattan, Luchan, and Lagu. Another task is to evaluate the infrastructure to ensure it is appropriate for a children's learning environment.

He said the other tasks include the development of a pre-kindergarten curriculum.

The curriculum will include early learning standards and the Early Childhood Education professional development for the current kindergarten through 3rd grade teachers in preparation for the hiring of the pre-K teachers for the next school year.

The plan, according to Sanchez, is to add four classes each year in other elementary schools after the pilot year.

According to GDOE, Year One (school year 2014-2015) will be for planning and preparing for the first piloted prekindergarten classes. Meanwhile, Year Two (2015-2016) will be for the implementation of the four piloted pre-K classrooms. Finally, from Years Three to Six (2016-2020), GDOE would be exploring a possible increase in the number of pre-K classrooms.

Sanchez said GDOE will set an 18-student cap per region for the first year of implementation. There will be two basic requirements, the child must be from the pilot school's district and the child must be 4 years old by July 31.

Survey

A community member/parent input survey was distributed to the attendees with questions that included: Do you have a child that may be able to attend a pre-K program next school year? If so, which school would your child attend?

GDOE also asked the community's input on why a piloted prekindergarten is necessary in the community, the criteria for selecting a pre-K site and potential challenges in the implementation of the prekindergarten program.

"There appears to be overwhelming agreement that pre-K and Early Childhood Education is important. It is not only research-proven but we also see that there are a lot of families that are interested to see that this goes out," Sanchez said.

GDOE has been working to further strengthen and expand its current Early Childhood Education programs. The development of various services include expanding preschool opportunities for 4-year-olds.

The Ordot-Chalan Pago meeting was the first of four meetings that GDOE will be conducting to gather input on the program. Today and Friday, from 6 to 8 p.m., meetings will be held at Tamuning Elementary School and H.S. Truman Elementary School, respectively.

The last meeting, for the Lagu district, will be held next week, Oct 30, Thursday at Wettengel Elementary School.

Doc. No. 34GL-17-0777.

Protest

bid concerning the Dededo diesel and CT plants.

In an email to GPA on Aug. 12, IP&E filed an agency protest with GPA challenging the award methodology, claiming it submitted the overall lower cost bid was only awarded the contract for the Tenjo location.

GPA denied the protest via a letter to IP&E dated Aug. 15.

Appeal to OPA

Last week, IP&E elevated the case to the OPA, arguing that GPA's denial of its protest is incorrect and that the OPA should direct the award of the overall contract to IP&E.

In its appeal, IP&E cited the bidding provision which states that "GPA will award the contract to the bidder whose proposal yields the lowest overall contract per base year period."

In its response to the IP&E protest, GPA argued it may make multiple awards based on Section 2.13 which states that the "contract will be awarded in whole or in per plant location to the bidder evaluated as being qualified and with the best-price proposal."

Based on GPA's bid abstract, the IP&E bid for all sites was $16.9 million while the other bid amount was $17 million. IP&E argued its overall contract price was $147,600 lower than the other bidder per year and $442,800 lower over the term of the contract.

IP&E claims the IFB did not provide for the award of multiple contacts.

IP&E argued that had GPA intended to make multiple awards, it should have explicitly provided for this in the IFB as this would have impacted the bidders' pricing strategy – thus prompting IP&E's position that GPA should have awarded them the entire contract.

The company is asking the OPA to suspend the awarding of the contract until its protest is resolved.

HOLD YOUR NEXT FUNDRAISER AT

GDOE kick-starting preparations for pre-K program

By Louella Loomis
Louella@mvguam.com
Variety News Staff

THE Guam Department of Education is starting preparations to implement a voluntary pre-kindergarten program in all 26 public elementary schools by 2020 as mandated by law.

GDOE's pre-kindergarten program will expand services beyond the existing Head Start and Gifted and Talented Education Preschool programs over the next five years.

"We know that the research shows investing in early learning yields substantial results for children," said Jon Fernandez, GDOE superintendent. "For that reason, I want to thank Gov. (Eddie) Calvo for beginning the discussion and earmarking a level of funding and the legislature for supporting this important expansion."

GDOE intends to use the current school year as a planning year for the program. By school year 2015-2016, the department hopes to start adding pre-K classrooms in the four education regions of the island.

According to GDOE, this phased-in approach will ensure schools have the right facilities, with sufficient demand from the community, and a high-quality program that will prepare children for kindergarten.

The department projects that about 1,000 pre-kindergarten students will be served by the program once fully implemented in each of the public elementary schools.

GDOE has identified several steps toward the establishment of the program, starting with the adoption of high-quality, early-learning standards.

Along with the standards, GDOE said there will be a focus on an effective curriculum, quality instruction and an assessment of the students' progress toward meeting the standards.

The department will also work with the Guam Commission on Educator Certification to review teacher certification requirements and to assess the number of available personnel already certified to teach pre-K.

In addition, GDOE will align the expansion with the community's needs by reaching out to parents and community partners to discuss the value of high-quality, pre-kindergarten and seek participation in the program once started.

According to Fernandez, GDOE recognizes the options that parents may want to consider for their 4-year-olds, including home care, private day care, private school or the expanded pre-K program.

"Our goal is to ensure that our new classrooms are situated in areas where parents can best access public school pre-K opportunities," Fernandez said. "In order to prepare our pre-kindergarten rooms and purchase the instructional supplies and equipment to get started, we need to invest now."

Bill 274, introduced by Sen. Aline Yamashita and co-sponsored by Sen. Tony Ada, Speaker Judith Won Pat and Vice Speaker Benjamin Cruz, proposed the creation of the state pre-school program.

The measure is to mandate the phased-in implementation of state preschool education over the next five years, beginning with school year 2015-2016.

It also contains language requiring that the program be staffed with qualified teachers and aides and that the curriculum be research-based and aligned with the GDOE curriculum.

Getting it Done

Doc. No. 34GL-17-0777.

Schools invite villagers to discuss planned pre-K program

By Malorie Paine
Pacific Daily News
mbpaine@guampdn.com

In preparation for the rollout of a pre-kindergarten program, Guam Department of Education will hold four community meetings throughout the remainder of October.

Guam DOE Superintendent Jon Fernandez said the meetings will allow the department to see how to push forward with the program next year.

"We have scheduled these meetings so we can share our progress so far and hear concerns, suggestions or issues with how we can proceed," Fernandez said.

Fernandez said the meeting also will share information on the benefits of early education.

The voluntary program will be implemented at four elementary schools beginning next fall with one school in each of the four districts. Schools participating in the pilot program are Ordot Chalan Pago Elementary School, Tamuning Elementary School, H.S. Truman Elementary School and Wettengel Elementary School.

The Guam Board of Education passed a resolution to implement the pre-K program in September.

The $3.5 million program will be funded by the fiscal 2015 budget passed last month, according to PDN files.

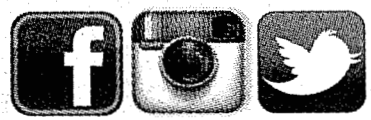
The only requirement to participate in the program is that students are four years old.

PRE-K COMMUNITY MEETINGS

- **Kattan District** will meet at Ordot Chalan Pago Elementary School tonight from 6 to 8 p.m.
- **Luchan District** will meet at Tamuning Elementary School tomorrow from 6 to 8 p.m.
- **Haya District** will meet at H.S. Truman Elementary School on Friday from 6 to 8 p.m.
- **Lagu District** will meet at Wettengel Elementary School on Oct. 30 from 6 to 8 p.m.



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DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

RECEIVED
12/30/14
4:45pm

December 30, 2014

Jose Q. Cruz, Ed. D.
Chairman
Guam Education Board
Department of Education
500 Mariner Avenue
Barrigada, Guam 96913

Dear Dr. Cruz,

Buenas yan Suludos! After the Guam Education Board Subcommittee on Curriculum, Special Education and Textbook's worksession held on Friday, December 19, 2014, the Early Childhood Education Planning Committee reconvened to discuss the recommendations from the Board. The committee members addressed the recommendation and included the proposed additional schools for year 2. The following considerations were used in the selections of schools, which include: one school per region, availability of preschool programs, availability of classroom facilities, and comments from the stakeholders at the Pre-Kindergarten Initiative Village Meetings which was held in October 2014. After additional review of the data from the twenty-six (26) schools and community input, the committee is hereby recommending the following four pilot schools for SY2015.2016, as well as, the recommendation for additional schools for the SY2016.2017 (second phase):

No.	Region	Pilot Schools – Phase I (SY2015.2016)	Pilot Schools – Phase II (SY2016.2017)
1.	Kattan	JQ San Miguel Elementary School	Adacao Elementary School
2.	Luchan	LBJ Elementary School	PC Lujan Elementary School
3.	Lagu	Finegayan Elementary School	DL Perez Elementary School
4.	Haya	Marcial Sablan Elementary School	Inarajan Elementary School

By identifying the four (4) pilot schools for Year 1 & Year 2, this will assist the committee with the preparation, planning and implementing of the comprehensive Prekindergarten Program.

We respectfully request the Board's concurrence with these recommendations. Si Yu'us Ma'ase.

Senseramente,

JON J.P. FERNANDEZ,
Superintendent of Education

Early Childhood Education Planning Committee
July 10, 2014
8:30 a.m. – 10:30 a.m.

Agenda

I. Announcements

II. ECE Program Updates
- A. Universal Preschool Bill 274-32
- B. Ready to Learn Program
- C. Extended Head Start Program (EHSP)
- D. Guam Early Learning Council
    1. Early Learning Guidelines
- E. ECE Video Series (Summer/Fall 2014)
- F. Brigance Assessment Schedule (July 16 & 17, 2014)

III. Prekindergarten Program Review Report Assignments
- A. Review of Regional ECE Initiatives – Olivia & Cathy S.
- B. Terms & Operating Assumptions - All Team Members
- C. Estimated Program Budget Cost-Becky Lujan

IV. ECE Draft PreKindergarten Program Review Report SubCommittees
- A. Personnel
- B. Curriculum
- C. Facilities
- D. Resources

V. ECE Program Alignment

VI. Next Meeting, Thursday, August 14, 2014 at 8:30 a.m.

ECE Planning Committee Meeting
July 10, 2014

No.	Name	Division	Email Address
1.	C Mschroeder	Head Start	cmschroede@gdoe.net
2.	V Peterson	Call	vtorres@gdoe.net
3.	Elaine Rsanchez	C & I	esanchez@gdoe.net
4.	Cathy Tydingco	Sp. Ed.	cbtydingco@gdoe.net
5.	Jeremy Rojas	Budget	jjrojas@gdoe.net
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Early Childhood Education Planning Committee
August 14, 2014
8:30 a.m. – 10:30 a.m.

Agenda

I. Announcements

II. Guest Speaker: Ms. Marie Enochty, Early Childhood Program Manager
Boston Public Schools

III. ECE Program Updates
A. Universal Preschool Bill 274-32
B. Ready to Learn Program
C. Guam Early Learning Council
1. Early Learning Guidelines
D. ECE Video Series (Summer/Fall 2014)
E. Brigance Assessment Schedule (Fall 2014)

IV. Prekindergarten Program Review Report Assignments
A. Review of Regional ECE Initiatives – Olivia & Cathy S.
B. Terms & Operating Assumptions - All Team Members
C. Estimated Program Budget Cost-Becky Lujan

V. ECE Draft PreKindergarten Program Review Report SubCommittees
A. FY2015 Budget
B. Personnel
C. Curriculum
D. Facilities
E. Resources

VI. ECE Program Alignment

VII. Next Meeting, Thursday, September 11, 2014 at 8:30 a.m.

ECE Planning Committee Meeting
August 14, 2014

No.	Name	Division	Email Address
1.	Olivia Peterson	CGI	oflores@gdoe.
2.	Cathy Schroeder	H.S	amschroeder@gdoe.net
3.	Evangeline E. Iglesias	WES	eiglesias@gdoe.net
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Early Childhood Education Planning Committee
September 11, 2014
8:30 a.m. – 10:30 a.m.

Agenda

I. Announcements
   A. Universal Prekindergarten – Press Release
   B. FY2015 $3.5 Budget Allocation – Passed by Governor September 2014

II. Program Priority
   A. Early Childhood Education – Personnel Assessments (ECE)
   B. Teacher Qualifications
   C. Position Description
   D. Salary Scale

III. ECE Program Updates
   A. Universal Preschool Bill 274-32
   B. Ready to Learn Program
   C. Guam Early Learning Council
      1. Early Learning Guidelines
   D. ECE Video Series (Summer/Fall 2014)
   E. Brigance Assessment Schedule (Fall 2014)

IV. Prekindergarten Program Review Report Assignments
   A. Review of Regional ECE Initiatives – Olivia & Cathy S.
   B. Terms & Operating Assumptions - All Team Members
   C. Estimated Program Budget Cost-Becky Lujan

V. ECE Draft PreKindergarten Program Review Report SubCommittees
   A. FY2015 Budget – Period of Expenditures
   B. Personnel
   C. Curriculum
   D. Facilities
   E. Resources

VI. ECE Program Framework

VII. Next Meeting, Thursday, October 9, 2014 at 8:30 a.m.

ECE Planning Committee Meeting
September 11, 2014

No.	Name	Division	Email Address
1.	Elsie Rsanchez	C+I	esanchez@gdoe.net
2.	Cathy Schroeder	Head Start	cmschroedor@gdoe.net
3.	Evangeline Iglesias	WES	eiglesias@gdoe.net
4.	Jeremy J. Rojas	Budget Office	jjrojas@gdoe.net
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*Cathy Tydingco - off-island

Early Childhood Education Planning Committee
September 22, 2014
9:00 a.m. – 11:00 a.m.

Agenda

I. Announcements
   A. Universal Prekindergarten – Press Release
   B. FY2015 $3.5 Budget Allocation – Passed by Governor September 2014

II. Guam Education Board Worksessoin
   A. What is Pre-Kindergarten?
   B. Budget Allocation for SY2015 for Pre-Kindergarten?
   C. Framework for Pre-Kindergarten
   D. Resolution for the Pre-Kindergarten Program
   E. Other Pertinent Information

III. ECE Draft Pre-Kindergarten Program Timelines
   A. FY2015 Budget – Period of Expenditures
   B. Personnel
   C. Curriculum
   D. Facilities
   E. Resources

IV. ECE Program Framework

V. Next Meeting, Thursday, October 9, 2014 at 8:30 a.m.

Master

ECE Planning Committee Meeting
September 22, 2014

No.	Name	Division	Email Address
1.	Vangie E. Iglesias	WES	eiglesias@gdoe.net
2.	C Schroeder	H.S.	cmschroeder@gdoe.net
3.	Elani R Sanchez	C+I	esanchez@gdoe.net
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Early Childhood Education Planning Committee
Nov. 13, 2014
8:30 a.m. – 10:30 a.m.

Agenda

I. Announcements
   A. FY2015 $3.0 Budget Allocation – Reduced to $1.1 million DOE
   B. Pre-Kindergarten Village Meetings – Briefing
   C. PREL Technical Assistance – Terry Lock (ECE Specialist)

II. Guest Speaker: Randy Romero, Capital Improvement

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools
   B. Renovation Schedule
   C. Curriculum Review
   D. Personnel Recruitment
   E. Website Development

IV. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
   A. Entrance Age into Pre-Kindergarten Program
   B. Learning Periods for the Pre-Kindergarten Program
   C. Pre-Kindergarten Program Curriculum

VI. ECE Draft PreKindergarten Program Review Report SubCommittees
   A. FY2015 Budget – Period of Expenditures
      FY2016 Budget Submission
   B. Personnel
      Recruitment of Pre-Kindergarten Teachers
   C. Curriculum
      Development of Pre-Kindergarten
   D. Facilities
      Development of Request for Proposal (RFP)
   E. Resources
      Requisitions for Equipment/Supplies

VII. Next Meeting, Thursday, December 11, 2014 at 8:30 a.m.

ECE Planning Committee Meeting
November 13, 2014

No.	Name	Division	Email Address
1.	Olivia Peterson	Gr 1	oTorres@gdoe.net
2.	Cathy Tydingco	Sp. Ed	ctytydingco
3.	Cathy Schroeder	H.S.	cmschroeder@gdoe.net
4.	Jessy Rojas	Budget	jjrojas@gdoe.net
5.	Elvi Rx	CFT	
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ECE Planning Committee Meeting
November 13, 2014

No.	Name	Division	Email Address
1.	Cathy Tydingco	Sp. Ed. Div.	cbtydingco@gdoe.net
2.	Vangie Iglesias	DES	eiglesias@gdoe.net
3.	Cathy Schroeder	H.S.	cmschroeder@gdoe.net.
4.	Evelyn Sanchez	CIT	esanchez@gdoe.net
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Early Childhood Education Planning Committee
December 4, 2014
8:30 a.m. – 10:30 a.m.
Agenda

I. Announcements
GEB Worksession on "Early Learning"

II. Guest Speaker: Terry Lock, PREL

III. Program Priority - Checklist
A. Selection of Pilot Four Schools
Memorandum submitted to Superintendent for the recommended schools
B. Renovation Schedule
Meeting with Capital Improvement Office every Friday
C. Curriculum Review
Scope of Work Development for Curriculum Development Training
D. Personnel Recruitment
November 2014 – Submission of Request to Fill to Personnel
E. Website Development
November 2014 – Request to FSAIS made

IV. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
A. Entrance Age into Pre-Kindergarten Program
B. Learning Periods for the Pre-Kindergarten Program
C. Pre-Kindergarten Program Curriculum
D. Pre-Kindergarten Application & Registration Processes

VI. ECE Draft PreKindergarten Program Review Report SubCommittees
A. FY2015 Budget – Period of Expenditures
FY2016 Budget Submission
B. Personnel
Recruitment of Pre-Kindergarten Teachers
C. Curriculum
Development of Pre-Kindergarten
D. Facilities
Development of Request for Proposal (RFP)
E. Resources
Requisitions for Equipment/Supplies

VII. Next Meeting, Thursday, January 8, 2015 at 8:30 a.m.

ECE Prekindergarten Pilot School Teachers Meeting
December 2, 2015

No.	Name	School/Division	Email Address
1.	Nikka Olalia	LBJES / Pre-K	nlolalia@gdoe.net
2.	Rayanna Pabroa	JQSMES/Pre K	rgpabroa@gdoe.net
3.	Piacruz	MASES	pcruz@gdoe.net
4.	Tina M. William	FES	tmwilliam@gdoe.net
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Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
February 19, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

II. Program Priority - Checklist
A. Selection of Pilot Four Schools
Memorandum submitted to Superintendent for the recommended schools
B. Renovation Schedule – February 2015
C. Curriculum Review
Scope of Work Development for Curriculum Development Training
D. Personnel Recruitment
November 2014 – Submission of Request to Fill to Personnel (PCIV)
February 2015 – Submission of Request to Fill to Personnel (Teacher/Aides)
E. Website Development
F. Admissions Training

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
A. Entrance Age into Pre-Kindergarten Program
B. Learning Periods for the Pre-Kindergarten Program
C. Pre-Kindergarten Program Curriculum
D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
A. FY2015 Budget – Period of Expenditures
FY2016 Budget Submission
B. Personnel
Recruitment of Pre-Kindergarten Teachers
C. Curriculum
Development of Pre-Kindergarten
D. Facilities
Development of Request for Proposal (RFP)
E. Resources
Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, March 19, 2015

ECE Prekindergarten Pilot School Administrators Meeting
February 19, 2015

No.	Name	School/Division	Email Address
1.	Tricia Moylan	JQSM ES	tbmoylan@gdoe.net
2.	Renielle Ranan	FES	raranan@gdoe.net
3.	Vangie Iglesias	WES	eiglesias@gdoe.net
4.	Jeremy Rojas	Budget	jjrojas@gdoe.net.
5.	Mia Peterson	C&I	mpeterson@gdoe.net
6.	Geraldine Pablo	MASES	gjpablo@gdoe.net
7.	LINDA RODRIGUEZ	OPHSS/BOSSA	linda.rodriguez@dphss.guam.gov
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Early Childhood Education Planning Committee
February
8:30 a.m. – 10:30 a.m.
Agenda

I. Announcements
   A. Meeting with Ms. Cheryl Abla (McREL)
   B. Early Learning Summit – Saturday, May 23, 2015

II. Head Start Program – CL Taitano Elementary School Walk-Through

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
      Memorandum submitted to Superintendent for the recommended schools
   B. Renovation Schedule
      1. Meeting with the VPK Pilot School Planning Committee (February 19, 2015)
   C. Curriculum Review
      1. Scope of Work Development for Curriculum Development Training (awaiting GAN)
   D. Personnel Recruitment
      February 2015 – Submission of Request to Fill to Personnel (awaiting Personnel)
   E. Website Development
      February 2015 – Request to FSAIS made

IV. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
   A. Entrance Age into Pre-Kindergarten Program
   B. Learning Periods for the Pre-Kindergarten Program
   C. Pre-Kindergarten Program Curriculum
   D. Pre-Kindergarten Application & Registration Processes

V. ECE Draft PreKindergarten Program Review Report SubCommittees
   A. FY2015 Budget – Period of Expenditures
      1. FY2016 Budget Submission
   B. Personnel
      1. Recruitment of Pre-Kindergarten Teachers
   C. Curriculum
      1. Development of Pre-Kindergarten
   D. Facilities
      1. Development of Request for Proposal (RFP)
   E. Resources
      1. Requisitions for Equipment/Supplies

VI. Next Meeting, Thursday, March 12, 2015 at 8:30 a.m.

ECE Planning Committee Meeting
February 12, 2015

No.	Name	Division	Email Address
1.	Cathy Tydingco	Sp Ed.	CBtydingco@gdoe.net
2.	Jeremy Rojas	Budget Office	jjrojas@gdoe.net
3.	Vangie Iglesias	WES	eiglesias@gdoe.net
4.	Elodie Blanch	C+I	eblanch@gdoe.net
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Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
March 19, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

II. Program Priority - Checklist
- A. Selection of Four Pilot Schools
  Memorandum submitted to Superintendent for the recommended schools
- B. Renovation Schedule – March 2015
- C. Curriculum Review
  Scope of Work Development for Curriculum Development Training
- D. Personnel Recruitment
  November 2014 – Submission of Request to Fill to Personnel (PCIV)
  February 2015 – Submission of Request to Fill to Personnel (Teacher/Aides)
- E. Website Development
- F. Admissions Training

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
- A. Entrance Age into Pre-Kindergarten Program
- B. Learning Periods for the Pre-Kindergarten Program
- C. Pre-Kindergarten Program Curriculum
- D. Pre-Kindergarten Application & Registration Processes

IV. ECE Pre-Kindergarten Program Review Report
- A. FY2015 Budget – Period of Expenditures
  FY2016 Budget Submission
- B. Personnel
  Recruitment of Pre-Kindergarten Teachers
- C. Curriculum
  Development of Pre-Kindergarten
- D. Facilities
  Development of Request for Proposal (RFP)
- E. Resources
  Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, April 16, 2015

ECE Prekindergarten Pilot School Administrators Meeting
March 19, 2015

No.	Name	School/Division	Email Address
1.	TRICIA MOYLAN	JASM	tbmoylan@gdoe.net
2.	Jen Punongbayan	LBJ	jkpunongbayan@gdoe.net
3.	Cathy Tydingco (SPC/SPED)	ECE planning committee member	cbtydingco@gdoe.net
4.	Andrew Guerrero	FES	agaguerrero@gdoe.net
5.	Olivia Peterson	C&I/ECE	
6.	Cathy Schroeder	Head Start	
7.	Geraldine Pablo	MASES	gjpablo@gdoe.net
8.	Eileen Rivera	C+I	esanch@gdoe.net
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Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
April 30, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements
A. Bill 33-66: Appropriation for GDOE for the Prekindergarten Program
1. Provisions

II. Program Priority - Checklist
A. Renovation Schedule – May 2015
B. Curriculum Review
Scope of Work Development for Curriculum Development Training
C. Personnel Recruitment
April 2015 – Submitted Recommendation of PCIV to Personnel
April 2015 – Follow-up on submission of Request to Fill to Personnel (Teacher/Aides)
D. Admissions Training - Lottery Schedule for week of May 11th
E. Prekindergarten SY2015.2016 Calendar – Approved by GEB (proposed)
1. Proposed Start Date – tba
2. Proposed Professional Development Days (two weeks prior to start date)

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
A. Entrance Age into Pre-Kindergarten Program
B. Learning Periods for the Pre-Kindergarten Program
C. Pre-Kindergarten Program Curriculum
D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
A. FY2015 Budget – Period of Expenditures
FY2016 Budget Submission
B. Personnel
Recruitment of Pre-Kindergarten Teachers
C. Curriculum
Development of Pre-Kindergarten
D. Facilities
Development of Request for Proposal (RFP)
E. Resources
Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, May 21, 2015

ECE Prekindergarten Pilot School Administrators Meeting
April 30, 2015

No.	Name	School/Division	Email Address
1.	Jen Punongbayan	LBJ Elem.	jlkpunongbayan@gdoe.net
2.	Cathy Tydingco	SPC / Sp. Ed.	cbtydingco@gdoe.net
3.	Jhna Peterson	SPC/ESL	
4.	TRICIA MOYLAN	JASH	tbmoylan@gdoe.net
5.	Vangie Iglesias	WES	eiglesias@gdoe.net
6.	Richelle Ranan	FES	raranan@gdoe.net
7.	Carl Blas	CIP	CVBLAS@GDOE.NET
8.	Rowena Romero	CIP	rpromero@gdoe.net
9.	Geraldine Pablo	MASES	gjpablo@gdoe.net
10.	Carmen Owens	Head Start	cdpqueyo@gdoe.net
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Early Childhood Education Pilot Prekindergarten School Committee
October 8, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
- A. Prekindergarten Program Countdown
- B. Program Planning – October 15, 2015 (Plan "B")
- C. Busing - Procedures
- D. Lunch Program – October 8th
- E. Orientation

II. Guest Speaker – Theresa Lock, University of Hawaii (postpone)
-Paul Cruz & Denise (Food Service Division)

Notes: Mr. Cruz indicated that the four pilot schools must turn in lunch application forms and the eligibility letter will be given to the parents and they have to submit by the schools.

III. Program Priority - Checklist
- A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
- B. Renovation Schedule – Completion Date (December 2015)
- C. Curriculum & Professional Development Training (Fall 2015)
- D. Family Engagement Conference (Fall 2015)
- E. Personnel Recruitment
  1. ECE Program Coordinator
  2. Recruitment of Prekindergarten ECE Teachers & Instructional Aides
     - a. PreKindergarten Personnel-Teachers
     - b. PreKindergarten Personnel-Instructional Aides
- F. Resources – ETA (November 2015)
- G. Program - SY2015-2016 Calendar of Events

IV. Development of Draft Pre-Kindergarten SOP
- A. Approved – September 2015

V. ECE PreKindergarten Program - Development
- A. Calendar of Events for SY2015-2016
  1. Brigance Assessments - Completed
  2. Parent Orientation – October 9, 2015
  3. Open House – October 22/October 30, 2015
- B. Development of Teacher/Parent Handbook
- C. Units/Lesson Plans
- D. Professional Development
  1. Curriculum Development – October 2nd – October 16th
  2. Professional Development – October 10th – November 14th
  3. Family Engagement Conference – November 21, 2015
- E. Standard Operating Procedures

VI. Next Meeting, Thursday, November 19, 2015 at 1:00 p.m.

Early Childhood Education Planning/Pilot Prekindergarten Committee
October 9, 2015
9 a.m. – 11:00 a.m.
Agenda

I. Announcements
   A. Prekindergarten Program Countdown – 7 More Days
   B. Resource Materials for the Prekindergarten Program Classrooms
   C. Bussing
   D. Lunch Program

II. Program Priority - Checklist
   A. Selection of the Phase II: Pilot Four Schools (January 2016)
   B. Renovation Schedule – Completion Date (December 2015)
   C. Curriculum & Professional Development Training (Fall 2015)
   D. Family Engagement Conference (Fall 2015)
   E. Personnel Recruitment
      1. ECE Program Coordinator (pending)
      2. Recruitment of Prekindergarten ECE Teachers & Instructional Aides
         a. ~~PreKindergarten Personnel-Teachers~~
         b. PreKindergarten Personnel-Instructional Aides (pending 1 Instructional Aide)
   F. Resources – ETA (November 2015)
   G. Program - SY2015-2016 Calendar of Events

III. Development of Draft Pre-Kindergarten SOP
   A. Approved – September 2015

IV. ECE Planning for the Additional Four PreKindergarten Program SubCommittees
   A. Additional Four Pilot Schools
   B. Finance-FY2017 Budget Submission
   C. Personnel
   D. Curriculum
   E. Infrastructure
   F. Resources

V. Next Meeting, Thursday, November 19, 2015 at 9:00 a.m.

ECE Pilot Schools Committee Meeting
October 8, 2015

No.	Name	Division	Email Address
1.	Renielle A. Ranan	Finegayan ES	ranan@gdoe.net
2.	Denise Aguon	FNS	dmaguon@gdoe.net
3.	PAUL CRUZ	FNS.	paul.j.cruz@gdoe.net
4.	Lily Delos Santos	JQSM	ladelossantos@gdoe.net
5.	Geraldine Pablo	MASES	gjpablo@gdoe.net
6.	Johansen "Jen" Punongbayan	HRJ	jkpunongbayan@gdoe.net
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ECE Planning/Pilot Schools Committee Meeting
October 8, 2015

No.	Name	Division	Email Address
1.	Cathy Tydingco	Sp. Ed.	cbtydingco@gdoe.net
2.	Linda Rodriguez	DPHSS- BOSSA	linda.rodriguez@dphss.gov.gu
3.	Vangie Iglesras	WES	eiglesras@gdoe.net
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ECE Planning/Pilot Schools Committee Meeting
October 8, 2015

No.	Name	Division	Email Address
1.	CM Schroeder	Head Start	cmschroeder@gdoe.net
2.	Vera Blaz	CEDDERS	vera.blaz@guamcedders.org
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Early Childhood Education Planning Committee
November 19, 2015
9 a.m. – 11:00 a.m.
Agenda

I. Announcements
   A. Resource Materials for the Prekindergarten Program Classrooms

II. Guest Speaker: Dr. Lisa Cooper-Nurse, Guam Commission for Certification Office

III. Program Priority - Checklist
   A. Selection of the Phase II: Pilot Four Schools (January 2016)
   B. Renovation Schedule – Completion Date (December 2015)
   C. Curriculum & Professional Development Training (Fall 2015)
   D. Family Engagement Conference (November 21, 2015)
   E. Personnel Recruitment
      1. ECE Program Coordinator (pending)
      2. Prekindergarten ECE Teachers & Instructional Aides (Roles & Responsibilities)
   F. Resources – Distribution (November 17 through November 19, 2015)
   G. Program - SY2015-2016 Calendar of Events

IV. Development of Draft Pre-Kindergarten SOP
   A. Approved – September 2015

V. ECE Planning for the Additional Four PreKindergarten Program SubCommittees
   A. Additional Four Pilot Schools
   B. Finance-FY2017 Budget Submission
   C. Personnel
   D. Curriculum
   E. Infrastructure
   F. Resources

V. Next Meeting, Thursday, December 10, 2015 at 9:00 a.m.

Pilot Prekindergarten Schools Committee Meeting
November 19, 2015

No.	Name	Division	Email Address
1.	Johansen Punongbayan	LBJ	jkpunongbayan@gdoe.ne
2.	Geraldine Pablo	MASES	gjpablo@gdoe.net
3.	Darlene Castro	UQSM	dccastro@gdoe.net
4.	Renielle Ranan	FES	rranan@gdoe.net
5.	RODRIGO B. TRAYA	DOE/CIP	rvtuvera@gdoe.net
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ECE Planning/Pilot Schools Committee Meeting
November 19, 2015

No.	Name	Division	Email Address
1.	Vangie Iglesias	WES	eiglesias@gdoe.net
2.	[illegible]	HS	[illegible]
3.	[illegible]	CFI	[illegible]
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Early Childhood Education Pilot Prekindergarten School Committee
November 19, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. Program Planning
   B. Lunch Program Application Forms – Submit to Mr. Paul Cruz

II. Guest Speaker – Theresa Lock, University of Hawaii

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
   B. Renovation Schedule – Completion Date (December 2015)
   C. Curriculum & Professional Development Training (Fall 2015)
   D. Family Engagement Conference (November 21, 2015)
   E. Personnel Responsibilities
      1. Role & Responsibilities of PreK Teachers & Instructional Aides (Program Evaluation)
   F. Resources – Distribution (November 17-19, 2015)
   G. Program - SY2015-2016 Calendar of Events
   H. Progress Report

IV. Pre-Kindergarten SOP
   A. Approved – September 2015

V. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. Curriculum Development – Completed
      2. Professional Development – Completed
      3. Family Engagement Conference – November 21, 2015
   E. Standard Operating Procedures

VI. Next Meeting, Thursday, December 10, 2015

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Early Childhood Education Planning Committee
November 19, 2015
9 a.m. – 11:00 a.m.
Agenda

I. Announcements
A. Resource Materials for the Prekindergarten Program Classrooms

II. Guest Speaker: Dr. Lisa Cooper-Nurse, Guam Commission for Certification Office

III. Program Priority - Checklist
A. Selection of the Phase II: Pilot Four Schools (January 2016)
B. Renovation Schedule – Completion Date (December 2015)
C. Curriculum & Professional Development Training (Fall 2015)
D. Family Engagement Conference (November 21, 2015)
E. Personnel Recruitment
1. ECE Program Coordinator (pending)
2. Prekindergarten ECE Teachers & Instructional Aides (Roles & Responsibilities)
F. Resources – Distribution (November 17 through November 19, 2015)
G. Program - SY2015-2016 Calendar of Events

IV. Development of Draft Pre-Kindergarten SOP
A. Approved – September 2015

V. ECE Planning for the Additional Four PreKindergarten Program SubCommittees
A. Additional Four Pilot Schools
B. Finance-FY2017 Budget Submission
C. Personnel
D. Curriculum
E. Infrastructure
F. Resources

V. Next Meeting, Thursday, December 10, 2015 at 9:00 a.m.

ECE Prekindergarten Pilot School Teachers Meeting
November 17, 2015

No.	Name	School/Division	Email Address
1.	Nikka Olalia	LBJES / Pre-K	nlolalia@gdoe.net
2.	Rayanna Pabroa	JQSMES / Pre-K	rgpabroa@gdoe.net
3.	Tina M. William	FES / Pre-K	tmwilliam@gdoe.net
4.	Pia Cruz	~~LBJT~~ MASES / Pre-K	pcruz@gdoe.net
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Early Childhood Education Pilot Prekindergarten School Committee
December 10, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. USA Contractors – Arrival and Dissemination of Equipment
   B. Food, Friends & Mighty Moves Program
   C. SY2016-2017 Program Timeline
   D. ECE Seminar – February 17-19, 2016

II. Guest Speaker – Theresa Lock, University of Hawaii

III. Program Priority - Checklist
   A. Selection of Four Pilot Schools (Board Approved January 27, 2016)
   B. Renovation Schedule – Completion Date (January 2016)
   C. Curriculum & Professional Development Training (Completed)
   D. Family Engagement Conference (Completed)
   E. Personnel Responsibilities
      1. Role & Responsibilities of PreK Teachers & Instructional Aides (Program Evaluation)
   F. Resources
      1. Lakeshore - Distribution – Completed
      2. USA Contractors – Distribution – December 11, 2015
   G. Program - SY2015-2016 Calendar of Events
      1. Timeline for new cohort of PreKindergarten Students
   H. Progress Report

IV. Pre-Kindergarten SOP
   A. Approved – September 2015

V. ECE Pre-Kindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. Curriculum Development – Completed
      2. Professional Development – Completed
      3. Family Engagement Conference – November 21, 2015
   E. Standard Operating Procedures

VI. Next Meeting, Thursday, January 14, 2016

Pilot Prekindergarten Schools Committee Meeting
December 10, 2015

No.	Name	Division	Email Address
1.	Jen Punongbayan	LBJES	Jkpunongbayan@gdoe.net
2.	Renille Ranan	FES	raranan@gdoe.net
3.	Elaine Asuncion	C+I	esanchez@gdoenet
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Early Childhood Education Program
Prekindergarten Pilot Schools Teachers Meeting
June 28, 2016
9:00 a.m. – 11:00 a.m.
Agenda

I. Announcements
   A. Prekindergarten Program Evaluation Updates
   B. ECE Equipment & Supplies – Public Health
   C. Infrastructure Update
   D. NAEYC – Professional Development Institute Travel Report
   E. Brigance Assessment Distribution
   F. Early Learning Council Meeting – June 28, 2016

II. Program Priority - Checklist
   A. Brigance Assessment Results
   B. Food, Friends & Mighty Moves (parental forms)
   C. Finalize Progress Report
   D. ECE Preschool Curriculum Framework
   E. Finalize Prekindergarten Program Handbook
   F. Registration Process for SY2016-2017
   G. Student Profile

III. Development of SY2016-2017 - Pre-Kindergarten Program
   A. Calendar of Events
   B. Curriculum Development
   C. Professional Development
   D. Family Engagement Conference 2016 (Planning)
   E. Program Evaluation June 2016

IV. ECE PreKindergarten Program Mapping - Countdown
   A. Personnel
   B. Curriculum
   C. Professional Development
   D. Facilities
   E. Resources

V. Next Meeting, Tuesday, July 12, 2016

ECE Prekindergarten Pilot School Teachers Meeting
June 28, 2016

No.	Name	School/Division	Email Address
1.	Rayanna Pabroa	JQSMES/GDOE	rgpabroa@gdoe.net
2.	Nikka Olalia	LBJES/GDOE	nlolalia@gdoe.net
3.	Tina M. William	FES/GDOE	tmwilliam@gdoe.net
4.	JOEVIE CATALAN	FES/GDOE	jccatalan@gdoe.net joevie
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Early Childhood Education Program
Pilot Prekindergarten Pilot Schools Meeting
Superintendent's Conference Room
July 12, 2016
9:00 a.m. – 11:00 a.m.
Agenda

I. Announcements
- A. Thank you/Welcome School Administrators
- B. Prekindergarten Program Evaluation Updates
- C. ECE Equipment & Supplies – Public Health
- D. Infrastructure Update
- E. NAEYC – Professional Development Institute
- F. FY2017 GDOE Budget
- G. SY2016.2017 – First Day

II. Special Guests: Dr. Tanisha Aflague, Assistant Professor of Nutrition (FFMM Program)
Remylynn Yamanaka, Research Associate II

II. Program Priority - Checklist
- A. Pre-Brigance Assessment
- B. Food, Friends & Mighty Moves (parental forms)
- C. ECE Preschool Curriculum Framework
- D. Finalize Prekindergarten Program Handbook
- E. Registration Process for SY2016-2017
- F. Student Profile
- G. Prekindergarten Standard Operating Procedure (SOP)

III. Development of SY2016-2017 - Pre-Kindergarten Program
- A. Calendar of Events
- B. Curriculum Development
- C. Professional Development
- D. Family Engagement Conference 2016 (Planning)
- E. Program Evaluation July 2016

IV. ECE PreKindergarten Program Mapping - Countdown
- A. Personnel
- B. Curriculum
- C. Professional Development
- D. Facilities
- E. Resources

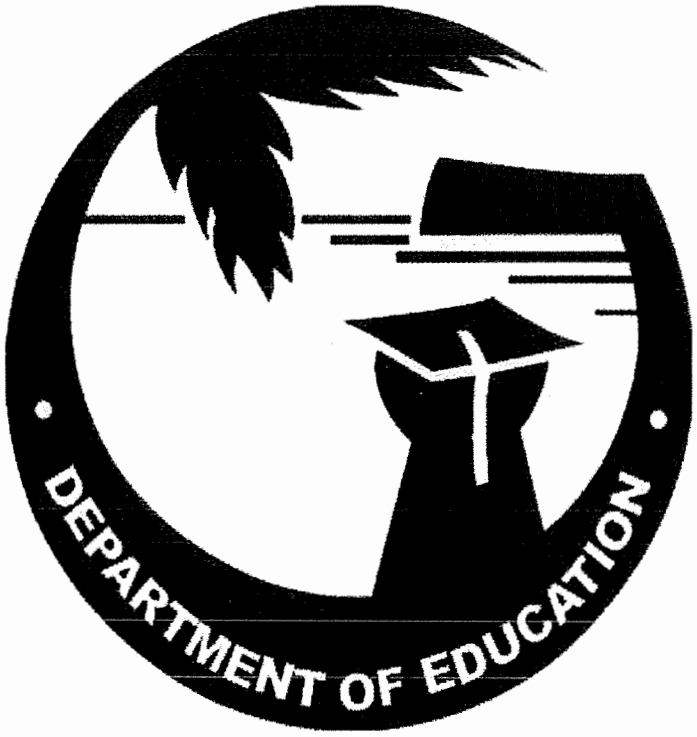
V. Next Meeting, Tuesday, Aug. 9, 2016

ECE Prekindergarten Pilot Schools Meeting
July 12, 2016

No.	Name	School/Division	Email Address
1.	Dr. Carla Aguon	C&I	claguon@gdoe.net
2.	Tanisha Aflague	UOG-CNAS	taflague@triton.uog.edu
3.	Remilynn B. Yamanaka	UOG - CNAS	ryamanaka@triton.uog.edu
4.	Carolyn Diaz Camacho	LBJ Elem.	cdcamacho@gdoe.net
5.	Alan Quintanilla	LBJ Elem.	apquintanilla@gdoe.net
6.	Nikka Olalia	LBJ Elem.	nlolalia@gdoe.net
7.	Jennifer Quenga	J.Q.	JosiahJose@yahoo.com
8.	Rayanna Pabrua	JQSMES	rgpabrua@gdoe.net
9.	Piaanz	MASES	pia pcanz@gdoe.net
10.	Kristy Quinata	MASE	kmgquinata@gdoe.net
11.	JOEVIE CATALAN	FES	jccatalan@gdoe.net
12.	Tina M. William	FES	tmwilliam@gdoe.net
13.	Renielle A. Ranan	FES	raranan@gdoe.net
14.	Eleuie Ramel	C&I	esanchez@gdoe.net
15.	Elizabeth Hanzsek	JQSM	
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Guam Department of Education

State Strategic Plan



"20/20: A Clear Vision for Education On Guam"

Adopted: September 23, 2014
Guam Education Board

Doc. No. 34GL-17-0777.

Our Vision

"Every student: Responsible, Respectful and Ready for Life"

Mission Statement

Our Educational Community…

Prepares all students for life...	***Promotes Excellence...***	***Provides Support...***
– by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.	*–by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.*	*– by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.*

Guiding Points for the development of the State Strategic Plan

1. Must take into account current work in the system
2. Must be comprehensive and address major areas
3. Focus more on long range strategies and sustaining practices
4. Activities must be supported by research
5. Must directly address the GEB Goals

Challenges with previous plans

As the revision of the previous District Action Plans from 2003 and 2008, the following strategic plan addresses three fundamental weaknesses that made it difficult, if not impossible, for the department to implement activities and achieve the stated goals and objectives. First, the previous plans did not address the clear misalignment of our Curriculum, Instruction and Assessment policies and practices. Specifically, though our content standards were the official set of student expectations, in the elementary schools the reform programs dominated instruction. With regards to assessment, the SAT10, which is our official summative assessment meant to be used as our single measure of student achievement was not aligned to either the Content Standards or the reform programs. With the Comprehensive Student Assessment System (CSAS) and our work with the CIA model in the following Strategic Plan, we are ensuring that all of our Curriculum, Instruction and Assessment practices are aligned.

The second challenge with the previous plans was that it lacked a conceptual framework to link our goals, objectives and activities. Without a conceptual framework, activities seemed disconnected and piecemeal. Programs and initiatives lacked a clear vision for success. In this strategic plan, the **Conceptual Model for Instructional Leadership** shown in the pages that follow clearly lays out the major components and helps one to understand how the different strategies and activities fit together and related to one another.

Strengths of current plan

Lastly, the activities in the previous plans seemed to be presented as more of a list of items and programs to simply implement rather than strategies that would invest in the long-term capacity building of teachers, administrators and department personnel or the improvement and strengthening of department policies and structures. Over the past 10 years, over $100M was spent on the implementation of reform programs with, arguably, minimal results. The quality of classroom instruction did not improve and student achievement did not increase substantially. Although there may have been some improvements in a few schools, none of these improvements would be enough to substantiate an investment of $100M.

This strategic plan does not focus on simply the implementation of reform programs, it invests in the long-term capacity building of department personnel by providing them training and resources on research-proven C-I-A strategies and effective school structures. Administrators, teachers and instructional personnel are presented with the research, trained on specific strategies to implement research findings, then are provided an opportunity to implement and refine their skills through regular reflection and collaboration with their peers.

Challenges summary

- ✓ Previous plans did not address the misalignment of our Curriculum, Instruction and Assessment policies and practices (eg: Curriculum= GDOE Content Standards, Instruction= DI, Assessment= SAT10)
- ✓ They lacked a conceptual framework to link goals, major components and activities
- ✓ They focused too much on a laundry list of items, did not invest in capacity building activities

Major Components

The State Strategic Plan has a number of specific strategies directly related to their respective Goal and Objective, however, it is important to point out that one will find that many strategies overlap considerably with others in various areas. For example, activities that allow for the "clarification of curriculum content" and the "sharing of instructional strategies" all fall under the overarching framework of "Professional Learning Communities," even though they are presented as individual strategies in two separate goals. This can be attributed to the fact that much care has been taken to ensure a strict focus on key initiatives and activities as well as the incorporation of all of them into a comprehensive framework to ensure alignment. All strategies outlined under each goal will fall directly into one or more of the following four components.

1) **Curriculum-Instruction-Assessment-Interventions:** This component focuses on the design and implementation of explicit organizational structures and processes to ensure the ongoing improvement and development of each area of instructional leadership (C-I-A-I) both at the school and district levels. These structures and processes are meant to

ensure the overall quality and continued improvement of the educational experience of students and thus, takes on a primary role in the following plan.

2) **Professional Learning Communities and Collaborative Teams:** Central to the success of all the strategies listed in the pages that follow is the framework of the Professional Learning Community (PLC) and Collaborative Teams. These are structures for teachers, administrators, instructional and support staff to come together on a regular basis to review curriculum content, share effective instructional strategies, analyze student assessment data to monitor student progress and determine needed interventions. As a management strategy, the Collaborative Teams structure helps establish a protocol for effective communication between divisions and groups as well as establish goals and action steps.

3) **Guam Comprehensive Student Assessment System (CSAS):** A final and critical piece is the GDOE Student Assessment system inclusive of the department's annual summative assessment to measure student achievement of core subjects as well as interim (within year) assessments to measure student progress. This system is designed to be timely and directly aligned to the content standards taught in order to provide teachers, administrators, and instructional and support personnel with the student achievement information needed to determine interventions or to make instructional or management decisions.

4) **Efforts to continuously improve services with limited funding by increasing efficiency, maximizing the use of current resources, and improved planning**: Relative to all areas will be efforts to achieve the stated goals and objectives using current funding

levels and available resources. These efforts with focus on increasing the efficiency of all department functions and use of resources as well as the improved planning of all future resource purchases or program designs.

Goals and Objectives

Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.

Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment.

Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment.

Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.

Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.

Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.

Strategies

- ✓ Implementation of the Common Core State Standards (ELA, Math) and GDOE Content Standards and Performance Indicators through explicit processes in C-I-A-I.
    - Curriculum
        - Support the ongoing Curriculum Mapping efforts in each school and facilitate regular opportunities for the development of curriculum content at the school and district level that is rigorous and relevant to our region, culture and time.

- Support and strengthen the current collaboration with the Guam Community College and other potential partners to expand Career and Technical Education programs for students both in terms of participation and scope
- Support and strengthen the current STEM programs and explore the possibility of expanding to more schools
- Support efforts to implement a high quality pre-kindergarten program in all of our schools to promote early learning opportunities and school readiness in all children

- Instruction
  - Support and continue the training of teachers in research proven instructional strategies that include the effective use of technology and teaching of 21st century skills.
  - Support and continue the current training of teachers in *Classroom Instruction That Works* to include instructional foundations, CITW with Technology and CITW with English Learners
  - Support and continue the current training of teachers in the Sheltered Instruction Observation Protocol (SIOP) to support teachers work with English Learners
  - Support and continue the current training of teachers in Literacy Strategies to support the implementation of the Common Core and Literacy Across the Curriculum

- Assessment
  - Support the implementation of the Guam Comprehensive Student Assessment System (CSAS)
    - Administer annual standards based assessments aligned to the Common Core State Standards and the GDOE Standards in Science and Social Studies
    - Provide teachers with ongoing training in the development and use of formative assessments
    - Provide teachers with training in the analysis and use of student data in the development of lessons and interventions
    - Establish a data analysis framework at the district and school levels to facilitate the timely use of student assessment data
    - Develop and move towards a standards-based grading system

Doc. No. 34GL-17-0777.

- ✓ Implementation of the Professional Learning Communities (PLC) framework in all schools and at the district level for curriculum planning, instructional improvement, data analysis and the design and implementation of student interventions.

- ✓ Implementation of a common set of curriculum expectations for all schools inclusive of curriculum development, instructional strategies and assessments (5 district expectations).

- ✓ Provide administrators, teachers and instructional personnel with ongoing professional development in research proven strategies in school leadership, curriculum, instruction and assessment.

- ✓ Initiate a thorough and ongoing review of all policies related to student achievement, attendance and graduation to ensure a focus on maximum student success.

- ✓ To assist in the progressive development of students towards college and career, all secondary school students will have a professional portfolio which will include, at a minimum, an introductory letter, sample job application, resume', and sample writing.

Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment.

Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments.

Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)

Strategies

- ✓ Identification of new or improvement of current intervention programs for struggling students inclusive of all tutoring, summer and afterschool programs
- ✓ Implement a PreK-3 initiative in all elementary schools which will place a special emphasis on early reading and math achievement
- ✓ Develop or adopt a program that explicitly addresses the academic needs of migrant learners or newcomers to the school system
- ✓ Provide all teachers ongoing training and support in teaching students with special needs and English language learners (ELLs)
- ✓ Explore and implement a variety of alternative education models including but not limited to online education, course by conference, project-based learning, E campus, distant learning, adult training center, and youth transition programs.

Doc. No. 34GL-17-0777.

Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Objective 3.1 By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth.

Objective 3.2 By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance.

Objective 3.3 By School Year 2017-18 (Year 4), 100% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective evaluation tool.

Strategies

- ✓ Continued implementation of the Administrators evaluation program
- ✓ Implementation of the new Professional Teachers Evaluation Program
- ✓ Support and improve the current teacher mentoring program and establish a similar program for school administrators
- ✓ Identification of additional instructional groups of employees
  - Outlining of specific job duties related to respective group
  - Development and adoption of a professional development plan for various instructional groups
- ✓ Adoption of either an existing or developed evaluation tool appropriate to instructional group

Doc. No. 34GL-17-0777.

Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

Objective 4.1: By SY2016-17 (Year 3), all schools will have a discipline rate of 15% or less.

Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders perception of the extent to which they are safe, positive and supportive.

Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey.

Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.

Strategies

- ✓ Support the ongoing implementation of the Positive Behavior Interventions Support (PBIS) framework in all schools which focuses on, among other things, the establishments of clear behavior expectations and a defined structure of rewards and interventions.
- ✓ Establish a district framework to support the ongoing development and improvement of all school policies and practices related to school safety and culture inclusive of professional development for personnel, program design and policy proposal.
- ✓ Provide regular training to all administrators, faculty and staff on human relations, effective communication, multicultural environments, social issues, support systems and customer service.
- ✓ All schools will have a family and school community engagement plan to promote communication between all stakeholders and leverage resources to address both community and school needs.

Doc. No. 34GL-17-0777.

Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management practices.

Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or equivalent rating overall. By 2020 (Year 6), the GDOE will receive the highest rating.

Objective 5.3: By SY2016-17 (Year 3), all support divisions will rate at least satisfactory on their respective stakeholder perception survey.

Objective 5.4 By School Year 2017-18 (Year 4), 100% of GDOE Support Personnel will rate satisfactory or better as rated on their respective evaluation tool.

Strategies

- ✓ On an annual basis, review the organizational structure of the department at all levels of the system to ensure the clarity of all job duties and assignments to determine personnel and training needs, and to solidify interdepartmental needs.
- ✓ Establish a management internal control system to ensure the ongoing review and improvement of explicit management processes of all divisions and schools.
- ✓ Establish a Collaborative Teams model for all major projects within the divisions with explicit protocols appropriate to task, duties and specific project needs.
- ✓ Provide all personnel with training on specific management principles and practices to include, but not be limited to employee/management relations, effective time management, program/project planning, and other areas directly related to their roles and functions.

Doc. No. 34GL-17-0777.

Guam Department of Education
Comprehensive Student Assessment System (CSAS)
Assessment Framework

Summative End-Of-Year Assessments

Common Core Summative Assessment ACT ASPIRE English Language Arts, Math 3rd-10th Grade	Common Core Summative Assessment National Center and State Collaborative English Language Arts, Math Alternate Assessment Selected Students 3-8, HS
Description: The summative assessments noted above are going to be the official state-wide assessments for the Common Core State Standards in English Language Arts and Math for Guam Department of Education Students. The grades levels tested are those required by the No Child Left Behind act and include students in grades 3 to 10. Students in non-tested grades for ELA & Math and in the content areas of Social Studies and Science will be taking the Guam Standards Based Assessment.	
Given last 6 weeks of school year	

Guam Standards Based Assessments (Criterion-Referenced Tests) English Language Arts, Math, Science and Social Studies ELA, Math (1, 2, HS- Specific Courses), Social Studies, Science (1-12)- Students in Specific Courses
Description: The Guam Standards Based Assessments will be administered to students who are in the non-tested grades of the ACT Aspire in ELA and Math as well as 1st to 12th grades in the content areas of Science and Social Studies. In ELA and Math, the assessments are aligned to the Common Core. In the areas of Science and Social Studies, they are aligned to the GDOE Standards. Unlike the SAT10 where all students take the assessment of a particular grade regardless of the course they are taking, the SBA tests students based on the courses they are currently enrolled.
Given last 6 weeks of school year

Work Keys Assessment System Job Readiness Assessment Applied Mathematics, Reading for Information, Locating Information All 12th Graders
Description: The WorkKeys assessment system measures "real world" skills that employers have deemed critical to job success. Test questions are based on situations in the everyday work world and will help the school system, but more importantly, parents, students and potential employers understand students' skill levels in the areas tested. Upon completion, students have the opportunity to obtain a National Career Readiness Certificate that is recognized both locally and national by various employers.
Starting last semester of their junior year in high school

Interim or "within year" Assessments- These assessments are given throughout the course of the school year in order to track student progress with the purpose of providing interventions to struggling students.

District and School Level Interim Assessment AIMS Web- Criterion Based Measure, general screener ELA (Reading, Writing and Early Literacy), Math K-8
-Screeners given beginning, Mid and EOY- Additional assessments for closer progress monitoring available to schools as needed

ACT ASPIRE- Optional assessments and teacher resources English Language Arts, Math 3rd-10th Grade
School and Classroom-Based Modules and Assessments

School-Based Common Formative Assessments -School Based Common Formative Assessments (district expectation) in ELA, Math, Science, Social Studies
-Training provided to a group of pilot schools to develop Common Formative Assessments and Standards Based Grades Assessments and processes to be phased in for all schools

Adopted: September 23, 2014, Guam Education Board

EDDIE BAZA CALVO
Governor

RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam.

MAY 1 2 2015

33-15-0452
Office of the Speaker
Judith T. Won Pat, Ed.D
Date: 05-13-15
Time: 1:50pm
Received By:

Honorable Judith T. Won Pat, Ed.D.
Speaker
I Mina'trentai Tres Na Liheslaturan Guåhan
155 Hesler Street
Hagåtña, Guam 96910

Dear Madame Speaker:

Transmitted herewith is Bill No. 66-33 (COR) **"AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION I OF PART I, CHATPER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* § 22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219"** which I signed into law on May 7, 2015, as **Public Law 33-29.**

2015 MAY 13 PM 2:25

Senseramente,

EDDIE BAZA CALVO

0452

P.O. Box 2950 • Hagatna, Guam 96932
Tel: (671) 472-8931 • Fax: (671) 477-4826 • governor.guam.gov • calendar.guam.gov
Eddie Baza Calvo @eddiebazacalvo @governorcalvo governorofguam

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2015 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO *I MAGA'LAHEN GUÅHAN*

This is to certify that **Substitute Bill No. 66-33 (COR), "AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION 1 OF PART I, CHAPTER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* §22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219,"** was on the 1st day of May 2015, duly and regularly passed.

Judith T. Won Pat, Ed.D.
Speaker

Attested:

Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 4th day of May, 2015, at 2:15 o'clock P.M.

Assistant Staff Officer
Maga'lahi's Office

APPROVED:

EDWARD J.B. CALVO
I Maga'lahen Guåhan

Date: MAY 07 2015

Public Law No. 33-29

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2015 (FIRST) Regular Session

Bill No. 66-33 (COR)
As substituted by the Committee on Appropriations
and Adjudication; and amended on the Floor.

Introduced by: B. J.F. Cruz
T. C. Ada
V. Anthony Ada
Frank F. Blas, Jr.
FRANK B. AGUON, JR.
James V. Espaldon
Brant T. McCreadie
Tommy Morrison
T. R. Muña Barnes
R. J. Respicio
Dennis G. Rodriguez, Jr.
Michael F.Q. San Nicolas
Mary Camacho Torres
N. B. Underwood, Ph.D.
Judith T. Won Pat, Ed.D.

AN ACT TO *AMEND* SECTION 2(II)(AF) OF CHAPTER I AND SECTION 1 OF PART I, CHAPTER II OF PUBLIC LAW 32-181; TO *ADD* A NEW SECTION 17 TO PART I, CHAPTER II OF PUBLIC LAW 32-181; AND TO *AMEND* §22425(q) OF ARTICLE 4, CHAPTER 22, TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO APPROPRIATING START-UP FUNDS FROM THE TERRITORIAL EDUCATIONAL FACILITIES FUND FOR THE GUAM DEPARTMENT OF EDUCATION (GDOE) EARLY CHILDHOOD EDUCATION PROGRAM/PRE-KINDERGARTEN PROGRAM; AND TO PROVIDE ADDITIONAL FUNDS TO THE GDOE FOR ITS OPERATIONS AS A RESULT OF THE ENACTMENT OF PUBLIC LAW 32-219.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Section 2(II)(AF) of Chapter I of Public Law 32-181 is hereby *amended* to read as follows:

"AF. Territorial Educational Facilities Fund $31,200,000"

Section 2. Section 1 of Part I, Chapter II of Public Law 32-181 is hereby *amended* to read as follows:

"**Section 1. Appropriation.** Pursuant to §§ 52101 and 52102 of Chapter 52, Division 2 of Title 11 GCA, the sum of Two Hundred Thirty Three Million Five Hundred Nineteen Thousand Seven Hundred Sixty Two Dollars **($233,519,762)** is appropriated to the Guam Department of Education (GDOE) Operations Fund for Fiscal Year 2015. This sum is composed of Two Hundred Million Twenty Five Thousand Two Hundred Fifty Three Dollars **($200,025,253)** from the General Fund (including advanced appropriations from P.L. 32-068), and Thirty Three Million Four Hundred Ninety Four Thousand Five Hundred Nine Dollars **($33,494,509)** from the Public Library Resources Fund, the Territorial Educational Facilities Fund (including the continuing appropriation in P.L. 32-63, as amended by P.L. 32-120), the Healthy Futures Fund, and the School Lunch/Child Nutritional Meal Reimbursement Fund. This appropriation *shall* be expended in accordance with the cash disbursement schedules required by §52101(b) of Chapter 52, Title 11 GCA, and in accordance with the object class allocations outlined below:

PERSONNEL OBJECT CATEGORIES (111 to 115)	$196,554,840
OPERATIONS OBJECT CATEGORIES (220 to 450)	$36,964,922
TOTAL	**$233,519,762**
SUMMARY OF APPROPRIATION FUNDING SOURCE	
GENERAL FUND	$200,025,253
TERRITORIAL EDUCATIONAL FACILITIES FUND	$20,599,017

PUBLIC LIBRARY RESOURCES FUND		$839,429
HEALTHY FUTURES FUND		$891,754
SCHOOL LUNCH/CHILD NUTRI. MEAL REIMB. FUND		$11,164,309
TOTAL		**$233,519,762"**

Section 3. A new Section 17 is hereby *added* to Part I, Chapter II of Public Law 32-181 to read:

"**Section 17.** The sum of Two Million Eighty Five Thousand Ninety Nine Dollars **($2,085,099)** is hereby appropriated from the Territorial Educational Facilities Fund (including the continuing appropriation in § 22425(q)(8), Chapter 22, Title 5 GCA) to the Guam Department of Education (GDOE).

(a) Early Childhood Education Program Start-up Funding. The sum of Nine Hundred Eighty Two Thousand Five Hundred Ninety Three Dollars **($982,593)** *shall* be allocated from the Territorial Educational Facilities Fund (including the continuing appropriation in § 22425(q)(8), Chapter 22, Title 5 GCA) in this Section to the GDOE for the Early Childhood Program Fund (created pursuant to § 22425(q)(7), Chapter 22, Title 5 GCA) for the *sole* purpose of funding an Early Childhood Education Program and the development and implementation of the Pre-Kindergarten Program in four (4) public schools identified by the Department to pilot such a program. This allocation *shall not* be subject to transfer by *I Maga'lahen Guåhan* or GDOE. A breakdown of the appropriation in this Section is as follows:

PERSONNEL OBJECT CATEGORIES (111 to 115)	$165,861
OPERATIONS OBJECT CATEGORIES (220 to 363)	$84,473
CAPITAL OUTLAY (450)	$732,259
TOTAL	**$982,593**

(b) The sum of One Million One Hundred Two Thousand Five Hundred Six Dollars **($1,102,506)** *shall* be allocated from the Territorial Educational Facilities in this Section to the GDOE for additional funding for its operations as a result of the enactment of Public Law 32-219.

(c) The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood Education pilot program over a period of three (3) years. The evaluation results *shall* be submitted annually to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

Section 4. §22425(q) of Article 4, Chapter 22, Title 5, Guam Code Annotated, (not including §§ 22425(q)(1) through 22425(q)(12)) is hereby *amended* to read:

"(q) Notwithstanding any other provision of law, any additional real property tax revenues above the amount of Twenty Million Seven Hundred Fifty Five Thousand Seven Hundred Ten Dollars **($20,755,710)** (the average of the actual collections of real property taxes between Fiscal Years 2012 and 2014) is hereby continuously appropriated annually, *not to exceed* Eight Million Five Hundred Thousand Dollars **($8,500,000)**, from the Territorial Educational Facilities Fund in the amounts and for the purposes set forth in this Subsection:"

Section 5. Effective Date. This Act *shall* take effect upon its enactment.

Section 6. Severability. If any provision of this Act or its application to any person or circumstance is held invalid, the invalidity *shall not* affect other provisions or applications of this Act which can be given effect without the invalid provision or application and to this end the provisions of this Act are severable.

Here you go!
---------- Forwarded message ----------
From: Jeremy J. Rojas <jjrojas@gdoe.net>
Date: Fri, Jun 26, 2015 at 4:17 PM
Subject: P.L.33-29
To: "Eloise R. Sanchez" <esanchez@gdoe.net>

Hi Eloise,

P.L. 33-29 excerpt as requested.

(c) The Superintendent of the GDOE *shall* conduct a formative and summative evaluation of the Early Childhood Education pilot program over a period of three (3) years. The evaluation results *shall* be submitted annually to the Legislature and *shall* be considered prior to an expansion or continuation of the program."

Thanks,

Jeremy J. Rojas
Management Analyst IV
Financial Affairs
Guam Department of Education
500 Mariner Ave.
Barrigada, Guam 96913
671-300-1572

FOR 2016 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
125 EARLY CHILDHOOD ED. PROGRAM							
011100 REGULAR SALARIES	0	0	0	236,452.72	.00	-236,452.72	100.0%
012100 BENEFITS	0	0	0	92,423.82	.00	-92,423.82	100.0%
023022 MAINTENANCE-SCHOOLS	0	0	0	2,799.00	2,201.00	-5,000.00	100.0%
025007 CLASSROOM EQUIPMENT	0	32,854	32,854	32,498.04	.00	355.96	98.9%
045001 BUILDING IMPROVEMENT	0	513,260	513,260	513,157.37	102.65	.00	100.0%
TOTAL EARLY CHILDHOOD ED. PROGRAM	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%
GRAND TOTAL	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%

** END OF REPORT - Generated by KRISTIN A. ROMERO **

FOR 2016 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
125 EARLY CHILDHOOD ED. PROGRAM							
011100 REGULAR SALARIES	0	0	0	236,452.72	.00	-236,452.72	100.0%
012100 BENEFITS	0	0	0	92,423.82	.00	-92,423.82	100.0%
023022 MAINTENANCE-SCHOOLS	0	0	0	2,799.00	2,201.00	-5,000.00	100.0%
025007 CLASSROOM EQUIPMENT	0	32,854	32,854	32,498.04	.00	355.96	98.9%
045001 BUILDING IMPROVEMENT	0	513,260	513,260	513,157.37	102.65	.00	100.0%
TOTAL EARLY CHILDHOOD ED. PROGRAM	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%
GRAND TOTAL	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%

** END OF REPORT - Generated by KRISTIN A. ROMERO **

GUAM DEPARTMENT OF EDUCATION

Balance Sheet
Governmental Funds
September 30, 2016

ASSETS	General	Special Revenue Federal Grants Assistance	Total
Cash and cash equivalents	$ 6,288,979	$ 6,506,889	$ 12,795,868
Receivables from federal agencies	-	4,030,472	4,030,472
Due from primary government	1,715,836	-	1,715,836
Prepayments and other assets	323,390	33,088	356,478
Due from other funds	-	441,182	441,182
Restricted assets:			
Cash and cash equivalents	224,667	-	224,667
Investments	145,179	-	145,179
Total assets	$ 8,698,051	$ 11,011,631	$ 19,709,682
LIABILITIES AND FUND BALANCES (DEFICIT)			
Liabilities:			
Accounts payable	$ 13,833,342	$ 2,962,745	$ 16,796,087
Accrued payroll	7,084,184	1,351,365	8,435,549
Other liabilities and accruals	3,027,043	1,188,113	4,215,156
Payable to federal agencies	-	5,509,408	5,509,408
Due to other funds	441,182	-	441,182
Total liabilities	24,385,751	11,011,631	35,397,382
Fund balances (deficit):			
Restricted	369,846	-	369,846
Unassigned	(16,057,546)	-	(16,057,546)
Total fund balances (deficit)	(15,687,700)	-	(15,687,700)
Total liabilities and fund balances (deficit)	$ 8,698,051	$ 11,011,631	$ 19,709,682

See accompanying notes to financial statements.

DRAFT COPY FOR DISCUSSION
PURPOSES ONLY 02/03/2017

GUAM DEPARTMENT OF EDUCATION

Statement of Revenues, Expenditures and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2016

	General	Special Revenue Federal Grants Assistance	Total
Revenues:			
Appropriations	$ 251,604,222	$ 7,100,000	$ 258,704,222
Federal grants and contributions	425,584	55,363,353	55,788,937
Cafeteria sales	199,734	-	199,734
Fees and other program receipts	1,142,086	275,380	1,417,466
Total revenues	253,371,626	62,738,733	316,110,359
Expenditures:			
Elementary Education	77,287,191	25,947	77,313,138
Secondary Education	87,447,562	1,099,642	88,547,204
Direct Student Support	17,470,370	52,597,200	70,067,570
General Administration	39,873,001	1,915,944	41,788,945
Retiree healthcare benefits	12,356,785	-	12,356,785
Guahan Academy Charter School	3,300,000	-	3,300,000
iLearn Academy Charter School	2,475,000	-	2,475,000
Debt service:			
Lease payment	14,969,647	7,100,000	22,069,647
Capital projects:			
Capital lease acquisition	4,947,008	-	4,947,008
Total expenditures	260,126,564	62,738,733	322,865,297
Deficiency of revenues under expenditures	(6,754,938)	-	(6,754,938)
Other financing sources:			
Capital leases	4,947,008	-	4,947,008
Total other financing sources (uses), net	4,947,008	-	4,947,008
Net change in fund balances (deficit)	(1,807,930)	-	(1,807,930)
Fund balances (deficit) at beginning of year	(13,879,770)	-	(13,879,770)
Fund balances (deficit) at end of year	$ (15,687,700)	$ -	$ (15,687,700)

See accompanying notes to financial statements.

DRAFT COPY FOR DISCUSSION
PURPOSES ONLY 02/03/2017

GUAM DEPARTMENT OF EDUCATION

Combined Statements of Revenues, Expenditures By Account and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2016
(With Comparative Totals for the Year Ended September 30, 2015)

	2016			2015		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	$ 251,604,222	$ 7,100,000	$ 258,704,222	$ 250,160,165	$ 7,100,000	$ 257,260,165
Federal grants and contributions	425,584	55,363,353	55,788,937	554,293	57,498,496	58,052,789
Cafeteria sales	199,734	-	199,734	231,703	-	231,703
Fees and other program receipts	1,142,086	275,380	1,417,466	737,812	302,965	1,040,777
Total revenues	253,371,626	62,738,733	316,110,359	251,683,973	64,901,461	316,585,434
Expenditures:						
Salaries and wages	133,712,681	24,728,034	158,440,715	131,651,314	24,916,493	156,567,807
Benefits	47,315,423	8,836,059	56,151,482	48,668,658	9,752,984	58,421,642
Capital lease	14,969,647	7,100,000	22,069,647	17,725,162	7,100,000	24,825,162
Contractual	16,287,607	5,643,018	21,930,625	12,906,493	5,818,169	18,724,662
Food management contract	6,635,536	9,565,501	16,201,037	4,338,028	11,261,867	15,599,895
Retiree healthcare benefits	12,356,784	-	12,356,784	11,182,542	-	11,182,542
Power	10,036,742	958,475	10,995,217	12,386,102	-	12,386,102
Capital lease acquisition	4,947,008	-	4,947,008	-	-	-
Supplies	1,157,230	2,261,268	3,418,498	1,012,054	1,245,485	2,257,539
Guahan Academy Charter School	3,300,000	-	3,300,000	3,335,910	-	3,335,910
Water	3,096,861	-	3,096,861	2,807,902	-	2,807,902
iLearn Academy Charter School	2,475,000	-	2,475,000	1,459,638	-	1,459,638
Equipment	1,439,987	739,902	2,179,889	922,478	2,581,393	3,503,871
Capital outlay	967,973	806,553	1,774,526	1,155,133	108,235	1,263,368
Indirect costs	-	1,223,268	1,223,268	-	732,733	732,733
Travel	453,156	760,384	1,213,540	566,135	689,037	1,255,172
Library books and equipment	493,721	3,120	496,841	138,303	-	138,303
Phone	328,486	-	328,486	385,560	-	385,560
Fuel	133,223	-	133,223	186,458	-	186,458
Textbooks	13,152	113,133	126,285	163,242	695,047	858,289
Interest and penalties	-	-	-	247,042	-	247,042
Miscellaneous	6,347	18	6,365	113,661	18	113,679
Total expenditures	260,126,564	62,738,733	322,865,297	251,351,815	64,901,461	316,253,276
Excess (deficiency) of revenues over (under) expenditures	(6,754,938)	-	(6,754,938)	332,158	-	332,158
Other financing sources:						
Capital lease	4,947,008	-	4,947,008	-	-	-
Net change in fund balances (deficit)	(1,807,930)	-	(1,807,930)	332,158	-	332,158
Fund balances (deficit), beginning of year	(13,879,770)	-	(13,879,770)	(14,211,928)	-	(14,211,928)
Fund balances (deficit), end of year	$ (15,687,700)	$ -	$ (15,687,700)	$ (13,879,770)	$ -	$ (13,879,770)

See Accompanying Independent Auditors' Report.

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FOR 2016 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
125 EARLY CHILDHOOD ED. PROGRAM							
011100 REGULAR SALARIES	0	0	0	236,452.72	.00	-236,452.72	100.0%
012100 BENEFITS	0	0	0	92,423.82	.00	-92,423.82	100.0%
023022 MAINTENANCE-SCHOOLS	0	0	0	2,799.00	2,201.00	-5,000.00	100.0%
025007 CLASSROOM EQUIPMENT	0	32,854	32,854	32,498.04	.00	355.96	98.9%
045001 BUILDING IMPROVEMENT	0	513,260	513,260	513,157.37	102.65	.00	100.0%
TOTAL EARLY CHILDHOOD ED. PROGRAM	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%
GRAND TOTAL	0	546,114	546,114	877,330.95	2,303.65	-333,520.58	161.1%

** END OF REPORT - Generated by KRISTIN A. ROMERO **

Review of Instructional Standards, Curriculum & Assessments

Review of Instructional Standards, Curriculum and Assessments	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the degree to which standards, curricula, and assessments are aligned with one another.	**1. Documents indicate degree of alignment** → j) ECE Program Alignment k) GDOE Standard Operating Procedures (SOP No.: 400-003) l) Pre-school Teaching and Learning Curriculum Standards Framework Guam Early Learning Guidelines Provide the Guiding Principles for ECE, Accommodations, Modifications m) Pilot Pre-K Progress Report (Student Assessment Progress) n) Contract for Curriculum Development with University of Guam	Significantly Adequate
2. Examine the degree to which aligned instructional tools are being implemented within and across classrooms.	**2. Implementation show degree of fidelity (as indicated in the classroom observation)** → o) Classroom Observation – Finegayan Elementary School p) Classroom Observation – JQ San Miguel Elementary School q) Classroom Observation – LBJ Elementary School r) Classroom Observation – Marcial Sablan Elementary School	More than Adequate

ECE Program Alignment

No.	Program	Type	Curriculum Development	Program Development	Professional Development	Program Administration
1	Universal Preschool **Target Audience:** 4 year old children and their families **Enrollment:** 18 students Implementation: SY2015-2016 Required: Plan and Procedures	Bill 274-32	-ECE Curriculum -Developmentally Appropriate Practices (DAP) -Alignment to K-12 Content Standards	-Research-based ECE -Parent Involvement and Family Engagement Programs -ECE Transitional Programs (Head Start & GATE)	Required: -Certified Teachers in ECE Instructional Aides basic training in ECE Training for ECE Teachers/Instructional Aides: -Development of Training Modules (ECE Teachers & Instructional Aides) to include: Reading Readiness, Writing Readiness, Mathematics Readiness, DAP, Working with Families, Cultural Diversity, Assessment, Working with Students with Special Needs Training for Families: Literacy and Social and Emotional Development, Diversity, Healthy Habits and Blended Families	-ECE Policy Review -Programmatic Funding: Budget Proposal = $9 million –Inventory -Planning & Development (All Stakeholders) -Phase In Program beginning SY2014-2015 and end SY2020-2021 Year 1: Year 2: Year 3: Year 4: Year 5: -
2	Extended Head Start Program (EHSP) **Target Audience:** At-risk 4 year old children from the Head	District Initiative	-Aligned to district's Kindergarten Content Standards -Developmentally Appropriate	-Family Health Care Programs -Early Referral Program -Parent Engagement Program such as Parent Teacher	-Community-Based Partnerships -Professional Development in the following: Training for ECE Teachers: Developmentally Appropriate Practices, Technology	-Programmatic Funding: Budget Proposal = $207,310.00 -Memorandum of Agreement -Parent Head Start Council Membership

ECE Program Alignment

	Start/Special Education waiting list and their families **Enrollment: Year 1: 30 students Implementation Date:** SY2014-2015 (In		Practices (DAP) -High-quality Curriculum -Individualized School Readiness Plan (ISRP) -Assessment	Conference/Parent Training -Program Services (Special Education, Early Referral, Early Intervention)	Education Training for Families:	
3	Ready to Learn (RtL) Program **Target Audience:** Free/Reduced 4 year old children and their families **Enrollment: 270 Implementation:** SY2014-2015	Consolidated Grant Application	-ECE Curriculum Development -	- Ready to Learn Summer Program -Family Partnership Program	-ECE Research Review Training for ECE Teachers: Development Appropriate Practices, Developmentally Appropriate Social/Emotional Environments; Developmentally Appropriate Cognitive/Language/Literacy Environments Training for Families: Communicating, Parenting, Student Learning, Student Decision-Making and Advocacy	-Five "Ready to Learn" Pilot Summer Schools -Policy Review -Resource Development -Program Evaluation -Early Childhood Advisory Committee -
4	Guam Early Learning Council	Executive Order/Public Law	-Early Learning Guidelines (Birth to age 8)			-Quality Rating & Improvement System (QRIS) -Guam Evaluation and Improvement Rating System (GEIRS)

ECE Program Alignment

No.	Program	Type	Curriculum Development	Program Development	Professional Development	Program Administration
5	Head Start Program	Federal Grant				
6	Special Education (Early Intervention/ECSpEd, GATE) POC: Cathy Tydingco	DOE/Federal				
7.	Striving Readers POC: Olivia Peterson	Federal Grant				
8.	Public Health (CCDF) POC: John Nelson	Gov't Agency				
9.	Private Schools POC: Cynthia Abulgos	Private School				
10.	Childcare Association					
11.	Guam Community College – ECE Program	IHE				
12.	UOG – ECE Program CEDDARS	IHE				

Alignment of GDEO Pre-Kindergarten Standards & Curriculum with Brigance & ASQ Assessments

Standard(s): Pre-Kindergarten Teaching and Learning Curriculum and Standards Framework Social and Emotional Development Pre-Kindergarten Standards and Competencies There are five prekindergarten standards/Domains for social and emotional development: Standard PK.SO.GDOE SO1: Children will understand and express feelings appropriately. Standard PK.SO.GDOE SO2: Children will develop a sense of self. Standard PK.SO.GDOE SO3: Children will develop social skills and positive peer and adult relationships. Standard PK.SO.GDOE SO4: Children will develop a positive and open approach to learning. Standard PK.SO.GDOE SO5: Children will acquire behaviors and skills expected in school	**Brigance Assessment** **Academic/Cognitive** 1B –Knows Personal Information **Language Development** 7B – Names Parts of the Body	**ASQ-3** All Questions from 1 to 6 **Problem Solving & Personal-Social**
Creative Development Pre-Kindergarten Standards and Competencies There are four prekindergarten standards for creative development: Standard PK.CR.GDOE1: Children will create and express themselves through a variety of art	**Language Development**	All Questions from 1 to 6 **Fine Motor, Problem Solving and Personal Social**

experiences by using art elements and techniques. Standard PK.CR.GDOE2: Children will create and express themselves through a variety of music experiences by using music elements and techniques. Standard PK.CR.GDOE3: Children will create and express themselves through a variety of creative movement and drama experiences by using movement elements and techniques. Standard PK.CR.GDOE4: Children will be exposed to an assortment of natural, cultural, visual and performing arts.	2B – Name Colors 3B – Identifies Pictures by Naming **Academic/Cognitive: Literacy** 4B – Visual Discrimination Forms and Uppercase Letters. **Physical Development** 5B – Visual Motor Skills	
Healthy, Safety, and Physical Development Pre-Kindergarten Standards and Competencies There are six preschool standards for health, safety, and physical development: Standard PK.HE.GDOE1: Children will develop health awareness and skills. Standard PK.HE.GDOE2: Children will learn and follow basic safety rules. Standard PK.HE.GDOE3: Children will acquire basic self-help skills. Standard PK.HE.GDOE4: Children will increase sensory and spatial awareness.	**Physical Development.** 5B -Visual Motor Skills 6B – Gross Motor Skills	All Questions from 1 to 6 **Gross and Fine Motor Skills**

Standard PK.HE.GDOE5: Children will develop strength and coordination of small muscles. Standard PK.HE.GDOE6: Children will develop strength and coordination of large muscles.		
<u>Language, Communication, and Literacy Development Prekindergarten Standards and Competencies</u> <u>There are eight preschool standards for language, communication, and literacy development:</u> Standard PK.LA.GDOE1: Children will use language in a variety of ways. Standard PK.LA.GDOE2: Children will use strategies to help them listen and comprehend to a variety of spoken forms of language. Standard PK.LA.GDOE3: Children will acquire increasingly rich vocabulary and sentence structure. Standard PK.LA.GDOE4: Children will recognize and use symbols. Standard PK.LA.GDOE5: Children will enjoy and understand books. Standard PK.LA.GDOE6: Children will show interest in writing. Standard PK.LA.GDOE7: Children will acquire concepts of print. Standard PK.LA.GDOE8: Children will acquire emergent literacy skills while exploring print in books and the environment.	**<u>Language Development.</u>** 2B – Names Colors 3B – Identifies Pictures by Naming 7B – Name Parts of the Body 8B – Follows Verbal Directions 11B – Verbal Fluency and Articulation	All Questions from 1 to 6 **Communication, Fine Motor, Problem Solving and Personal Social**

Cognitive Development Preschool Standards and Competencies There are nineteen prekindergarten standards for cognitive development: *Symbolic Play* Standard PK.CO.GDOE1: Represent fantasy (make-believe) and real-life experiences through pretend play. Standard PK.CO.GDOE2: Engage in sustained symbolic play with other children. Standard PK.CO.GDOE3: *Mathematics;* Learning about numbers, numerical representation, and simple numerical operations. Standard PK.CO.GDOE4: Recognize and create patterns and become aware of relationships. Standard PK.CO.GDOE5: Develop concepts of shape and space Standard PK.CO.GDOE6: Develop and use measurement concepts. Standard PK.CO.GDOE7: Represent and interpret data. *Science* Standard PK.CO.GDOE8: Engage in scientific inquiry. Standard PK.CO.GDOE9: Explore physical properties of the world. Standard PK.CO.GDOE10: Explore characteristics of living things. Standard PK.CO.GDOE11: Learn about the earth and sky. Standard PK.CO.GDOE12: Have a variety of educational experiences that involve technology. *Social Studies*	**Academic/Cognitive: Mathematics and Literacy.** 1B – Knows Personal Information 4B – Visual Discrimination-Forms & Uppercase Letters 9B – Counts by Rote 10B – Recognizes Quantities **Physical Development** 5B – Visual Motor Skills	All Questions from 1 to 6 **Communication, Personal Social and Problem Solving**

Standard PK.CO.GDOE13: Learn about themselves and other people. Standard PK.CO.GDOE14: Be aware of and appreciate their own and other cultures. Standard PK.CO.GDOE15: Become aware of how things, people and places change over time. Standard PK.CO.GDOE16: Explore how people depend upon one another for the things (goods) and help (services) they need. Standard PK.CO.GDOE17: Understand what people need to work and live together in groups. Standard PK.CO.GDOE18: Develop geographic awareness. Standard PK.CO.GDOE19: Develop awareness of the natural environment and how they can be protected.		
<u>Approaches to Learning Pre-Kindergarten Standards and Competencies</u> <u>There are three prekindergarten standards for approaches to learning:</u> Standard PK.AL.GDOE1: Children demonstrate initiative, creativity, engagement, and persistence. Standard PK.AL.GDOE2: Children identify and solve problems. Standard PK.AL.GDOE3: Children apply what they have learned to new situations.	**<u>Academic/Cognitive</u>** 1B - Knows Personal Information **<u>Language Development</u>** 2B – Names Colors 3B – Identifies Pictures by Naming 7B – Names Parts of the Body 8B – Follows Verbal Directions 11B – Verbal Fluency and Articulation **<u>Academic/Cognitive: Literacy</u>** 4B – Visual Discrimination-Forms and Uppercase Letters	**All Questions are necessary for approaches to learning!**

	Physical Development 5B – Visual Motor Skills 6B – Gross Motor Skills **Academic/Cognitive: Mathematics** 9B – Counts by Rote 10B – Recognizes Quantities	

/

Jon J.P. Fernandez
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION
Curriculum and Instructional Improvement
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Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional Improvement

STANDARD OPERATING PROCEDURES

SUBJECT: Pilot Pre-Kindergarten Program **SOP No.:** 1200-003

EFFECTIVE DATE: Upon Superintendent's approval/signature.

INQUIRIES: Division of Curriculum & Instruction, 30-1247

REFERENCES:
Guam Education Board Resolution 2014-08: Pre-Kindergarten Program
Board Policy 337, Health Requirements for Students
Board Policy 300, Instructional Philosophy
Board Policy 318, School Attendance Areas
GDOE SOP 1200-020, Health Requirements for Students

APPLICABILITY: Pilot Pre-Kindergarten schools

ASSUMPTIONS:

1. During the next three (3) years the number of Pilot Pre-Kindergarten schools will increase.
2. By the end of year three (3) at least 12 GDOE elementary classrooms will have a Pre-Kindergarten Program.

DEFINITIONS:

1. **School Attendance Area** refers to the school that a child is required to attend because of the address in which the parents or guardians reside.
2. **Out-of-District** refers to areas outside the boundaries of the official school attendance area.

I. PURPOSE

The purpose of the development of the Pre-Kindergarten SOP is to establish operating procedures for the implementation and administration of the Pilot Pre-Kindergarten Program.

II. INTRODUCTION

Beginning SY 2015-2016, through a lottery registration, if applicable, Pre-Kindergarten age students will be afforded the opportunity to participate, on a volunteer basis, in a full-day program. The program will be piloted at four (4) GDOE elementary schools, which will include four additional schools each year for the next two years.

III. GENERAL

A. Schooling is a sequence of planned experiences designed to inform parents and students what students should learn and what they should be able to do as referenced in Board Policy 300: Instructional Philosophy. Schooling for **Pre-Kindergarteners is not mandated.** Attendance is strictly voluntary. The Piloted Pre-Kindergarten Program will be in four (4) GDOE elementary schools. One (1) school in each region. There are four (4) regions in GDOE (Haya, Kattan, Luchan and Lagu).

B. The Guam Education Board of the Guam Department of Education supports state, local and federal efforts to invest in voluntary, high-quality Pre-Kindergarten for 4-year old children, as referenced in the Guam Education Board Resolution No. 2014-08, which identifies the following philosophy:

   a. High-Quality Pre-Kindergarten programs prepare children to be Kindergarten ready by nurturing their social-emotional, cognitive, and physical development; enhancing their self-confidence; and fostering lifelong desire to learn.
   b. Educational investments in young children have demonstrated significant long-term savings on the costs of special education, retention, welfare and crime.

IV. ADMINISTRATION

A. Early Childhood Education Planning Committee panel consisting of the district's Early Childhood Representatives shall be established to guide the implementation of the Pilot Pre-Kindergarten Program.

B. Pilot Pre-Kindergarten enrollment will commence in School-Year 2015-2016.

C. The Pilot Pre-Kindergarten Program will be administered by the Division of Curriculum & Instruction.

D. One Hundred Seventy (170) of Instructional days for Pre-Kindergarten Program.

Doc. No. 34GL-17-0777.

E. Student Requirement

a. Pre-Kindergarten students enrolled shall be four (4) years old by July 31.

A birth certificate or passport is required for proof of age.

b. Pre-Kindergarten students must reside in the school's attendance area.

1. The Mayor's verification and/or other documents such as lease agreements or utility bills are required for proof of residency.
2. Out-of-District attendance is allowed only if participating schools have the available openings. Available openings are determined after the open enrollment period closes and all qualifying students from the school attendance area have been selected. Transportation to and from school will be the responsibility of the parent/guardian.

c. Age appropriate immunizations and a physical examination are required.

F. Student Registration

a. Registration form shall be standardized. Forms will be made available at participating school sites.

b. Class-Size optimum is eighteen (18).

c. Should a school receive less completed applications from the Attendance Area and Out of District than the allotted number of 18 students by the deadline, all students will be selected to participate in the Pre-K Program.

d. Should the number of completed applications received by the announced deadline exceed 18, a lottery will occur to determine the students who will participate in the Pre-K Program.

a. Two lotteries will be held for schools that receive more than 18 completed applications by the deadline. One lottery will be for the students from the Attendance Area. The other lottery will be held for students from Out of District.
b. Students from the Attendance Area will be priority. If the number of applicants from the Attendance Area exceeds 18, the first eighteen (18) students drawn from the lottery will be selected to participate. The rest of the applicants will be placed on a waiting list in the order in which their names were selected.
c. For students who are Out of District, the lottery will determine the order in which applicants are placed on the waiting list. These applicants may be selected to participate only if there are no applicants from the Attendance Area to fill available slots.

e. Should the number of completed applications received by the announced deadline be less than 18, participating schools will continue to accept applications. Applicants will be placed on a waiting list based on the date of submission of the completed application. Children from the Attendance Area will have priority in the selection.

G. Student Management

a. Student information shall be managed in the PowerSchool.

b. Pre-Kindergarten student Cum File Folder on each student is required and shall be maintained at the school. Pursuant to the Records Management Manual student CUMS are a PERMANENT file i.e. beyond 50 years.

c. Transportation to and from school will be available by the government. However, parents/guardians whose children are given out-of-district permission are responsible for their children's transportation to and from school.

d. School Uniform: The procedures for school uniform currently in place at the respective school shall be applicable to the Pilot Pre-Kindergarten Program.

e. Attendance Procedures: The procedures for attendance currently in place at the respective schools shall address a child's absenteeism. However, Pre-Kindergarten students may not be considered truant. At the discretion of the Principal, excessive unexcused absences may lead to the withdrawal of the child.

f. Discipline: Early Childhood behavior management training and interventions, which aligns with the district's PBIS approach, will be provided to Pre-Kindergarten faculty and staff

V. PROGRAM ADMINISTRATION

A. **Classroom Schedule:** The classroom schedule will be set for the full-day Pre-Kindergarten Program and shall be submitted by the School Administrator to the Division of Curriculum & Instruction for review by the commencing of the school year. Early childhood learning is integrated throughout the day. Detailed lesson plans with expected outcomes will guide learning in the classroom.

B. **Program Curriculum:** Pre-Kindergarten teachers are required to integrate their instruction utilizing Integrated Curriculum strategies, which shall include early learning standards. Year-long themes, as well as, cross-curricular themes are encouraged in developing these Integrated Units and Lesson Plans. The use of developmentally appropriate practices shall be utilized in classroom schedules, instructions and activities

C. **Teachers**: Must attain a minimum of a Basic Educator Preschool Certification.

D. **Instructional Materials**: The Division of Curriculum and Instruction shall provide instructional materials for the Pilot Pre-Kindergarten schools.

VI. INTERNAL CONTROL

Principals shall ensure internal controls for accountability and effectiveness pursuant to Board Policy 702, Manager's Internal Control Program.

VII. TRAINING

The Early Childhood Education Coordinator shall conduct training on this SOP within ninety (90) days of the effective date.

VIII. PENALTY

Personnel in violation of the policies and procedures established in this SOP may be disciplined pursuant to the Department of Education's Personnel Rules and Regulation.

IX. CHANGE(S)

Suggestions for change(s) to this SOP should be submitted in writing to the Superintendent.

Jon J.P. Fernandez,
Superintendent of Education

5/27/15
Date

Guam Department of Education
Preschool Teaching and Learning
Curriculum Standards Framework
2015



"A submarine catching a whale.
That is a pilot inside holding the steering wheel." *(Carmain, age 4)*

Doc. No. 34GL-17-0777.

PREFACE

HISTORY
Explain how, when and why this was developed.

ABOUT THIS DOCUMENT
Gives an overview of the document

ACKNOWLEDGMENTS
Recognizes key people involved

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INTRODUCTION

The National Association for the Education of Young Children (NAEYC) is the foremost professional organization for the early childhood field. NAEYC works to promote high-quality early learning for all young children by connecting early childhood practice, policy, and research. The NAEYC promotes developmentally appropriate practices (DAP), an approach to teaching that is grounded in research on how young children develop and learn in order to advance optimal learning and development. Through DAP, teachers meet young children where they are as individuals and as part of a group and help children to meet challenging and achievable learning goals. The appendix contains a listing form NAEYC of 12 principles of child development, 5 guidelines for effective teaching, and 10 effective teaching strategies based on research and consistent with developmentally appropriate practices.

With support from the University of Guam, School of Education, the Guam Department of Education developed this ***Preschool Teaching and Learning Curriculum and Standards Framework*** rooted in developmentally appropriate practices. Evaluation of existing preschool curriculum models of numerous states, Guam's Early Learning Guidelines, and resources from NAEYC were used in the development of this document. Preschool teachers and administrators in the field, and early childhood university faculty were a part of the evaluation, review, and editing of the document.

Early learning standards as defined by NAEYC defined the desired outcomes and content of young children's education. These standards support positive development and learning only if they emphasize significant, developmentally appropriate content and outcomes; are developed and reviewed through informed, inclusive processes; are implemented and assessed in ways that support all young children's development; and are accompanied by strong supports for early childhood programs, professionals and families (http://www.naeyc.org/files/naeyc/file/positions/earlyLearningStandards.pdf).

Assessment

Assessment is a central part of early childhood programs. A quality early childhood program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. Assessment methods must be developmentally appropriate in order to obtain valid and reliable assessment on young children's strengths, progress, and needs. In their position statement on curriculum, assessment and program evaluation, NAEYC states that assessment should be "culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. These purposes are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions (http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf). At GDOE, the Preschool Brigance will be used as the formal assessment of preschool children at entrance and exit points. In addition, progress reports will be provided to families twice a year. The progress reports focus on specific strengths and needs in preschool competencies in the different domains.

Children with Disabilities

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the Individualized Education

Program. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

Supporting Diversity – English Language Learners (ELL) and Multiculturalism

The population of English language learners continues to steadily grow in the nation and on Guam. Young children and their families are increasingly diverse in language and culture. Early childhood programs are responsible for creating a welcoming, supportive environment that respects diversity, supports children's links to families and communities, promotes the acquisition of English, and preserves children's home languages and cultural identities. Quality early childhood programs view linguistic and cultural diversity as assets, not deficits, for young children.

Family Engagement

The preschool program design recognizes families as the experts about their children. Supportive preschool partnerships help create the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. A well-defined preschool education plan should incorporate a wide range of family involvement and family educational opportunities to foster such partnerships.

Trust and respect are essential to building collaborative relationships between school staff and families. An integral component of the partnership is recognition of families as the experts about their children. The program and its staff must always show respect for the child, the family, and the culture of the home.

In addition, ongoing communication helps ensure that appropriate and effective learning opportunities are available to children at home and in school. The give and take inherent in these relationships promotes both the school's and the family's understanding of the child. The family involvement guidelines of the National Association for the Education of Young Children guidelines emphasize the importance of the family/school partnership, particularly when it comes to acquiring knowledge of young learners:

> "The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children's families."

I. SOCIAL and EMOTIONAL DEVELOPMENT (SO)

A. Introduction

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children's social/emotional development. A high quality preschool program requires dedicated and qualified teaching staff, working in partnership with children's families, to systematically assist children in developing social competence and confidence. Preschool teachers support young students' developing self-concepts and self-esteem by talking with them about their actions and accomplishments and by always showing respect for their feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other, and they support children's social skills and problem-solving abilities. Within this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

B. Standards

There are five preschool standards for social and emotional development:

Standard SO1: **Children will understand and express feelings appropriately.**
Standard SO2: **Children will begin to develop a sense of self.**
Standard SO3: **Children will develop social skills and positive peer and adult relationships.**
Standard SO4: **Children will develop a positive and open approach to learning.**
Standard SO5: **Children will acquire behaviors and skills expected in school**

Each of these five standards is further elaborated in the sections that follow. Effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

C. Preschool Teaching Practices

Effective preschool teachers:

- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).
- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, and music, in multiple languages).
- Use children's ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).
- Use open-ended questions to begin a discussion with individual children or groups of children (e.g., "What might happen if ...?" "What would you do if ...?" or "How would you feel if ...?").
- Model verbal descriptions of children's actions and efforts (e.g., "Anna used the paintbrush to make squiggles.").
- Ask questions that encourage children to describe their actions and efforts (e.g., "Joseph, will you tell Maria how you used the computer mouse to change your drawing?").

- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Facilitate open-ended and child-initiated activities to encourage independence and self- direction (e.g., George's interest in trains might lead a small group of children to build a train station from materials found in the classroom).
- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (e.g., post pictures that represent the daily schedule, sing songs to cue transition times).
- Limit whole-group activities to short periods of time with interactive involvement (e.g., body movement, singing, finger-plays).
- Keep transitions short to adapt to children's limited attention spans, and conduct daily routines (e.g. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (e.g., "Children who ride the #4 bus may get their bags." or "Children in the Dolphin group may go wash their hands.").
- Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., "The three little kittens lost their mittens. How do you think they felt?").
- Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions (e.g., "James, tell John how it made you feel when he pushed you. Did it make you angry?" "I felt angry when you pushed me. I didn't like it!").
- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a "safe spot" to relax, listening to soft music, or working with clay).
- Comment on specific positive behavior instead of giving empty praise (e.g., "Shadeen, you helped Keisha with her jacket. Now she will be warm and cozy.").
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using "please," "thank you," and "excuse me").
- Demonstrate and involve children in respecting the rights of others (e.g., "Devon, first Sheila will take a turn, and then it will be your turn.").
- Encourage expressing needs verbally by modeling appropriate language (e.g., "Ask Nancy if she can please pass the juice to you.").
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).
- Pair or group children to foster friendship (e.g., partners, buddies, triads).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).

D. Preschool Standards and Competencies

Standard SO1:	**Children will understand and express feelings appropriately.**
SO1.1	Express emotions through socially appropriate actions and words.
SO1.2	Recognize and describe own feelings.
SO1.3	Regulate emotions and begin to show self-control in handling frustration and disappointment.
Standard SO2:	**Children will begin to develop a sense of self.**
SO2.1	Show satisfaction in accomplishments.
SO2.2	Use self-identifying information (e.g. name, age, etc.) in situations outside the classroom.
Standard SO3:	**Children will develop social skills and positive peer and adult relationships.**
SO3.1	Sometimes use appropriate social conventions in greetings, in introductions, and in conversations.
SO3.2	Show respect and recognize the feelings of others and the causes of their reactions.
SO3.4	Observe and use appropriate ways of interacting in a group of 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways).
SO3.5	Use turn-taking in conversations and in play.
Standard SO4:	**Children will develop a positive and open approach to learning.**
SO4.1	Plan and pursue a variety of challenging tasks.
SO4.2	Begin to think problems through, considering several possibilities and analyzing results.
SO4.3	Sustain work on age-appropriate, interesting tasks, can ignore most distractions and interruptions.
Standard SO5:	**Children will acquire behaviors and skills expected in school**
SO5.1	Follow routines for care of own belongings and school supplies.
SO5.2	With assistance, locate information on identified topics using resources provided by teacher.
SO5.3	Follow schedule and typical classroom routines (come when called, sit attentively at circle, participate in clean-up).

II. CREATIVE DEVELOPMENT

A. Introduction

The creative arts are children's first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem- solving are reinforced through concrete, hands-on, individualized, and group learning experiences. Environments that stimulate creativity through visual art, music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content. When integrated in a developmentally appropriate way, the creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world, and in works of art.

B. Standards

There are seven preschool standards for creative development:

Standard CR1:	**Children will create and express themselves through a variety of art experiences.**
Standard CR2:	**Children will begin to learn about art elements and techniques.**
Standard CR3:	**Children will create and express themselves through a variety of music experiences.**
Standard CR4:	**Children will begin to learn about music elements and techniques.**
Standard CR5:	**Children will create and express themselves through a variety of creative movement and drama experiences.**
Standard CR6:	**Children will begin to learn about movement elements and techniques.**
Standard CR7:	**Children will develop appreciation for natural and cultural beauty and for visual and performing arts.**

Each of these seven standards is further elaborated in the sections that follow. Effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

C. Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical "freeze" and other games).
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Observe and encourage children's approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g.,

classical, island, jazz, rock, salsa, and others).

- Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.
- Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs).
- Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.
- Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel boards, puppets), and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time).
- Schedule daily dramatic play experiences during free play and group activities.
- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children's ideas about playing 'restaurant' by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas, and domains, and use stories and field trips to enrich play.
- Observe and encourage children's approaches to engagement in dramatic play.
- Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paints, paper, and brushes and encourages them to paint rather than to all make a dinosaur puppet with the same materials).
- Plan art activities that extend children's understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).
- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large- group time).
- Facilitate firsthand experiences that encourage children to develop art concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children's use of art tools by asking questions during activities (e.g., when a child is using a marker to

create squiggly lines, "What other kinds of lines can you invent?").

- Use children's work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up).
- Help a child who is stuck break a task into steps (e.g., if the child says, "I don't know how to draw a puppy," ask, "What part would you like to start with first? The head? The body?" and then guide the child with an appropriate shape).
- Develop a visual reference library (e.g., photos, museum postcards and prints, books, calendar art, Websites, videos) or provide actual objects that children can refer to for more accurate representation (and as a way to avoid imposing adult solutions on or drawing for the child).
- Make specific, nonjudgmental observations about the qualities of children's work (e.g., "I see you used long, thin lines for the leaves in your painting." instead of "I like the pink flower you painted; it's pretty.").
- Observe and encourage children's approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., "You worked so carefully for a long time to figure out how to make a print without smearing the paint.").
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).
- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children's artwork at eye level, accompanied by children's explanations about their work.
- Change displays frequently, allowing children to choose artwork for display in the classroom, in the school, or for a project (e.g., a personal book, a class book, or a portfolio).
- Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, "How many things can you think of that are made from clay?" or "What shapes do you see in this painting?").
- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

D. Preschool Standards and Competencies

Standard CR1:	**Children will create and express themselves through a variety of art experiences.**
CR1.1	Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork.
CR1.2	Explore how color can convey mood and emotion.
Standard CR2:	**Children will begin to learn about art elements and techniques.**
CR2.1	Describe texture, color, and shape in artwork.
Standard CR3:	**Children will create and express themselves through a variety of music experiences.**
CR3.1	Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow).
CR3.2	Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others.
Standard CR4:	**Children will begin to learn about music elements and techniques.**
CR4.1	Play instruments using different beats, tempos, dynamics, and interpretation.

Standard CR5:	**Children will create and express themselves through a variety of creative movement and drama experiences.**
CR5.1	Create characters through physical movement, gesture, sound, speech, and facial expressions.
CR5.2	Express self freely through movement.
Standard CR6:	**Children will begin to learn about movement elements and techniques.**
CR6.1	Use body, energy, space, and time to move in a few different ways.
Standard CR7:	**Children will develop appreciation for natural and cultural beauty and for visual and performing arts.**
CR7.1	Identify one source of music that can be heard in daily life.
CR7.2	Develop audience skills by observing performances or artists at work in various aspects of the Arts.
CR7.3	Express an opinion about a work of art.

III. HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

A. Introduction

Health, safety, and physical development in the preschool classroom encourage children's sense of self and support their emerging independence. Physical development impacts how children navigate the physical environment. Therefore, the preschool environment should be organized to support both indoor and outdoor activities that maximize each child's opportunities to develop gross- and fine-motor skills as well as health and safety awareness. Teachers should provide a wide range of concrete, developmentally appropriate, indoor and outdoor experiences each day to assist in the development of each child, including planned and spontaneous interactions promoting healthy habits that enhance lifelong well-being.

B. Standards

There are six preschool standards for health, safety, and physical development:

Standard HE1: Children will develop health awareness and skills.
Standard HE2: Children will learn and follow basic safety rules.
Standard HE3: Children will acquire basic self-help skills.
Standard HE4: Children will increase sensory awareness.
Standard HE5: Children will develop strength and coordination of small muscles.
Standard HE6: Children will develop strength and coordination of large muscles.

Each of these six standards is further elaborated in the sections that follow. Effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

C. Preschool Teaching Practices

Effective preschool teachers:

- Explain how germs are spread and instruct children in techniques to limit the spread of infection (e.g., there are germs on our drinking glasses, which is why we don't share drinks).
- Model appropriate hand washing and supervise children's hand washing (e.g., before and after meals, after toileting, after blowing their noses, after messy play).
- Promote the habits of regular tooth brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.
- Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free.
- Ensure that chemicals, medications, and other hazardous materials are appropriately stored and locked away from children.
- Incorporate information about potential hazards into the curriculum (e.g., using seat belts and car seats, crossing the street safely, staying away from strangers, recognizing the poison symbol).
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children's understanding of safety within the context of everyday routines (e.g., clean up spills to prevent falling), as well as through intentionally planned activities (e.g., provide books, set up streets and crosswalks in the classroom to practice safety, role-play safe play behavior in various situations).
- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving

around the classroom without bumping into one another, jumping from a block and landing securely on two feet).

- Guide and support children in the development of gross-motor skills (e.g., starting, stopping, turning, leaping, marching).
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay).
- Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard).

D. Preschool Standards and Competencies

Standard HE1:	**Children will develop health awareness and skills.**
HE1.1	Can explain that some foods help their bodies to grow and be healthy.
HE1.2	With reminders, washes hands before eating, after toileting, after using tissues.
HE1.3	Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate, etc.).
HE1.4	Name a social or emotional benefit of participating in physical activities.
HE1.5	Participate in physical activities.
Standard HE2:	**Children will learn and follow basic safety rules.**
HE2.1	Can articulate what to do in an emergency (call 911; fire procedures [evacuate, stop, drop, roll]).
HE2.2	Recognize everyday dangers (stove, knives, matches, medicine) and follows rules regarding them.
Standard HE3:	**Children will acquire basic self-help skills.**
HE3.1	Manage routines, i.e. dressing self, using toilet alone, using utensils.
HE3.2	Identify and attend to personal hygiene needs.
HE3.3	Ask for help when hurt.
Standard HE4:	**Children will increase sensory awareness.**
HE4.1	Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural).
Standard HE5:	**Children will develop strength and coordination of small muscles.**
HE5.1	Use small, precise finger and hand movements (e.g. string small beads; cuts small pictures; uses small Legos).
HE5.2	Has control while holding writing/drawing tools with a three-point finger grip.
Standard HE6:	**Children will develop strength and coordination of large muscles.**
HE6.1	Sustain balance during complex movement experiences (e.g. hop across the playground; attempt to jump rope, etc.).
HE6.2	Throw/Kick/Catch ball with a full range of motion and control.
HE6.3	Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops, starts again, skips).

IV. LANGUAGE, COMMUNICATION, AND LITERACY DEVELOPMENT (LA)

A. Introduction

Language, communication, and literacy preschool standards and teacher practices are to be used within a context of the multiple domains of learning and are focused on the development of the "whole child," including their mathematics and social skills, physical development, and approaches to learning, among other areas. They are not meant to be isolated into a single domain of learning or within a segmented part of the day. Teacher practices are intentionally embedded in an integrated and play-based approach to learning. All preschool environments, activities, and interactions should be designed to encourage speaking and listening, literacy exploration, and emergent reading and writing activities.

B. Standards

There are eight preschool standards for language, communication, and literacy development:

Standard LA1: **Children will use language in a variety of ways.**
Standard LA2: **Children will listen with comprehension to a variety of spoken forms of language.**
Standard LA3: **Children will acquire increasingly rich vocabulary and sentence structure.**
Standard LA4: **Children will recognize and use symbols.**
Standard LA5: **Children will enjoy and understand books.**
Standard LA6: **Children show interest in writing.**
Standard LA7: **Children will acquire concepts of print.**
Standard LA8: **Children will acquire emergent literacy skills while exploring print in books and the environment.**

Each of these eight standards is further elaborated in the sections that follow. Effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

C. Preschool Teaching Practices

Effective preschool teachers:

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., at least 15-20 books in a display case, changed every two weeks, along with magazines, catalogs, newspapers).
- Read aloud to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high-quality books and texts (e.g., picture storybooks including the Caldecott medal books, picture information books, traditional literature including folktales, fantasy, poetry and rhyming books, big books, books that are predictable and repetitive, culturally diverse books and an assortment of alphabet books and number books).
- Organize routines of the day with children to ensure that children are aware of their opportunities for read alouds with the teacher in whole, small group or one-on-one as well as times of the day that they can use the classroom library and self- select books for their reading enjoyment.
- Prepare children for listening to a new book during read alouds by building on background knowledge (e.g., make appropriate connections to children's work and interests, predict topic by looking at front cover illustration, look at a few illustrations throughout the book to build anticipation, identify title, author, and illustrator and the roles of each).
- Read aloud the entire book with few interruptions and use motivating expression appropriate to story line.
- Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book with higher level questioning techniques (e.g., What was the problem? How did he solve the problem? Did he learn something new or a lesson? Tell me more.). Refer back to story to clarify difficult

parts.

- Follow up a read aloud and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters (e.g., model story retelling and role-playing with props and dialogue in dramatic play, sing songs related to stories, use flannel board and puppets to reenact characters and plot, prepare recipes related to stories, read other books during the day related to stories).
- Place books to extend center play in different centers (e.g., a book about bridges in the block area).
- Create displays that focus on classroom studies and projects (e.g. during a project on "How Plants Grow" a bookcase was dedicated to children's individual pots of growing plants, samples of garden tools that could be used in dramatic play, children's fiction and non-fiction books on growing plants, a class book titled *Growing Grass,* children's science journals that included week-by-week observational drawings of potted plants and an experience story with shared writing and pictures by the teacher and the children titled "Our Trip to the Garden Store".
- Embed ongoing strategies to clarify new word meanings during read alouds, small group activities, conversations, play, or writing (e.g., use props, gestures and voice to emphasize meaning, pair a similar and familiar word to define the unfamiliar word, point to the illustration that gives clues to new word).
- Encourage children's questions about unfamiliar words and their meanings.
- Model and encourage use of new and interesting words read in books by using new words frequently throughout the day in conversations, songs, rhymes, activities, and discussions.
- Compare and contrast examples of favorite and familiar story or poetry books by identifying each type as either a story or a poetry book and discuss simple characteristics of each. When children are familiar with a few characteristics of each genre, discuss how the examples (story and poetry book) are alike and how they are different. Begin to let children identify the genre (story or poetry) on their own.
- Follow up a discussion of illustrations in favorite books with offering similar art materials at the art center (e.g., after reading *Kitten's Full Moon* [Henkes, '06] make the connection between the work of the artist/ illustrator and the child's own art work by offering black and white pastels with black markers to explore night drawings at the art center).
- Connect the role of author and illustrator of a book read aloud to the work of the child in the writing and art centers (e.g., after reading *A Snowy Day* [Keats, '64] "There are many blank books and interesting papers at the writing table. Let's look at the winter books on display at the writing center and look closely at the illustrations and see how we can draw and write about winter too.").
- Compare and contrast the major elements of an adventure of two familiar storybook characters. Discuss how the main characters or their adventures are alike and how they are different (e.g., In the books *My No, No, No Day* [Patterson, '12] and *Alexander and the Terrible, Horrible, No Good, Very Bad Day* [Viorst, '72] How are the adventures in these two stories similar? How is the day that Alexander is having like Bella's day? How is Alexander's day different?"
- Select high quality literature that, when read aloud, engages individual, small groups or large groups of children. Books should be selected based on a child's familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
  - Provide preschoolers who have had minimal exposure to reading, shared reading and read alouds, short books of high interest that include language, words, and topics with engaging rhythm or rhyme, high predictability and simple illustrations in order to develop the willingness and motivation to listen to stories (e.g., *Brown Bear, Brown Bear* [Carle, '70]).
  - As children gain experience with book read alouds, add more challenging language, length, illustrations, and appropriate topics that are not immediately present or familiar (*Blackout* [Rocco, '12]).
- Invite children's participation in rich, supportive conversations about stories read to increase engagement and provide the requisite skills and background information to comprehend the story.
  - Encourage back and forth exchanges, ask open-ended questions, scaffold, repeat and expand vocabulary (e.g., after reading *The Mitten* [Brett, '89], "Yes, his winter mittens are many different colors. They are multi-colored.").

- Encourage problem solving, comparisons, and connections that can be related to personal experience (e.g., after reading *Olivia and the Missing Toy*, [Falconer,'03], "What is the biggest challenge or the problem Olivia is having now? How do you think she'll solve the problem? Have you ever had a day like Olivia's?").
- Analyze illustrations and make predictions (e.g., "I see a clue in the picture that helps me guess what will happen on the next page. Do you see it?").

- Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction (e.g., tells a story) and which book is information (explains or shares real information).
- Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions (e.g., morning circle, small group time, center-time, naptime, closing circle) to extend and make connections between key concepts in science, social studies, math, music, art, movement, and social and emotional development (e.g., "In our read aloud today, we read about earthworms. Last week we read many books about snakes. Who can tell me how an earthworm and a snake are similar? Yes, both the earthworm and the snake are long and squiggly and crawl on their stomachs").
- Read and reread favorite informational texts. Give children hand-held props for unfamiliar words that prompt new information. During the follow-up discussion have children identify the name of their prop and an accompanying fact (e.g., from *The Tiny Seed*, [Carle, '00] children respond, "It's a bean plant. First, you plant a bean seed in dirt so it grows. Then it grows beans.").
- Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions.
- Encourage informational book discussions that includes questions, conversations and discussions about topical book information. Refer back to original text to cite evidence or to clarify difficult or new information.
- Model and encourage questions about unfamiliar words in a text and point out context clues (e.g., "Great catch Abby! Abby always asks me when she hears an unfamiliar word that she doesn't understand. Let's look at the pictures and read the words again around the new word to see if we can find clues to help us understand the new word.").
- Connect experiences with actual objects and props to identify positional phrases such as in back of, in front of, under, on, over, etc. Identify front and back of book when reading and begin to have children identify the front and back cover of books.
- Connect the role of author and illustrator (or photographer) of children's favorite informational books to children's writing activities (e.g., after reading *Colors Everywhere* [Hoban '95] children discuss Tana Hoban's role of author and photographer/illustrator. Following the discussion, children took photographs of familiar school objects to create an informational class book *Colors at School*).
- Read and reread several informational books on topics of interest to children. Compare and contrast books and illustrations (e.g., "Both books *My Big Truck Book* [Priddy, '11] and *Trucks and Cars and Things that Go* [Scarry, '98] are books about cars and trucks. Mr. Priddy's book uses pictures or illustrations from photographs for his book. These pictures are like the photographs we take. Mr. Scarry's book has pictures or illustrations that are painted. These illustrations are like the paintings we make at the easel.").
- Create information class books and discuss how each information book is alike or different than other information books in the classroom library. Discuss how pictures or illustrations in information books describe the writer's words. Connect classroom library books to children's book-making. With teacher support, ensure that children have an opportunity to write (dictation, drawings, scribble-writing, letter-strings, or invented spellings) and illustrate (drawings, paintings, photographs) topics of their own choosing for class books.
- Select high quality informational text and books that engage individual or groups of children at their level for read alouds. Books should be selected based on a child's need and familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
  - Provide children who have had minimal exposure to books or read aloud experiences, first experiences

with high interest topics that include engaging photographs and illustrations in order to develop the willingness and motivation to attend to the topic. Adjust language, length of text, and interactions between child and text if needed.
    - As children gain experience with preschool informational books, continue to add more challenging topics, language, and length including topics that are not immediately present or familiar.
- Invite children's participation in rich discussions of informational books to guide comprehension and make connections to a topic (e.g., after reading *What Lives in a Shell?* [Zoehfeld, '03] "Why does the hermit crab have a shell? Does their shell grow with their body? How are the hermit crabs in the classroom aquarium like the snails Ms. Green brought in today? How are they different?").
- Stock new and interesting manipulatives and props throughout centers to extend concepts from informational books read aloud. Demonstrate and role-play their use (e.g. after reading and discussing *26 Letters and 100 Cents* [Hoban, '87], children match alphabet props to printed letters in the fine motor/manipulatives center).
- Draw children's attention to the functions and features of print during read aloud discussions, small group activities, and incidentally throughout the day (e.g., point out that the person whose name is on the helper chart starts with an uppercase letter "R," or during a read aloud discussion point out that the words in the title of the book are separated by spaces).
- Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. Draw attention to the print (e.g., center labels, rebus labels and stories, picture recipes, traffic signs) and encourage activities and interactions where children interact with the displayed print (e.g. "Yes, the label in the hat has the word for Tyrek's name. Can you put it in Tyrek's cubby please?").
- Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression.
- Display relevant print and writing examples at children's eye level.
- Provide relevant, topical literacy props that include print throughout the classroom (e.g., empty food and household containers, menus, recipe cards, phone books, order pads, signs and labels, office forms).
- Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children's names and other words.
- Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes, and refrains that are engaging and playful (e.g., sing, "Liz, Liz, bo-biz, banana-fana fo-fiz, fee-fi-mo-miz, Liz! Liz can get her coat.").
- Read and reread rhyming books and texts to children. Encourage children to make up their own rhymes and alliterations.
- Draw children's attention to the sounds children hear in words (e.g., by asking for the children whose names start with the "m,m,m..." "M" sound to go wash their hands for snack).
- Provide activities where children sound match (e.g., show a picture of snake, a dog, or a house and ask children which one starts with the "s-s-s..." "S" sound).
- Integrate activities throughout the day that draw attention to the printed letter and the sounds letters make (e.g., at the writing center, "I see you and Sabir pointing to the letters that your names begin with on the alphabet chart. Can you also make the sound for the first letter 'S' in your name? Yes, S-s-s-sabir.").
- Encourage participation with materials that promote identification of the letters of the alphabet including alphabet books, charts, blocks, games, and puzzles.
- Provide name game activities (e.g., recognize child's name with and without graphic support, differentiate among names, visually match specific letters) throughout the day for children to learn to recognize their names and the letters in their name.
- Find opportunities to read and write children's names daily. While writing the name, spell each letter aloud and invite children to read the name and spell each letter with you.
- Encourage children to discuss and interact with functional print materials (labels, signs, directions with pictures) and child-generated writing samples (class books, signs on block buildings, notes to teacher, labels

with pictures on shelves and drawings that incorporate children's writing).

- Share reading and rereading favorite books giving children the opportunity to read along the parts of the story they remember. Choose some books based on the use of repeated phrases, refrains, and strong patterns and predictability so children can participate with the reading.
- Engage children in conversations about their favorite books and texts. Ensure that individual children's favorite topics are well represented in the classroom library (e.g., books about trains, sharks, animals). Update books frequently and use information about individual preferences to extend the reader's engagement to new and more challenging literature and informational text.
- Ensure ample time for individual and group use of the library and books (e.g., before the day begins, at center time, before, during or after naps, after outdoor play, before and after transitions).
- Model teacher writing in a variety of genres throughout the day and encourage children's writing (e.g., guide children to write their names on their work, share writing lists, messages, charts, forms, signage, labels, invitations, letters, and model pretend roles in dramatic play activities that include writing such as a doctor in the doctor's office charting patient health information, etc.).
- Provide shared writing opportunities (e.g., the children volunteer the ideas and letters or words and the teacher elaborates on the ideas and writes the words). Display interactive examples of writing (including pictures) at children's eye level for intentional follow-up activities.
- Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger.
- Encourage individual and small groups of children's writing at the writing center and other centers independently or with teacher support (e.g., provide exciting writing and book making materials, provide examples at the writing center of printed letters, words, names, and phrases that children frequently use in their writing, encourage writing notes to a family member, model or share writing signs for the block and manipulatives centers, model and support recording and making observations at the science center, model and encourage writing numbers at the math center and during other activities).
- Model the process of classroom bookmaking by using different sizes and shapes of paper, varied and interesting colors, etc. Ensure exciting bookmaking materials are readily available at the writing and art centers. Make classroom book topics simple and predictable. Frequently share classroom books and display in library and throughout the room. Have children share or buddy-read with a partner and take a copy home to share or "read" with families.
- Encourage children to share their writing or teacher dictation at all developmental levels with a partner, small-group, class and family.
- Respond positively to all writing efforts at all levels (e.g., dictation, scribble-writing, letter strings, and invented spellings) and display children's writing samples on the wall at children's eye level.
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, and keyboards) and surfaces (e.g., paper, writing easels, and computer surfaces) throughout the classroom.
- Expand, elaborate, and guide children's ideas and interests to create projects or studies where children ask questions, brainstorm, problem solve, plan, learn new vocabulary, investigate a topic, and produce documentation (e.g., after an investigation where children and teacher researched the topic of a class pet by visiting a pet store, the library, and children's sites online, the classroom documented their observations and experiences by producing *Bubbles the Betta* class book. The children drew pictures and with teacher assistance and support "wrote" about their experience and shared "reading" the book with the other preschool classrooms and their families.).
- Read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail (e.g., after reading and rereading *A Sick Day for Amos McGee* [Stead '11], the children were able to discuss the questions who, what, when, where, and why with simple detail and were able to connect experiences in the story to their own experiences).
- Create a climate of discourse that values conversations, dialogue, questions, and reflections, including "wait-time" (e.g., at least once a day, the teacher has personal conversations with each child to build relationships

and encourage multiple back-and- forth exchanges).

- Provide activities and props throughout the classroom that encourage interactions, conversations and support connections to concepts learned (e.g., in dramatic play, the "auto service shop" provides children the opportunity ask and answer questions about pretend roles, use topic vocabulary, "write" service orders at various developmental levels, and creatively act-out roles).
- Revisit classroom rules that support classroom discussions (e.g., "Boys and girls, we have a classroom rule about one person talking at a time. Why did we make that rule?").
- Provide opportunities for discussions that include details of familiar people, places, and things and events with individual children, and in small and large-groups (e.g., after the read aloud *No, David!* [Shannon '98], children discuss with detail each of David's experiences and why David's mother said "No, David!").
- Offer individual, small and large group opportunities throughout the day to express and share activities, ideas, feelings, or other information in a classroom climate that values discourse (e.g., discussions, project development, brain storming and predicting, book conversations, discussing and learning names for feelings, conflict resolution and show and tell).
- Respond to children using their words ("reflect back") with the correct plural forms, tenses, prepositions and in complete sentences. Also, add new and rich vocabulary to the response when appropriate.
- Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys in engaging individual, small and large-group opportunities (e.g., the use of props to identify positional phrases such as in back of, in front of, under, on).
- Provide individual support to each child to write their name on their work throughout the day. Allow children who need it ample time to move through the developmental stages of writing (e.g., teacher dictation, scribble-writing, letter-like forms, a combination of upper and lowercase letters).
- Encourage children to use their emergent writing skills independently or with teacher support by providing ongoing and motivating up-to-date materials and activities at the writing center based on individual and group interests including written models of the alphabet and printed words with pictures that children currently use and request for writing projects (e.g., "Mom," "no," "love" "Save!"). Support children during the writing process by referring to the letter construction chart and prompting with letter construction and letter sounds when needed.
- Build oral language and writing skills through read aloud extension activities in classroom centers (e.g., after reading a collection of *Thomas and Friends* [Awdry, 1975] brainstorm ideas for props for a train station in the dramatic play area. Share writing a list with children of materials and supplies needed).
- Draw children's attention to examples of written words with pictures at eye level including children's drawings and writing, teacher and child-generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities.
- Use new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day.
- Match visual and auditory prompts with gestures to reinforce the meaning of a word or phrase (e.g., there is an *enormous din* in here [hands over ears and eyes closed tight]. It is so noisy!).
- Model excitement and the playful use of new words (e.g., "What the frog said was *ridiculous*! The toad had never heard of anything so *preposterous*.").
- Sort words, props, topics, materials, etc. into categories (e.g., "Gallop is an action word like crawl, walk, or jump. It is the movement that a horse makes when it wants to go fast. Let me show you how to gallop.").
- Use props and other visuals with oral language to compare and contrast and describe simple opposites (e.g., colored cards that illustrate black and white, objects that are big and little, placements on wall that are high and low, voices that are loud and soft).
- Make connections between a child's experience and the meaning of new vocabulary and how it is used (e.g., "This is my very loud voice that I use outside and this is my very quiet voice that I use during rest time.").
- Provide opportunities for finding out the meaning of words and phrases through connecting information (e.g., after a read aloud, "Looking at these two pages in the book *Anansi the Spider* [McDermott '73] what

Standard LA8:	**Children will acquire emergent literacy skills while exploring print in books and the environment.**
LA8.1	Identify some letters in own name.
LA8.2	With guidance and support, segment words in a simple sentence by clapping and naming number of words in a sentence.
LA8.3	With support, generate rhyming words.
LA8.4	Clap out the syllables in own name.
LA8.5	With guidance and support, match the initial sound of spoken words.
LA8.6	Associate 3 or more letters with their sounds.

Learning Profile
Fall – Strengths/Interests
Fall - Comments
Spring – Strengths/Interests
Spring - Comments

Parent/Guardian's Signature		Date
Fall		
Spring		

Department of Education
Pilot Pre-Kindergarten Progress Report

School Year 2015-2016

Child's Name: _____

School: Lyndon B. Johnson Elementary School

Teacher: Ms. Nikka L. Olalia

Principal: Mrs. Carolyn D. Camacho

Superintendent: Jon J.P. Fernandez

Attendance Record			
	Fall	Spring	Total
Present			
Absent			
Tardy			

Date Entered: _____

€ Promoted to Kindergarten

_____

Teacher's Signature

Performance Level Keys

B = Beginning (Child is beginning to demonstrate skill)
D = Developing (Child demonstrates skill intermittently)
P = Progress (Child demonstrates of understanding of skill)
- = Not Taught at this time

Personal Social		
	Fall	Spring
Follows simple classroom rules, routines and moves easily from one activity to another.		
Stays focused and seeks help when encountering a problem.		
Participates in the classroom environment.		
Shows empathy in caring for others.		
Attempts to solve conflicts independently and seeks adult help when needed.		
Identifies similarities and differences in self and others.		
Language Arts/Literacy		
	Fall	Spring
Gains meaning by listening.		
Speaks clearly enough to be understood.		
Uses vocabulary and language for a variety of purposes.		
Shows appreciation for books and reading.		
Comprehends and responds to stories read aloud.		
Shows beginning understanding of concepts about print (e.g. pictures and words convey meaning)		
Demonstrates phonological awareness (e.g. rhyming, beginning sounds)		
Begins to identify letters.		
Represents ideas and stories through pictures, dictation and play.		
Uses shapes, symbols and letters to convey meaning (e.g. write name, tell a story)		
Mathematical Thinking		
	Fall	Spring
Uses and explains simple strategies to solve mathematical problems.		
Shows beginning understanding of number and quantity (e.g. answers the question how many).		
Counts to 10.		
Recognizes and copies patterns.		
Shows understanding and uses several positional words. (e.g. up, down, on, off).		
Recognizes and labels basic shapes.		
Describes attributes of basic shapes (e.g. sides, angles)		
Scientific Thinking		
	Fall	Spring
Explores materials and the environment.		
Sorts and compares objects.		
Observes and asks questions about how things work.		

Physical Development & Health		
	Fall	Spring
Moves with balance and control (e.g. climbs, walks, runs).		
Uses eye-hand coordination to perform tasks (e.g. throwing, and catching a ball).		
Shows beginning control of writing, drawing, art tools and building materials. (e.g. blocks, Legos).		
Performs some self-care tasks independently (e.g. washing hands, zipping, dressing).		
The Arts		
	Fall	Spring
Participates in and appreciates music experiences.		
Participates in and appreciates creative movement, dance and drama.		
Uses a variety of materials for expression and exploration.		
Chamorro Language		
	Fall	Spring
Participates in oral language activities.		

1st – 06/18/15
2nd – 08/06/15

RECEIVED
AUG 07 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL – PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM (REQ #20150360)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review:_____ Approved:_____

END USER:_____ Funding Source:_____

Term/Renewals at Section: Section II, page 2 [ ] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [ ] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [ ] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS: AUG 11 2015

[✓] Approved [ ] Disapproved Date:

Comments: FPD not included as Signatory (DiCarlo)

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY:

[✓] Approved [ ] Disapproved Date: 8/11/15

Comments: These are FY14 CG funds Contract end date can be 12/20/16

DEPUTY, FINANCE & ADMIN SERVICES:

[✓] Approved [ ] Disapproved Date: 8/12/15 see note

Comments:

RECEIVED
AUG 12 2015
DOE FINANCIAL AFFAIRS

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 2, Paragraph II.A. "September 30, 2016" changed to "December 20, 2015".

2016

1st – 06/18/15
2nd – 08/06/15
3rd – 08/20/15

RECEIVED
AUG 21 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM (REQ #20150360)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review: 8/21/15 Approved:_____

END USER: E. Wong / Eloise R. Sanchez Funding Source:_____

Term/Renewals at Section: Section II, page 2 [✓] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [✓] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [✓] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS:

[✓] Approved [ ] Disapproved Date: 8/21/15

Comments: FPD not included as Signatory

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY:

[✓] Approved [ ] Disapproved Date: 08/26/2015

Comments: TPFA APPROVAL

DEPUTY, FINANCE & ADMIN SERVICES:

[✓] Approved [ ] Disapproved Date: 8/26/15

Comments:

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 10, Section XXI. Liability removed.

15-0563

Contract Version – August 28, 2015

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM

THIS AGREEMENT is entered into by and between the **GUAM DEPARTMENT OF EDUCATION** ("GDOE"), an agency of the government of Guam, whose address is 500 Mariner Avenue, Barrigada, Guam 96913 and the **UNIVERSITY OF GUAM ("UOG" or "Contractor")**, whose address is **UOG Station, Mangilao, Guam 96923** (collectively referred to as "Parties").

WHEREAS, the U.S. Department of Education ("USDOE") approved the GDOE FY'14 Title V Part A Consolidated Grant for the Ready to Learn Program.

WHEREAS, the grant authorizes GDOE to obtain consulting services for the professional development for educators of Early Childhood Education for the Prekindergarten Program, **Exhibit 1,** Program Narratives and Budget Narratives.

WHEREAS, GDOE's Grant applications were approved by the U.S. Department of Education, as evidenced by the Grant Award Notification attached herewith as **Exhibit 2.**

WHEREAS, because GDOE and UOG are both agencies of the Government of Guam pursuant to the May 22, 2007 Memorandum from the Guam Office of the Attorney General (a copy of which is included herein as **Exhibit 3**) the acquisition of professional services from UOG is not subject to the procurement process described within the Guam Procurement Law at 5 GCA Chapter 5.

WHEREAS, GDOE and UOG have determined that Contractor is available to perform the services described in the Grant as evidenced by Contractor's proposal attached herewith as **Exhibit 4.**

WHEREAS, by submitting its Proposal, UOG warrants and represents that it possesses the necessary knowledge, resources and experience to perform the work and services herein described professionally, skillfully and diligently.

WHEREAS, GDOE desires to retain UOG for specific services on the terms and conditions set forth in this Agreement and UOG has agreed to accept such terms and conditions.

WITNESSETH, in consideration of the mutual covenants hereinafter set forth, the Parties agree as follows:

I. Statement of Services to be Performed.

A. Scope of Work. The Contractor shall provide the services described in its proposal attached herewith as **Exhibit 4**. GDOE and Contractor, by written agreement, may reschedule expected performance dates for services described in Contractor's proposal.

ATTORNEY GE

SEP 10 2015

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Contractor shall provide status reports on the services performed as required under this Agreement or more frequently as requested by GDOE.

B. Contractor Provisions of Resources. Contractor agrees to furnish all qualified personnel, facilities, tools, equipment, materials and transportation to perform the services and work provided for in this Agreement. Contractor represents that it and its employees possess the professional and technical expertise necessary to perform the services called for in this Agreement in a competent, professional manner, in line with the services of a typical Contractor engaged in the same and similar field as Contractor herein. GDOE may, in its sole discretion and based upon availability, provide staff assistance to Contractor in furtherance of this Agreement. The Contractor shall insure that its employees engaged in work hereunder are informed of all relevant provisions of this Agreement.

C. Other Work. GDOE acknowledges and agrees that Contractor may provide services to other clients, persons or companies apart from the services performed in this Agreement, as long as the performance of such other services does not in any way conflict with or hinder the performance of services herein. In the event GDOE discovers or determines that the Contractor is providing services to a third party which conflicts with or hinders the performance of services under this Agreement, Contractor must immediately cease performing those third party services upon being provided written notice by GDOE and GDOE may invoke any further available remedies under the terms of this Agreement.

D. Location of Services. Contractor may perform the services under this Agreement at any suitable location as approved by GDOE.

II. Term of Agreement.

A. This Agreement shall be effective upon its full execution by all necessary parties until **December 20, 2015**.

B. This Agreement will be cancelled if funds are not appropriated or otherwise made available to support continuation after this fiscal year. GDOE shall provide timely notice if funds are not available for continuation of contract beyond the fiscal year. In the event of cancellation due to unavailability of funds, Contractor will be reimbursed unamortized, reasonably incurred, non-recurring costs.

III. Compensation.

A. Compensation. Compensation for Services: Contractor shall receive compensation from the GDOE for the Services described in **Exhibit 4** to this Agreement and in an amount not to exceed **Twenty-Three Thousand Eight Hundred Dollars ($23,800.00)**. Payment shall be made upon the completion of each activity described in **Exhibit** 4 and approval by GDOE of each invoice submitted by Contractor.

B. Expenses. Contractor shall be solely responsible for all expenses incurred in the performance of services under this Agreement unless otherwise expressly provided for herein.

C. No Compensation Prior to Approval of Agreement. GDOE shall not be liable to Contractor for any services performed by Contractor prior to full execution of this Agreement by all parties, and Contractor expressly waives any and all claims for services performed in expectation of this Agreement prior to its full execution.

D. Final Payment. Final payment shall be made upon satisfactory performance of all services required to be performed by Contractor under this Agreement. An invoice for the final payment shall be provided to GDOE within thirty (30) days of the conclusion of all services being provided. Prior to the final payment due Contractor, and as a condition precedent thereto, Contractor shall execute and deliver to GDOE a release in form approved by GDOE of claims against GDOE arising under this Agreement. Contractor expressly waives the provision of Section 82602 of Title 18, Guam Code Annotated, which states:

> *A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor.*

E. Payment. All rates and prices and payments to the Contractor shall be in the currency of the United States.

IV. Early Termination.

A. By GDOE. GDOE reserves the right to cancel or terminate this Agreement prior to its completion for reasons including, but not limited to, the following:

(i) Termination without Cause: GDOE may terminate this Agreement, without cause, upon the delivery of written notice to the Contractor at least thirty (30) days prior to the intended date of termination;

(ii) Termination in the Best Interest of the Government of Guam: GDOE may terminate this Agreement based upon a determination that such termination is in the best interests of the Government of Guam by delivering a written notice of such termination to the Contractor and the effective date of such termination. Circumstances for termination under this clause include but are not limited to Contractor's successful completion of services under this Agreement to the satisfaction of GDOE.

(iii) Termination for Cause/Default: If the Contractor refuses or fails to perform any of the provisions of this Agreement with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the Agreement provisions, or commits any other substantial breach of this contract, the GDOE procurement officer may notify the Contractor in writing of the delay or non-performance and if

not cured in ten days or any longer time specified in writing by the procurement officer, such officer may terminate upon 60 days' written notice the Contractor's right to proceed with the Agreement or such part of the Agreement as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part the procurement officer may procure similar supplies or services in a manner and upon terms deemed appropriate by the procurement officer. The Contractor shall continue performance of the Agreement to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

(iv) Termination for Convenience. The GDOE procurement officer may, when the interests of GDOE so require, terminate this Agreement in whole or in part, for the convenience of GDOE. The procurement officer shall give written notice of the termination to the Contractor specifying the part of the Agreement terminated and when termination becomes effective. The Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the Contractor will stop work to the extent specified. The Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated work. The procurement officer may direct the Contractor to assign the Contractor's right, title, and interest under terminated orders or subcontracts to GDOE. The Contractor must still complete the work not terminated by the notice of termination and may incur obligations as necessary to do so.

The Contractor shall submit a termination claim specifying the amounts due because of the termination for convenience together with cost or pricing data to the extent required by 2 GAR §3118. If the Contractor fails to file a termination claim within one year from the effective date of termination, the procurement officer may pay the Contractor, if at all, an amount set in accordance with this section. The procurement officer and the Contractor may agree to a settlement provided the Contractor has filed a termination claim as required herein and the settlement does not exceed the total Agreement price plus settlement costs reduced by payments previously made by GDOE and the Agreement price of the work not terminated. Absent agreement of a settlement, the procurement officer shall pay the Contractor the following amounts: with respect to all Agreement work performed prior to the effective date of the termination, the total, without duplication of any items, of: (a) the cost of such work plus a fair and reasonable profit on such portion of the work (such profit shall not include anticipatory profit or consequential damages) less amount paid or to be paid for completed portions of such work; provided that if it appears that the Contractor would have sustained a loss if the entire Agreement would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss; (b) cost of settling and paying claims arising out of the termination of subcontracts or orders pursuant to this clause. These costs must not include costs paid in accordance with subsection (a) above; (c) the reasonable settlement costs of the Contractor including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the Agreement and for the termination and settlement of subcontracts thereunder. The total sum to be paid the Contractor under this subsection shall not exceed the total Agreement price plus the reasonable settlement costs of the Contractor reduced by the amount of payments otherwise made, the

proceeds of any sales of supplies or materials under this section, and the Agreement price of work not terminated.

B. By Contractor.

(i) Termination without Cause. Contractor reserves the right to terminate this Agreement prior to its completion, without cause, upon thirty (30) days written notice to GDOE. Upon Contractor's termination of this Agreement without cause, the Contractor shall be entitled to satisfactory services (as determined in the sole discretion of GDOE) rendered up to the termination date and GDOE shall have no other or further obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

(ii) Termination for Cause: Contractor shall notify GDOE in writing of deficiencies or default in the performance of GDOE's duties under this Agreement. GDOE shall have twenty (20) days to correct the deficiency or cure the default, which period may be extended by Contractor (said extension not to be unreasonably denied). Upon 60 days' written notice of Contractor's termination of this Agreement for cause, the Contractor shall be entitled to payment, in accordance with Section III of this Agreement, for satisfactory services rendered up to the termination date and GDOE shall have no obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

C. Termination/Modification for Lack of Funds. GDOE may terminate or modify this Agreement based upon a lack of funding. In such an event, GDOE shall promptly provide notice to Contractor and within twenty (20) days of the notice, the Parties shall renegotiate the terms of this Agreement in good faith. If the parties are unable to reach an agreement on the renegotiation, then either Party may terminate this Agreement pursuant to Section IV of this Agreement as applicable.

D. Preservation of Property. Notwithstanding any termination of this Agreement, and subject to any directions from GDOE, the Contractor shall take timely and reasonable and necessary action to protect and preserve the property in the possession of Contractor in which GDOE has an interest.

E. Additional Provisions. In the event that either party effects an Early Termination, it is expressly provided that GDOE may issue a new Request for Proposal with respect to such terminated services. This provision shall not be deemed an admission or waiver of any rights and defense with respect to rights of either Party under this Agreement, including but not limited to, either Parties' rights to assert damages for breach of Agreement.

V. **Contact Person.** The Contractor agrees that, during the term of this Agreement, it shall identify a primary contact person who is familiar with the services being performed hereunder and who shall be responsible to the questions and direction of GDOE. The

contact person must be identified in writing within thirty (30) days after full execution of this Agreement by all parties. GDOE reserves the right to request replacement of the contact person designated by the Contractor under this Agreement.

VI. Confidentiality.

A. Information. The Contractor hereby warrants that it shall not disclose any documents, materials or information, whether verbal, written, recorded magnetic media or otherwise (collectively, the "Information"), made available or acquired for the purpose of carrying out this Agreement. Only authorized persons shall use and have access to the Information, and then only for the period such access is required to perform services under this Agreement. All necessary steps shall be taken by the Contractor to safeguard the confidentiality of the Information in conformance with any applicable United States and Guam laws, statutes and regulations.

The Contractor shall keep copies of the Information and the provisions of this Section shall remain in effect as long as determined by GDOE. All of the Information shall be returned promptly after use to GDOE and all copies or derivations of the Information shall be physically and/or electronically destroyed. Contractor shall include a letter attesting to the complete return of Information and documenting the destruction of copies and derivations with the returned Information.

The Contractor shall not enter into any Agreements or discussions with a third party concerning such Information without the prior written consent of GDOE, and then only if the Contractor requires the third party(ies) to agree to the terms of the confidentiality set forth herein and the Information is provided to such third party(ies) only for purposes of enabling the Contractor to discharge its responsibilities under this Agreement.

It is specifically provided that the limitations contained in this paragraph A shall not apply (i) to the extent required by applicable law, (ii) to the extent that any Information is now or hereafter becomes part of the public domain, but only to the limited extent that such Information, or any portion thereof, is in the public domain not as a result of any breach or violation of this Agreement, or (iii) to the extent that a party is directed otherwise under the terms of a valid and effective order, issued by a court of competent jurisdiction.

B. Liability. Failure to comply with the provisions of Paragraph A shall subject the Contractor to liability, including all damages and injunctive relief.

VII. Conflicts of Interests/Ethics

A. The Contractor warrants and covenants that it has not violated and will not violate Guam's procurement law or regulations pertaining to ethics in public contracting.

B. It is expressly understood that breach of any of the covenants or warranties in this Section on the part of the Contractor is a material breach of this Agreement and shall entitle GDOE to immediately terminate this Agreement. Contractor agrees that in the event of a breach

or violation of this Section, GDOE shall have the right to terminate this or any other Agreement with the Contractor without liability.

C. Notwithstanding the provisions contained in this Agreement with regard to the assignment or subcontracting of any work under this Agreement, Contractor agrees that with respect to any subcontractor it engages to perform any work contemplated by this Agreement that any Agreements it enters into with such subcontractor(s) will include provisions which parallel this Section VII and shall require any subcontractor to execute a statement of no conflict of interests to GDOE and provide such statement to GDOE.

VIII. Waiver. No waiver by any party of any right on any occasion shall be construed as a bar to or waiver of any right or remedy on any future occasion.

IX. Severability. If any provision of this Agreement shall be held or deemed by a court of competent jurisdiction to be invalid, inoperative or unenforceable, the remaining provisions herein contained shall nonetheless continue to be valid, operative and enforceable as though the invalid, inoperative or unenforceable provision had not been included in the Agreement.

X. Survival of Warranties. All representations, warranties, agreements, covenants and obligations in this Agreement shall be deemed to have been relied upon by the other party, and shall survive the completion of this Agreement and shall not merge in the performance of any obligation by any party hereto.

XI. Fees and Expenses. Each of the Parties shall bear its own expenses in connection with the negotiation and consummation of the transactions contemplated by this Agreement.

XII. Notices. All invoices, reports, correspondence, notices, requests, demands and other communications hereunder shall be in the English Language, in writing. All notices required to be given under this Agreement by either party to the other may be effected by personal delivery, or by mail (registered or certified, postage, prepaid with return receipt requested). Notices delivered personally shall be deemed communicated as of actual receipt. Mailed notices shall be deemed communicated as of the day of receipt or the fifth day after mailing, whichever occurs first. Notices shall be addressed and delivered to the parties as follows, provided that each party may change the address by giving the other party written notice in accordance with this section:

TO GDOE: GUAM DEPARTMENT OF EDUCATION
Attention: ADMINISTRATOR
Office of Supply Management
500 Mariner Avenue
Barrigada, Guam 96913

With a copy to GDOE's Legal Counsel of Record.

TO CONTRACTOR: **University of Guam**
UOG Station
Mangilao, Guam 96923

XIII. Assignment/Subcontractors. It is expressly acknowledged that Contractor is solely responsible for the fulfillment of its duties and obligations under this Agreement, regardless of whether or not Contractor utilizes one or more subcontractors for such purpose. The right and interest of Contractor under this Agreement (including, but not limited to, Contractor's right to or interest in any part of or all payments under this Agreement) may not be assigned, transferred or subcontracted to any other person, firm, corporation or other entity, whether by agreement, merger, operation of law or otherwise, without the prior, express written consent of GDOE. In the event of a permissive subcontract or assignment of this Agreement by Contractor, Contractor agrees that any subcontractors retained by Contractor or assignees shall be subject to all provisions of this Agreement.

XIV. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of the Parties hereto and their respective successors, assigns and transferees, except as otherwise provided for under the terms of this Agreement.

XV. Scope of Agreement. This Agreement and its attachments collectively: (i) supersede any and all other Agreements, either oral or in writing, between the Parties hereto with respect to the subject matter hereof, and (ii) contain all of the covenants and Agreements between the Parties with respect to such subject matter in any manner whatsoever. The Contractor and GDOE each acknowledge that no representations, inducements, promises or agreement, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in the Agreement shall be valid or binding.

XVI. Captions. All Section and paragraph titles or captions contained in this Agreement are for convenience only and shall not be deemed part of the content of the Agreement.

XVII. Counterparts. This Agreement may be executed in counterparts, all of which taken together shall be deemed one original.

XVIII. Governing Law and Forum Selection. Except to the extent U.S. federal law is applicable, the laws and regulations of Guam shall govern the interpretation, effect, and validity of this Agreement. Any court action shall be exclusively in Guam.

XIX. Compliance with Laws.

A. In General. The Contractor shall comply with all U.S. and Guam laws, statutes, regulations and ordinances applicable to this Agreement. The Contractor represents and warrants that it is fully licensed to do business in Guam to render the services to be provided herein.

B. Non-Discrimination in Employment. The Contractor agrees: (i) not to unlawfully discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, marital status, national origin, ancestry, or physical or mental handicap; (ii) to include a provision similar to that contained in subsection (i) above in any

subcontract or assignment agreement except a subcontract for standard commercial supplies or raw materials; and (iii) to post and to cause subcontractors and/or assignees to post in conspicuous places available to employees and applicants for employment, notices setting forth the substance of this clause.

C. Family and Educational Rights and Privacy Act.

Contractor acknowledges that certain information about GDOE students may be considered Education Records and that this information must be confidential by reason of the Family and Educational Rights and Privacy Act of 1974, 20 USC § 1232g, and related regulations (collectively referred to as "FERPA"). Both parties agree to protect these records in accordance with FERPA and any relevant GDOE policy or standard operating procedure. Contractor represents, warrants, and agrees that if it receives anything protected by FERPA in accordance with this Agreement, it will: (1) hold the FERPA Records in strict confidence and will not use or disclose the FERPA Records except as (a) permitted or required by the Contract, (b) required by law, or (c) otherwise authorized by GDOE in writing; (2) safeguard the FERPA Records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which Contractor protects its own confidential information; and (3) continually monitor its operations and take any action necessary to assure that the FERPA Records are safeguarded in accordance with the terms of the Contract. Contractor agrees to provide GDOE with a written summary of the procedures Contractor uses to safeguard the FERPA Records.

Contractor will have procedures and solutions implemented to prevent unauthorized access, and the procedures will be documented and available for GDOE to review on request. Those employees allowed to send data and receive data to and from the Contractor must be identified and sign a non-disclosure agreement.

Accidental exposures of data covered by the Contract to unauthorized persons will result in the Contractor notifying GDOE within four (4) hours of discovery; failure to do will be considered a material breach of the Contract. Notification to those whose data have been exposed will occur, at Contractor's sole expense, by GDOE.

Within thirty (30) days after the termination or expiration of the term of the Contract for any reason, Contractor shall either: (a) return or destroy, as applicable, all Sensitive Data, including any data protected under FERPA, provided to the Contractor by GDOE, including all sensitive data, including any data protected under FERPA, provided to Contractor's employees, subcontractors, agents, or other affiliated persons or entities; or (b) in the event that returning or destroying the sensitive data, including any data protected under FERPA, is not feasible, provide notification of the conditions that make return or destruction not feasible, in which case, the Contractor must continue to protect all sensitive data, including any data protected under FERPA, that it retains and agree to limit further uses and disclosures of such data to those purposes that make the return or destruction not feasible as Contractor maintains such sensitive data, including any data protected under FERPA.

Contractor's computer(s) must be protected by acceptable industry practices for antivirus, firewalls, and network and system intrusion detections systems, which may be periodically tested by GDOE personnel.

XX. Retention and Access to Records and Other Review. The Contractor, including subcontractors, if any, shall maintain all books, documents, papers, accounting records and other evidence pertaining to the services performed and costs incurred, and to make such materials available at its respective offices at all reasonable times during the Agreement period and for six (6) years from the date of the final payment under the Agreement, for inspection by GDOE. GDOE agrees to comply with reasonable requests of Contractor to provide access to all documents and GDOE property reasonably necessary to the performance of Contractor's services under this Agreement. The conditions of this section shall be placed in any subcontract or assignment arising under this Agreement.

XXI. Delays, Extensions and Suspensions. GDOE unilaterally may order the Contractor in writing to suspend, delay, or interrupt all or any part of the work for such period of time as it may determine to be appropriate for the convenience of GDOE. The Contractor agrees to prosecute the work continuously and diligently apart from those periods of suspension, delay or interruption. Except as otherwise agreed to by the Parties, reasonable time extensions for the performance of Contractor's services will be granted only for excusable delays that arise from causes beyond the control and without the fault or negligence of the Contractor, including, but not restricted to, acts of God, acts of the public enemy, acts of the Government of Guam or the Government of the United States in either its sovereign or contractual capacity, acts of another contractor in the performance of an agreement with the Government of Guam, fires, floods, typhoons, earthquakes, epidemics, quarantine restrictions, strikes, freight, or embargoes.

XXII. Modifications including those Due to Public Welfare, Change in Law or Change in Marketing Conditions. GDOE shall have the unilateral power to modify the Agreement at any time subject to the written agreement of Contractor. GDOE shall have the power to make changes in the Agreement and to impose new rules and regulations on the Contractor under the Agreement relative to the scope and methods of providing services as shall from time-to-time be necessary and desirable for the public welfare or due to a change in law. GDOE shall give the Contractor notice of any proposed change in the Agreement and an opportunity to be heard concerning those matters. The scope and method of providing services as referenced herein shall also be liberally construed to include, but is not limited to, the manner, procedures, operations and obligations, financial or otherwise, of the Contractor. In the event GDOE materially alters the obligations of the Contractor, or the benefits to GDOE, then the Agreement shall be amended consistent therewith. Should these amendments materially alter the obligations of the Contractor, then the Contractor or GDOE shall be entitled to an adjustment in the rates and charges established under the Agreement. Contractor shall be entitled to terminate this Agreement rather than accept modified terms. Nothing contained in the Agreement shall require any party to perform any act or function contrary to law. GDOE and the Contractor agree to enter into good faith negotiations regarding modifications to the Agreement, which may be required in order to implement changes in the interest of the public welfare or due to changes in law. When such modifications are made to the Agreement, GDOE and the Contractor shall negotiate in good faith a reasonable and

appropriate adjustment for any changes in services or other obligations required of the Contractor directly and demonstrably due to any modification in the Agreement under this clause.

XXIII. Independent Contractor and its Employees.

A. Status of Contractor. The Contractor and its officers, agents, servants, subcontractors and employees are independent contractors performing professional services for GDOE, and are not employees of GDOE. The Contractor and its officers, agents, servants and employees shall not accrue vacation or sick leave, participate in the Government of Guam retirement system, insurance coverage, bonding, use of government vehicles or any other benefits accorded to Government of Guam employees as a result of this Agreement. Contractor agrees that Contractor and its aforementioned employees, officers, directors, agents, servants, and subcontractors are not and will not become an employee, officer or Board member of GDOE at any time during the duration of this Agreement, and will otherwise comply with the provisions of the Guam Procurement Law regarding ethics in public contracting (Title 5 Guam Code Annotated, Chapter 5, Article 11, and its associated rules and regulations). Nothing in this Agreement or any action taken under this Agreement shall be deemed or construed in any manner or for any purpose to evidence or establish as between Contractor and GDOE a relationship of partnership, agency, association, joint, venture or representative, nor does this Agreement authorize any party to undertake or bind any obligation or responsibility on behalf of the other party. In addition, there shall be no withholding of taxes by GDOE for the Contractor.

B. Liability. The Contractor assumes responsibility for its personnel and subcontractors providing services hereunder and will make all deductions and payments for social security and withholding taxes and for contributions to employment compensation funds, or any other payments required by the governments of the U.S. and Guam, if required. Contractor is responsible for paying when due any and all income taxes, gross receipts taxes, or any other taxes or assessments incurred as a result of the services performed by the Contractor and Contractor's employees or agents under this Agreement or the compensation paid to Contractor for services performed under this Agreement. Furthermore, Contractor shall maintain at the Contractor's expense all necessary insurance for its employees including but not limited to Worker's Compensation, Errors and Omissions, and liability insurance for each employee as required under U.S. and Guam Law.

C. Wage and Benefits Compliance. Contractor warrants it shall comply with all applicable federal and local laws, rules, and regulations regarding the payment of minimum wages and benefits, in particular in accordance with the Wage Determination for Guam issued and promulgated by the U.S. Department of Labor and with Guam Public Law 26-111. Contractor assumes all liability for, and hereby indemnifies GDOE from, any violation of any applicable law, rule, or regulation relating to the payment of wages or benefits.

XXIV. Disclosure. The Contractor hereby represents that it has disclosed to GDOE all matters regarding Contractor which if not disclosed to GDOE would materially affect GDOE's decision to enter into this Agreement with Contractor.

XXV. Disposition of Property and Materials; Intellectual Property Rights.

A. All plans, outlines, briefs, memoranda, studies, reports, analyses and all other work product and materials incidental or otherwise ("Work Product") which are produced by reason of this Agreement shall be and remain the property of GDOE, regardless of whether Contractor is in possession of such Work Product, and may be used by GDOE without permission from Contractor and without any additional costs to GDOE.

B. All Work Products, including any and all intellectual property rights in said Work Product, arising out of the Agreement shall be the sole and exclusive property of GDOE. Contractor explicitly acknowledges that GDOE possesses exclusive rights to the Work Product arising out of this Agreement. Contractor shall not use or permit others to use in any way or form the Work Product without the express written consent of GDOE.

XXVI. Mandatory Representations by Contractor:

A. **Persons Convicted of Sex Offense.** Contractor warrants that no person in its employment who has been convicted of a sex offense under the provisions of Chapter 25 of Title 9 Guam Code Annotated or of an offense defined in Article 2 of Chapter 28 of Title 9 Guam Code Annotated, or who has been convicted in any other jurisdiction of an offense with the same elements as heretofore defined, or who is listed on the Sex Offender Registry, shall provide services on behalf of Contractor while on government of Guam property, with the exception of public highways. If any employee of Contractor is providing services on government property and is convicted subsequent to an award of a contract, then Contractor warrants that it will notify GDOE of the conviction within twenty-four hours of the conviction, and will immediately remove such convicted person from providing services on government property. If Contractor is found to be in violation of any of the provisions of this paragraph, then GDOE will give notice to Contractor to take corrective action. Contractor shall take corrective action within twenty-four (24) hours of notice from GDOE, and Contractor shall notify GDOE when action has been taken. If Contractor fails to take corrective steps within twenty-four (24) hours of notice from GDOE, then GDOE in its sole discretion may temporarily suspend this agreement.

B. **Gratuities and Kickbacks.** Contractor warrants it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 §11107.

C. **Contingent Fees.** Contractor warrants it has not retained a person to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies.

D. **Ethical Standards.** Contractor warrants it has not knowingly influenced and promises that it will not knowingly influence a government employee to breach any of the ethical standards set forth in 5 GCA Chapter 5 Article 11 of the Guam Procurement Act and in Chapter 11 of the Guam Procurement Regulations.

XXVII. Disputes.

a. In accordance with Guam procurement law, all controversies between the territory and the Contractor which arise under, or by virtue of, this contract and which are not resolved by mutual agreement, shall be decided by the GDOE procurement officer in writing, within 60 days after written request by the Contractor for a final decision concerning the controversy; provided however that if the procurement officer does not issue a written decision within 60 days after written request for a final decision, or within such longer period as may be agreed upon by the parties, then the Contractor may proceed as if an adverse decision had been received. The procurement officer shall immediately furnish a copy of the decision to the Contractor, by certified mail, return receipt requested, or by any other method that provides evidence of receipt. Any such decision shall be final and conclusive, unless fraudulent, or the Contractor brings an action seeking review of the decision before the Guam Office of Public Accountability. The Contractor shall comply with any decision of the procurement officer and proceed diligently with performance of this contract pending final resolution by the Office of Public Accountability or the Superior Court of Guam of any controversy arising under or by virtue of this contract, except where there has been a material breach of the contract by GDOE; provided, however, that in any event the Contractor shall proceed diligently with the performance of the contract where GDOE has made a written determination that continuation of work under the contract is essential to public health and safety.

b. Any disputes for expenses incurred in reliance upon this Agreement shall be subject to the Government Claims Act found at Title 5, Guam Code Annotated, Chapter 6.

XXVIII. Attachments, Exhibits, Schedules, and Entire Agreement. This Agreement, including its Attachments, Exhibits and Schedules, constitutes the entire Agreement and supersedes all prior written or oral understandings. No Agreement, oral or written, expressed or implied, has been made by any party hereto, except as expressly provided herein. All prior Agreements and negotiations are superseded hereby. This Agreement and any duly executed amendments hereto constitute the entire Agreement between the Parties hereto.

XXIX. Computation of Time. Whenever this Agreement provides for a time period of ten (10) days or less days, weekends and Government of Guam holidays are not included in the computation. When this Agreement provides for a time period of over ten (10) days, weekends and Government of Guam holidays are to be included in the computation.

XXX. Partial Invalidity. If any provision of this Agreement shall be deemed by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue to be in full force and effect.

XXXI. Amendments/Modifications. Any amendment or modification to this Agreement will be effective only if it is in writing and signed by both parties.

A. Changes To Work. Any modifications to the services or equipment to be delivered pursuant to this Agreement, and the compensation therefor, may be made by a written Change Order signed by an authorized representative of GDOE and Contractor. A Change Order may only be made on the conditions that the work to be performed by a Change Order is not inconsistent with the scope of work under this Agreement, and that where there is an increase in the costs for services, GDOE shall certify in writing that funds are available for the increased costs prior to such Change Order becoming effective.

B. Extension of Time to Perform Services. This Agreement may be modified to extend time for Contractor to perform services upon writing signed by GDOE and Contractor. A modification to extend time to perform services under this Agreement may only be made on the condition that such modification shall not increase the costs for services hereunder.

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IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year appearing below their respective signatures.

GUAM DEPARTMENT OF EDUCATION

JON J.P. FERNANDEZ
Superintendent of Education

Date: 9/10/15

UNIVERSITY OF GUAM

ROBERT A. UNDERWOOD, Ed.D.
President

Date: 9/2/15

GUAM DEPARTMENT OF EDUCATION

JAMES L.G. STAKE
Legal Counsel

Date: 9/4/15

UNIVERSITY OF GUAM

VICTORINA M.Y. RENACIA
Legal Counsel

Date: 9/1/15

CERTIFIED FUNDS AVAILABLE:

CERTIFYING OFFICER 82500022.1230.FH&S
Department of Education 20150360

Date: 9/3/15

AMOUNT: $23,800.60

ALVAREZ & MARSAL:

BY: AMBER CASTRO
Third Party Fiduciary

Date: 09/03/2015

REVIEWED BY:

9.3.15

CARMEN T. TAITANO
Supply Management Administrator

APPROVED AS TO FORM AND LEGALITY:

ELIZABETH BARRETT-ANDERSON
Attorney General of Guam

DATE: 9/16/15
DOE 15-0563

APPROVED:

EDWARD J.B. CALVO
Governor of Guam

DATE: SEP 22 2015

SEP 10 2015 1152

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM

EXHIBIT 1

Program Narratives and Budget Narratives

(Referenced on page 1 of 15)

Part 1: Program Narrative

<table>
<tr><td>1. Program Title</td><td colspan="5">Program # 12 : Ready to Learn (RtL)</td></tr>
<tr><td rowspan="2">2. Education Program Area</td><td rowspan="2">3. Project Budget/Allocation</td><td colspan="4">4. Population/Numbers to be Served</td></tr>
<tr><td colspan="2">Students</td><td colspan="3">Staff to be Served</td></tr>
<tr><td></td><td></td><td>Grade Level</td><td>Number</td><td># of Teachers</td><td># of Administrators</td><td># of Staff</td></tr>
<tr><td rowspan="2">The use of funds for the project will be for direct and in-direct student and teacher impact in teaching and learning. Funds will be used to address professional development, curriculum development, and resource development.</td><td>3a. FY 14 Funding:
$69,203.00
3b. Carryover Funds (if applicable):</td><td>PreK-3rd Grade</td><td>270</td><td>60 (Locally funded)</td><td>1 (Locally funded)</td><td>1 (Locally funded)</td></tr>
<tr><td>5. Describe the identified need(s) this Title V project proposes to address.</td><td colspan="5">The Ready to Learn (RtL) Program will supplement the Guam Department of Education's Early Childhood Education (ECE), which provides various programs and services for children from kindergarten through grade three. The ECE program serves students that are second language learners; teaches to the Board adopted K-3 Content Standards & Performance Indicators and the Language Arts/English & Math Common Core State Standards; and assesses students at their developmental level. Within the Department's Early Childhood Program, there are 2,275 students enrolled at the Kindergarten level, 2,371 students in first grade, 2,304 students in 2nd grade and 2,291 in third grade.

At the local level, the district continues to be challenged with low standardized test scores and an increase in disciplinary actions, it is imperative that programs be offered early on to intervene with possible academic and social behaviors. The project services will prepare young children to be ready from grade level to grade level. The Ready to Learn Project's main goal is: All children will develop intellectually, socially, emotionally, physically and ready to enter the K-3 Early Childhood Programs ready to learn. The project aims to achieve this by addressing the gap of what students know and are able to do before entering each level.

Currently, the Guam Department employs approximately 188 Early Childhood educators that hold an Early Childhood PreK-2 Teaching Certificate. However, despite the high number of Early Childhood Education teachers, a small percentage is not teaching in the K-3 grade levels. As an example, there is about 124 teachers teaching in Kindergarten in the twenty-five elementary schools. It is not determined whether all 124 hold a PreK-2 Teaching Certificate. The variance between the number of identified ECE PreK-2 certified teachers and the number of Kindergarten Teaching positions (124) is 64. The data also depicts the need for providing supplemental support through professional development to teachers teaching in the field and may not be credentialed in the area of Early Childhood Education.</td></tr>
</table>

The Guam Department of Education SAT10 assessment results for first grade, second grade and third grade students in SY2012-2013 reveals that students are performing at the basic or below basic level in Reading, Language, and Mathematics. A significant contributing factor to the low performance scores is attributed to various demographic factors: 1) A high number of students tested represent English Language Learners; 2) A high number of students live below the federal level of poverty. See Table 1, which reflects the SAT10 data for students in first grade, which reflects the percentage of students performing at the "Basic," (partial mastery of the knowledge and skills that are fundamental for satisfactory work) and "Below Basic," (little or no mastery of fundamental knowledge and skills) levels.

Table 1: Department of Education's SY2012-2013 SAT10 Performance Levels at the "Basic" and "Below Basic" levels in Reading, Language Arts, and Math at Grade 1, 2 and 3.

Grade Level	Content Area	Percentage (Basic & Below Basic Levels)
1st Grade	Reading	51%
	Language	87%
	Mathematics	66%
2nd Grade	Reading	84%
	Language	96%
	Mathematics	81%
3rd Grade	Reading	84%
	Language	89%
	Mathematics	85%

Within our island's public schools, there are five elementary schools where 80% or more of the student population are eligible for free or reduced meals through the National School Lunch Program whose families are not capable of providing minimal substance for their children. Table 2 reflects the percentage of students whose families were surveyed through the annual Education-Rate or E-Rate Survey* identifying the top five elementary schools with the highest free/reduced lunch population include:

TABLE 2: Percentage of Student Population from Low-Income Families (E-Rate SY2011-12)

School Level	E-Rate Surveys Received	# of Students Eligible for National School Lunch Program (NSLP)	% of Student Population from Low-Income Families.
ELEMENTARY LEVEL			
AsTumbo Elementary School	427	413	87%
Chief Brodie Elementary School	239	228	80%
Finegayan Elementary School	845	769	80%
Marcial Sablan Elementary School	403	376	82%
Talofofo Elementary School	259	221	84%

*E-Rate Program is administered by the Federal Communication's Universal Service Fund.

Part 2: Budget Narrartive, Summary, and Worksheet

Program # 12 : Ready to Learn (RtL)					
				FY'14	PROGRAM
Codes (if any)	Category		Objectives	Requested	TOTAL
	Travel	Description(s)/Details/Costs			
(0220)	On-Island Travel – Local Mileage	No Funds Requested for This Category.			-
			Sub-Total:	$ -	-
	Off-Island Travel Airfare/hotel/per diem	No Funds Requested for This Category.	1.6	$ -	-
	Off-Island Travel Airfare/hotel/per diem	To participate at the National Institute for Early Childhood Professional Development that is designed for professionals who prepare, mentor and train early childhood professionals June 2015 (5 days) 1 program personnel to receive mentorship training. Airfare $3,250 reg. course fee $450.00, lodging $113.75 x 7 $1006.25, meals $71 x 7 $497.00 ($5,204)	1.6	$ 5,203	5,203
			Sub-Total:	$ 5,203	5,203
			Total Travel	$ 5,203	5,203
	Contractual (Purchased Services)	Description(s)	Objectives	Totals	Totals
(0230)	Consultative Services for Early Childhood Education Professional Development	To procure consulting services for the Professional Development for the Early Childhood Education Train the Trainer Series to provide current training which may include on and/off island experts to train teachers and administrators on instructional practices such as inquiry based learning and other necessary topics related to ECE (2 Trainers at $12,000 each). Training sessions will include, but not limited to the following: ECE Professional Development Training; ECE Instructional Strategies ECE Developmentally Appropriate Practices; ECE Creative Strategies and ECE Trainer of Trainers	1.1	$ 24,000.00	24,000
(230.00)	Consultative Services for the Curriculum Development for the Prekindergarten Program	Consulting services for the development of Prekindergarten curriculum standards and modules for Early Childhood Program and provide technical support to GDOE ECE teachers of the modules through classroom teaching and learning. (2 Curriculum Developers at $12,000)	6.1	$ 24,000.00	24,000
(0230)	Consultative Services (ECE Family Partnership Conference)	To procure consulting services to facilitate the ECE Family Partnership Conference for families of young children to address at least three of the National Parent Teacher Association Standards.	4.3,4.4	$ 10,000.00	10,000
			Sub Total	$ 58,000.00	58,000.00
			Total Contractual (Purchased Services)	$ 58,000.00	58,000.00
	Supplies	Description(s)/General Itemization	Objectives	Totals	Totals

	Although, the Early Childhood Education programs are available to kindergarten students through third grade, the services are not adequate to address the need to expand the access to high-quality early childhood education to develop each child's potential and to shape their academic, social and cognitive skills that will determine their success in school and in life. Through the implementation of the proposed program, it is anticipated that it would generate a significant return on investment for our island. This proposal is also aligned to President Obama's comprehensive early learning agenda which will invest in and strengthen early childhood education, care, and development for our nation's youngest learners. Numerous studies have shown that the investment in a child's early learning years that it will reduce the need on spending on other services such as remedial education, grade repetition, and special education. It may also potentially lead to increased productivity and earnings for these children as adults. Thereby, based on both the SAT10 performance results and the Guam Department of Education's E-Rate survey data, children in kindergarten through grade three have demonstrated to be a student population at-risk. This data reinforces the need to provide the supplemental support to improve the Early Childhood Program for this specific student population and their families.
6. Describe, in detail, the program and identify activities that will be implemented based on the needs identified above and the reason for selecting the program.	**6a. CORE PROGRAM:** The Ready to Learn Program will focus on supplementing the Kindergarten Content Standards and Performance Indicators as its core education program. The emphasis will be in providing professional development through best practice models designed to improving teaching and learning in the classroom. The RtL project application will concentrate in the two content areas, specifically Language Arts and Mathematics. Early Childhood Education Research-based instructional approaches will be used as the primary design for the professional development modules. The project objectives will further support the need to assist with the 2008-2013 District Action Plan (DAP), which is to improve student achievement in all content areas, with a focus on Language Arts, Reading, Mathematics, Science and Social Studies. With the implementation of the proposed Ready to Learn Project, prekindergarten students will be provided with a rich learning environment that will address the readiness level in all content areas, specifically in Language Arts and Mathematics. Through the series of project activities, it is anticipated that there will be an impact on student achievement. The status of the implementation and progress made on the performance indicators was reported in the Superintendent's 2013 State of Education Report, in the District Report Card and the individual School Report Card. The following components are referenced below: STANDARDS AND ASSESSMENT (Goal No.2): "All students in GDOE will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school." SYSTEM-WIDE NEEDS/CHANGES (Goal No.1): "All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment within the public or private sector." The program will address the following goal: All children will develop intellectually, socially, emotionally, physically and ready to enter kindergarten ready to learn. The following are

the objectives that will be carried out to ensure that the goal is met:

1. Develop Family Engagement Programs for parents to become actively involved in their child's education.
2. Provide Professional Development to Early Childhood educators in effective strategies in working with young children such as "Developmentally Appropriate Practices."
3. Development of a prekindergarten curriculum, which will assist in preparing children for readiness skills in Kindergarten.
4. Establish an Early Childhood Advisory Committee to establish partnership among the community to address each child receives proper nutrition, physical activity experiences and health care need to prepare them for the learning environment.

6b. SUPPLEMENTAL PROGRAM:

The Ready to Learn Program is designed in two major components based on the need for improving students' academic achievement levels based on the SAT10 results and closing achievement gaps be for students identified as "at-risk". The first component is to provide professional development to K-3 teachers within the elementary schools. The second component is to establish and strengthen a Family Partnership Program.

This project will assist to meet the U.S. Secretary of Education's principles for implementing achievement and instruction through Priority No. 3, which is to support effective instruction and leadership. The aim of the project funds will allow for teacher evaluation through professional development; will be used for continuous improvement of instructional teaching and through the use various assessment tools to guide student's academic growth; and will assist the K-3 programs.

Title V-A Local Educational Agency Allowable Activities:

#16: Programs to establish or enhance pre-kindergarten programs for children. [Section 5131].

#22: Programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching.

#26: Programs that employ research-based cognitive & perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning or academic content at the preschool, elementary, and secondary levels. [Section 5131 (a) (26)].

Program Design

The program will address the following goal: All children will develop intellectually, socially, emotionally, physically and ready to enter the K-3 Early Childhood Program ready to learn. In order to meet this goal, this project will target two specific areas: Family Engagement Programs and Early Childhood Education Professional Development. These programs will aim to allow young children access developmentally appropriate programs, which will lead to strengthening teacher's pedagogy in the area of Early Childhood Education, as well as, children coming to school ready to learn and strengthen family-school partnerships of families with children from age five to eight.

I. Family Engagement Program

This component ***will*** support the research such as the study released in February 2014 by the National Institute for Early Education Research, which used two waves of data (1993 and 2007) from the School Readiness Supplement to the National Household Education Survey (NHES). The NHES collects data from families of school-age children. The study examined the degree in which parental expectations for what children need to enter school have changed over time, and focused on the type of family practices related to child learning. The study found that compared to families of young children in 1993, and parents in 2007, that there is a greater awareness of essential competencies for children when they enter kindergarten. This supports the concept of parents being more cognizant of their role in their child's education. Therefore, this program will aim to implement parent training to strengthen family involvement in schools, which will lead to students improving their academic skills and competencies. These program activities will include the design of a series of workshops that will assist families in working with their young children. Therefore, this component will focus on the development of a Family Engagement Program, which includes the planning of the 2015 Family Engagement Conference for families. Research has shown that students succeed better in school when they see their families involved in the school activities. The project staff, during the second quarter, will identify local or national trainers to assist in developing parent training series in at least three of the standards from the National Parent Teacher Association.

The six standards include the following:

- **Standard I: Communicating** (Communication between home and school is regular, two-way and meaningful.); **Standard II: Parenting** (Parenting skills are promoted and supported);
- **Standard III: Student Learning** (Parents play an integral role in assisting student learning.);
- **Standard IV: Volunteering** (Parents are welcome in the school, and their support and assistance are sought.); **Standard V: School decision-making and Advocacy** (Parents are full partners in the decisions that affect children and families.); and
- **Standard VI: Collaborating with Community** (Community resources are used to strengthen schools, families and student learning.)

The aim of the design of the Parent Training Series is to establish a list and to recruit representatives from the elementary schools to participate at the 2015 Summer Family Engagement Training Conference and thereafter providing training to other families at the five pilot schools.

II. Early Childhood Education Professional Development

This component will include a series of Early Childhood Education Professional Development for Train the Trainers in Early Childhood Educators will be conducted. This will establish the teacher pipeline to recruit, train and provide support for Early Childhood Teachers and assists them to effectively establish developmental learning environments in the classrooms. This design for this training is to enhance the ECE teachers' knowledge and skills on the principles of Early Childhood Education. The project staff will plan for the professional development which will focus on Developmentally Appropriate Practices (DAP) as described in *DAP in Early Childhood Programs* by Sue Bredekamp and Carol Copple (1997). The following four Train the Trainers modules will be developed and used for training during and beyond the project year: 1) Defining Development Appropriate Practice; 2) Developmentally Appropriate Physical Environments; 3) Developmentally Appropriate Social/Emotional Environments; and 4) Developmentally Appropriate Cognitive/Language/Literacy Environments. The professional development series will also include modules such as "Working with English Language Learners" and "Working with students with Special Needs." This component will focus on ensuring that an environment conducive to learning is prepared for all students of the Early Childhood educators.

III. Early Childhood Curriculum Development

This component of the project focuses on the development of the prekindergarten Curriculum Development for the Early Childhood Education Program. This will significantly assist teachers in utilizing the curriculum to bridge the gap of students coming into kindergarten unprepared with the skills and knowledge on the Kindergarten Content Standards. The Guam Department of Education will establish a contract to assist in the development of curriculum to be utilized by Kindergarten teachers. The expected outcome will be that an increase of incoming kindergarten students will be better prepared to meet the adopted Kindergarten Content Standards and Performance Indicators.

IV. Early Childhood Advisory Committee

To ensure that seamless communication continues to strengthen the Early Childhood Program, members of the Early Childhood Advisory (ECA) Committee will be selected and will meet quarterly to review, analyze and advise the Deputy Superintendent of Curriculum & Instructional Improvement in the delivery of effective services, which will lead to the successful implementation of the "Ready to Learn" Project. Stakeholders such as the Early Learning Council, the University of Guam, the Guam Community College, Guam Public Health & Social Services Agencies, and CEDDERS will be asked to be part of the ECA Committee.

Expected Outcomes

Through the implementation of these four components, the expected outcomes related to these objectives area: an increase in Early Childhood teachers trained in effective Early Childhood Education instructional strategies; creation of a Family-Partnership Program for families of young children; an increase of Early Childhood Education resources

	available to ECE teachers to provide learning environments conducive to young children; and an increase of community members involved in the Early Childhood Programs offered in the Guam Department of Education.
7. Describe how the proposed program funded is tied to promoting challenging academic achievement standards will contribute to improving students' academic achievement or improving the quality of education for students.	**Linkage to Student Academic Achievement** This project is aimed at improving educational gains for young children. Research has shown that there is a greater impact on a child's educational success if they are enrolled in a "high-quality" early childhood program. By providing the "Ready to Learn" Project components, which includes professional development, curriculum development and family engagement programs, this will strengthen and supplement the teaching environment of young children such as the principles of a developmentally appropriate learning environment that will address their social, emotional, physical and intellectual development. Therefore, the program aims to close the achievement gap that seems to grow as a child moves from one grade to the next. This project will link to the district's goal in "All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment with the private or public sector, which will include providing all students with equitable through a variety of program and opportunities to achieve the standards." This project will meet this goal by providing children a learning environment through the principles of Developmentally Appropriate Practices and will prepare for kindergarten with readiness skills, thereby, building their opportunity for academic success. The Ready to Learn Project is tied to promoting challenging academic achievement standards through the four components of providing family engagement programs, professional development to teachers, accessing Early Childhood educational resource kits and establishing an Early Childhood Advisory Council. The project is also linked to improving academic achievement as it is aligned to Goal No. 1 of the Guam Department of Education's District Action Plan, "Curricular, Reform, Rigor and Relevance: *To increase the mathematics, science, communication, problem solving and technical achievement and the application of learning for career-bound students.*" Through the expansion of the Early Childhood Professional Development component, it will provide the essential professional development to participating Early Childhood Education teachers in effective teaching strategies. Along with professional development, many research studies also link children's high-quality preschool experiences and success in school and later life. As example, a study done in five states implementing prekindergarten program showed significant gain in early language, literacy and math development (Barnett, Jung, et al. 2007). The program will address the need to increase access to developmentally appropriate practices in the Early Childhood Education Programs through the development of resources such as the development of instructional units and lesson plans to include the cultural diversity of the student population that the Department serves for improving student achievement. Finally, the improvement of student achievement remains the primary focus of Ready to Learn. The district will gain

	from quality professional development; improve curriculum development, access to educational resource kits and supplemental financial support for programs that allows students to gain access to a college-ready learning environment.
8. Describe the method of evaluation that will assess the effectiveness of the program and how it will affect student academic achievement.	The project's evaluation will center on its objectives which are: 1. Develop a Family Engagement Program for parents to become actively involved in their child's education. 2. Train Early Childhood educators in effective strategies for working with young children. (e.g. "Developmentally Appropriate Practices"). 3. Procure Early Childhood Education resources that will enhance the learning environment of young children. 4. Establish an Early Childhood Advisory Committee to establish a partnership among the community to ensure each child receives proper nutrition, physical activity experiences and health care needed to prepare them to learn. The method in which data will be collected is based on the following: 1. The number of teacher participants at the Professional Development Early Childhood Education Training Series; 2. The number of family participants attending the 2015 Family & Schools Summer Institutes. The qualitative and quantitative data will also be included in the quarterly reports. These analyses will be supported by descriptions of each of the project's activities and how they related to the project's outcomes. The formative and summative evaluation will also include the evaluation of the implementation of the effectiveness of the Early Childhood Education Professional Development Plan for the Early Childhood Education teachers to determine the impact of how it can be used to sustain training for future educators interested in teaching in the Prekindergarten through 3rd grade level. A data analysis will also be formulated to determine if the year-long implementation of professional development, curriculum development, resource development and summer program was successful. Furthermore, a plan will be in place to determine how the district will use the results to include the project into a local program for continuous implementation. The long-term evaluation will include the establishment of K-3 Program performance goals articulated in the following outcomes: 1. Children attain age-level skills on preschool assessments linked to the Brigance Assessment. 2. Students will demonstrate growth in the development of their physical, social, emotional, language, and cognitive skills based on the ECE teacher's data results from the Brigance Assessment (Growth is determined on the variance of 26 points and higher from the scores of the Kindergarten Brigance Assessment and the First Grade Brigance Assessment). 3. Students scoring at, or above, grade-level in the area of Language and Mathematics on the external assessments by end of third grade.

	4. Students demonstrate reduced grade level retention and enrollment in Special Education by end of third grade. Currently, the district assesses incoming Kindergarten students through the Brigance Assessment, the long-term effect would be significantly impact consistent data collection made on the student's growth over a three-year period

9. Personnel Needs related to this program/project.	Project Manager	# of Other Positions/Staff	Stipends/Per Diem (Number & Positions Titles)
	Deputy Superintendent, Curriculum and Instructional Improvement (locally funded)	School Program Consultant (locally funded)	N/A

10b. Action Plan and Timelines

Objective	Objective 1. Develop Family Engagement Program for parents to become actively involved in their child's education.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	Activities	Person(s) Responsible	Results/ Impact	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	10/14 12/14	1/15 3/15	4/15 6/15	7/15 9/15
1.1 Develop the Family-Partnership Conference for participating families.	1.1.1 Provide a series of workshops for participating families.	School Program Consultant	Participating families will complete training series and be skilled in working with their children.	∘ Attendance ∘ Certificate of Participation ∘ Agenda ∘ Evaluations	1.1.1 Increased parental involvement in the Early Childhood Education Programs.	P	I/E	I/E	I/E
1.2 Develop a Family Resource Directory for Families.	1.2.1 Establish a Family Resource Directory to strengthen families' understanding of working with their children.	School Program Consultant	Participating families with access to Resource Guide.	∘ Family Resource Directory	1.2.1 Completed manual for families to utilize to strengthen family involvement in the area of Early Childhood Education Programs.	P	I/E	I/E	I/E

10c. Action Plan and Timelines

Objective	Objective 2: Provide professional development to Early Childhood Educators in effective strategies in working with young children such as "Developmentally Appropriate Practices."			**MONITORING**	**OUTCOME EVALUATION**	**TIMELINES P=Planning I-Implementation E=Evaluation**			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	10/14 – 12/14	1/15 – 3/15	4/15 – 6/15	7/15 – 9/15
2.1 Development of professional series for the ECE "Train the Trainers" component.	2.1.1. Provide Early Childhood Education Professional Development for identified K-3 Teachers.	School Program Consultant	ECE Trainers will gain Early Childhood Education teaching principles which they will train other K-3 Teachers.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	2.1.1. Increased level of instruction for ECE Trainers.	*P*	*I*	*E*	*E*
2.2 Design the Early Childhood Education training series through the ECE Committee.	2.2.1. Provide the ECE Summer Institute for identified K-3 Teachers.	School Program Consultant	ECE Trainers will gain Early Childhood Education teaching principles which they will train other K-3 Teachers.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	2.2.1. Increased trainers for district implementation	P	I/E	I/E	I/E
2.3 Provide the district with national and regional trends in Early Childhood Education.	2.3.1. Participation at national/ regional conferences on ECE effective instructional strategies	School Program Consultant	Participants will have a greater understanding of ECE Education and share with K-3 Teachers.	∘ Agenda ∘ Surveys	2.3.1. Expanded instructional knowledge of ECE.	P	P	P	I

10c. Action Plan and Timelines

Objective	Objective 3: Development of a prekindergarten curriculum, which will assist in preparing children for readiness skills in Kindergarten.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	10/14 – 12/14	1/15 – 3/15	4/15 – 6/15	7/15 – 9/15
3.1 Development of prekindergarten curriculum.	3.1.1 Review literature in the area of Early Childhood Education Curriculum Development for prekindergarten.	School Program Consultant	ECE teachers will enhance their understanding of prekindergarten curriculum.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	3.1.1 Increased access to the Early Childhood Education curriculum.	*P*	*I*	*E*	*E*
3.2 Training of the use of the Prekindergarten Curriculum	3.2.2 Provide an ECE Summer Training to distribute the Prekindergarten Curriculum.	School Program Consultant	ECE teachers will gain Early Childhood Education utilizing the prekindergarten curriculum.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	3.2.1. Increased understanding of a prekindergarten curriculum.	P	I/E	I/E	I/E

10c. Action Plan and Timelines

Objective	Objective 4: Establish partnership with an Early Childhood Advisory (ECA) Committee and the community to address each child receives proper nutrition, physical activity experiences and health care need to prepare them for the learning environment.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	10/14 – 12/14	1/15 – 3/15	4/15 – 6/15	7/15 – 9/15
4.1 Partnership with community on ECE.	4.1.1 Facilitate monthly ECA Committee Meetings.	School Program Consultant	ECA Committee Members will be advocates for the ECE Program.	∘ Guidelines for ECA Committee Members	4.1.1 Increased number of community members advocating for Early Childhood Education.	P	I/E	I/E	I/E

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM

EXHIBIT 2

Grant Award Notification

(Referenced on page 1 of 15)

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Guam
Department of Education
P.O. BOX DE
HAGATNA, GU 96932

2 AWARD INFORMATION

PR/AWARD NUMBER	S403A140002
ACTION NUMBER	7
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRECTOR
Ignacio C Santos (671) 475-0470
icsantos@gdoe.net
EDUCATION PROGRAM CONTACT
Collette Fisher (202) 260-2544
collette.fisher@ed.gov
EDUCATION PAYMENT HOTLINE
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HELPDESK
edcaps.user@ed.gov

4 PROJECT DESCRIPTION

84.403A
Consolidated Grant to the Outlying Areas

5 KEY PERSONNEL

N A

6 AWARD PERIODS

BUDGET PERIOD	07/01/2014 - 09/30/2015
FEDERAL FUNDING PERIOD	07/01/2014 - 09/30/2015

FUTURE BUDGET PERIODS

N A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$25,555,909.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$25,555,909.00

8 ADMINISTRATIVE INFORMATION

DUNS SSN	855023255
REGULATIONS	CFR PART . EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	1 , 11 , 12 , 13 , 14 , 3 , 8 , 9 , E-3 , HS-1 , HS-2 , HS-3

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL TITLE V, PUB L. 95-134, 91 STAT. 1159 (48 U.S. C. . ELEMENTARY AND SECONDARY EDUCATION ACT
PROGRAM TITLE:	CONSOLIDATED GRANT TO THE OUTLYING AREAS
CFDA/SUBPROGRAM NO	84.403A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0900M	2014	2014	ES000000	B	P32	922	010	4101A	$0.00
1000M	2014	2014	ES000000	B	QB2	922	287	4101A	$0.00
0900M	2014	2014	ES000000	B	P94	922	377	4101A	$0.00

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1000M	2014	2014	ES000000	B	Q97	922	196	4101A	$0.00
1300M	2014	2014	ES000000	B	S59	922	365	4101A	$0.00
1000M	2014	2014	ES000000	B	Q5F	922	366	4101A	$0.00
0400M	2014	2014	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2014	ES000000	B	QG4	922	367	4101A	$0.00
1000M	2014	2014	ES000000	B	QJ8	922	358	4101A	$0.00
0900A	2015	2015	ES000000	B	PA5	922	010	4101A	$12,223,920.00
1000M	2014	2014	ES000000	B	QN4	000	369	4101A	$0.00
1000M	2014	2015	ES000000	B	Q5F	922	366	4101A	$744,842.00
1000M	2014	2015	ES000000	B	QG4	922	367	4101A	$4,496,096.00
1000M	2014	2015	ES000000	B	QJ8	922	358	4101A	$186,158.00
0400M	2014	2015	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2015	ES000000	B	QN4	000	369	4101A	$809,019.00
0900M	2014	2015	ES000000	B	P32	922	010	4101A	$4,003,745.00
1300M	2014	2015	ES000000	B	S59	922	365	4101A	$1,349,976.00
1000M	2014	2015	ES000000	B	Q97	922	196	4101A	$24,534.00
1000M	2014	2015	ES000000	B	QB2	922	287	4101A	$1,175,948.00
0900M	2014	2015	ES000000	B	P94	922	377	4101A	$541,671.00

10 PR/AWARD NUMBER: S403A140002

RECIPIENT NAME: Guam
Department of Education

TERMS AND CONDITIONS

(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assis ance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notificat on on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").

3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

(2) This award is subject to the special terms and conditions in the attached letter from Philip A Maestri, Director, Risk Management Service, to Superintendent Jon Fernandez, dated June 23, 2014.

Under the Tydings Amendment, Section 421(b) of the General Education Provisions Act, 20 U.S.C. 12259(b), any funds that are not obligated at the end of the federal funding period specified in block 6 shall remain available for obligation for an additional period of 12 months.

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

AUTHORIZING OFFICIAL

FEB 19 2015

DATE

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM

EXHIBIT 3

May 22, 2007 Memorandum from the Guam Office of the Attorney General

(Referenced on page 1 of 15)

Alicia G. Limtiaco
Attorney General

COPY



J. Patrick Mason
Deputy Attorney General

OFFICE OF THE ATTORNEY GENERAL

May 22, 2007

Memorandum (Informational)

To: Superintendent, Guam Public School System

From: Attorney General

Subject: Government to Government Contractual Services

You're asked about Guam Public School System (GPSS) obtaining busing services for summer school from the Department of Public Works (DPW) without going through the regular procurement process. You indicated that historically GPSS and DPW have entered into a memorandum of understanding for the summer school bus services. You also indicated that summer school is a federally funded program and transportation is provided as part of the program.

This raises the question of the application of the procurement code to services provided by one government entity to another government entity. Attached is informational memorandum BOP 90-1529. This memorandum relates to Guam obtaining services from a federal agency. Obtaining services from another government entity within the government of Guam would likewise not require procurement. If the government can itself provide the services needed, it need not obtain those services elsewhere.

J. Patrick Mason



287 West O'Brien Drive ◦ Hagåtña, Guam 96910 ◦ USA
(671) 475-3324 ◦ (671) 472-2493(Fax)

GUAM PUBLIC SCHOOL SYSTEM
OFFICE OF THE SUPERINTENDENT
P.O. Box DE
Hagåtña, Guam 96932
Telephone: (671) 475-0658
Fax: (671) 472-5003
Email address: lreyes@gdoe.net

LUIS S.N. REYES
Superintendent of Education

Office of the Legal Counsel

May 21, 2007

Alicia G. Limtiaco
Attorney General of Guam
287 West O'Brien Drive
Hagatna, Guam 96910

Re: Summer School Bussing Services

Dear General Limtiaco,

Hafa Adai! Historically the Guam Public School System (GPSS) and the Department of Public Works (DPW) have entered into memoranda of understanding for summer school bussing services. Summer school is a federally funded program, as part of the program transportation is provided. GPSS has always used the services of DPW without bid in reliance of Attorney General Informational No. BOP 90-1529. A question has now been addressed to GPSS as to the applicability of the aforementioned opinion as it is informational in nature and thus not carrying the weight of a regular opinion of the Attorney General. GPSS' position is that the opinion has been and continues to be applicable to the practice of securing busses between GPSS and DPW.

To settle any questions relating to the above arrangement, GPSS is seeking your acknowledgement that No BOP 90-1529 does apply and GPSS may enter into an agreement with DPW for bussing without bid.

I look forward to you response. If you have any further questions please feel free to contact myself or Legal Counsel, Mr. Fred Nishihira at 475-0658.

Sanseramente,

LUIS S.N. REYES
Superintendent of Education

[ ] APPROVE [ ] DISAPPROVE

ALICIA G. LIMTIACO
Attorney General of Guam

GOVERNMENT OF GUAM
AGANA GUAM 96910

October 22, 1990

Memorandum (Informational) Ref: BOP 90-1529

To: Director, Bureau of Planning

From: Attorney General

Subject: Government to Government Contractual Services

We are in receipt of your memorandum dated October 9, 1990 in which you requested the following:

REQUEST: Does the Guam Procurement Code apply to requests for services from other government entities?

ANSWER: No. See discussion.

STATEMENT OF FACTS:

The government of Guam is interested in procuring services for the examination of the government of Guam's land management system and formulating a plan for improving the internal practices and procedures at the Department of Land Management as well as developing a more cohesive inter-department network for sharing of land related information. Because of the cadastral nature of the work involved, the execution of such work is viewed as being best performed by a government entity rather than a private firm; and as such, an arrangement would be on a government-to-government basis with a projected cost below $100,000.

Additionally, the government is interested in updating the United States' Geological Survey (USGS) Quadrangle Maps for Guam. This source is developed only by USGS and is available to all states, territories and affiliates of the U.S. Government.

This project requires the conduct of aerial photography; geodetic, municipal boundary, place name verification; topographic mapping; and digitizing of topographic information on a computer data file. The project cost is expected to be also below $100,000.

The Director of the Bureau of Planning (BOP) is inquiring whether the procurement law applies to contracts with other government entities.

DISCUSSION:

5 GCA Section 5004(b) provides:

> (b) Application to Territorial Procurement.
> This Chapter shall apply to every expenditure of public funds irrespective of their source, including federal assistance funds except as otherwise specified in §5501 of this Chapter, by this Territory, acting through a governmental body as defined herein, under any contract, except that this Chapter shall not apply to either grants or contracts between the Territory and another government. Nothing in this Chapter or in regulations promulgated hereunder shall prevent any governmental body or political subdivision from complying with the terms and conditions of any grant, gift, bequest, or cooperative agreement. (Emphasis added)

The section points out that contracts between the government of Guam and other governments are not bound by the procurement law. Therefore, the government of Guam may enter into a contract with another government for services without strict adherence to the Procurement Laws.

As to the inquiry regarding a possible contract with USGS which would be a unique "vendor" for USGS Maps, etc., another method available for the procurement of services is listed in 5 GCA §5214 (Sole Service Procurement), which provides:

> §5214. Sole Source Procurement.
> A contract may be awarded for a supply, service, or construction item without competition when, under regulations promulgated by the Policy Office, the Chief Procurement Officer, the Director of Public Works, the head of a purchasing agency, or a designee of either officer above the level of the Procurement Officer determines in writing that there is only one source for the required supply, service or construction item.

This memorandum is informational only and is not issued as an opinion of the Attorney General. For a faster response to any inquiry about this memorandum, please use the reference number shown.

OFFICE OF THE ATTORNEY GENERAL

By: Robert H Kono
ROBERT H. KONO
Assistant Attorney General

cc: Chief Procurement Officer, GSA
Director, DIM
019RHK/mb190

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION FOR THE PREKINDERGARTEN PROGRAM

EXHIBIT 4

Contractor's Proposal dated April 17, 2015

(Referenced on page 1 of 15)

UNIVERSITY OF GUAM
1952-2012

Professional and International Programs

Date: April 17, 2015

Quotation: Curriculum Development for Early Childhood Educators for the Guam Department of Education

Purpose:

This professional development activity is specifically designed for Early Childhood Educators within the Guam Department of Education. Through these activities, working in collaboration with a Master Professor as well as tapping resources and instructors through the national Cooperative Extension network, a cadre of ECE teachers/staff selected by GDOE will:

- Develop an understanding of research-based models of "best practices" for Early Childhood Education
- Work collaboratively to review and revise Early Childhood Education curriculum at the Pre-Kindergarten levels; review and/or modify effective national or regional ECE curriculum and suggest strategies to align curriculum to meet GDOE needs;
- Teachers will complete coursework and then assist in developing a train the trainer approach to disseminating information about the new or revised ECE curriculum to other teachers.

The University of Guam Professional and International Programs Office will:

- Work collaboratively and in consultation with the Guam Department of Education (GDOE), Division of Curriculum and Instructional Improvement, Early Childhood Education district personnel on the implementation of the activities outlined for Early Childhood Education Professional Development and the development of a timeline;
- Hire a content expert to analyze existing national/regional ECE curriculum models which have been used effectively in other communities and use these models as discussion points in developing the curriculum model;
- Develop a "Train the Trainer" curriculum module and provide technical assistance in the facilitation of the Early Childhood Education Academy;
- Document the activities through meeting agenda, sign-in sheets of training activities and provide such documentation to GDOE C&I;
- Provide facilities, equipment, supplies and reference materials required for the workshop

- Provide quarterly reports and final evaluation report on the implementation of the Early Childhood Education Academy

These goals will be accomplished through the following activities:

- PD894 Early Childhood Education Program Curriculum Development (3cr)

Activities:

Curriculum Development

- PD894 Early Childhood Education Program Curriculum Development (3credits)

A cadre of a maximum of 50 GDOE teachers will complete the course which is aimed at strengthening and developing the Early Childhood Educators curriculum for the GDOE.

- A $6000 compensation for Master Professor for teaching PD894 Early Childhood Educators Curriculum Development
- $20 x 3 credits = $60 x 50 students = $3000 recordation fee
- $2,000 – manuals/binders/supplies
- $9,000 – curriculum materials/ textbooks/ECE teaching materials

Subtotal = $20,000

Subtotal – Indirect cost/professional fee = $3,800

Total Cost for Professional Development in Early Childhood Education Program for the Guam Department of Education: $23,800

PROPOSED TRAINING DATES – TBD

The exact dates will be determined through discussions between UOG Profession and International Programs and the Guam Department of Education, Curriculum and Instructional Improvement.

Prepared by:
Carlos R. Taitano

UNIVERSITY OF GUAM
1952-2012

Professional and International Programs

Director
Professional and International Programs
University of Guam

GUAM DEPARTMENT OF EDUCATION
OFFICE OF SUPPLY MANAGEMENT
500 Mariner Avenue
A-Building, Suite A-13 Tiyan
Barrigada, Guam 96913
Telephone: (671) 475-0438/Fax: (671) 472-5001

REQUEST FOR QUOTATION

Vendor: _____
Phone No: _____ Fax No: _____
Quoted on: _____
Quoted by: _____
(Print and Signature)

Date: May 14, 2015
Return to: Diana Guevarra
Fax No: (671) 472-5001
Tel No: (671) 300-1242
Email: ddguevarra@gdoe.net

Destination:

Requisition No: 20150360

Delivery Date Required: _____
Delivery Date Offered: _____

Respond by: May 15, 2014

Quote Valid for: _____days

Item no.	Item Description	Qty.	Unit	Unit Price	Lead time	Warranty
1	Professional Consultative Services for the Development of the Early Childhood Education curriculum standards.	1				
	** PLEASE SEE ATTACHED SCOPE **					
	100% FEDERALLY FUNDED					

ALL QUOTES MAY BE BRAND NAME OR EQUAL

THANK YOU

IMPORTANT: If you are unable to quote, please indicate so on this form. This does not commit Guam Department of Education to pay any costs incurred in the submission of this quotation or to contract for supplies or services. Supplies are of domestic origin unless otherwise indicated. Any representation to this Request for Quotation must be completed by the quoter.

READY TO LEARN (RtL) PROGRAM
CURRICULUM DEVELOPMENT
SCOPE OF WORK

This component of the project focuses on the development of the Pre-Kindergarten Curriculum Development for the Early Childhood Education Program. This will significantly assist teachers in utilizing the curriculum to bridge the gap of students coming into kindergarten unprepared with the skills and knowledge on the Kindergarten Content Standards. The Guam Department of Education will establish a contract to assist in the development of curriculum to be utilized by Pre-Kindergarten teachers. The expected outcome will be that an increase of incoming kindergarten students will be better prepared to meet the adopted Kindergarten Content Standards and Performance Indicators.
Consulting services for the development of Pre-Kindergarten curriculum standards and modules for Early Childhood Program and provide technical support to GDOE ECE teachers of the modules through classroom teaching and learning.

SERVICES:
Consulting services for the development of Prekindergarten curriculum standards and modules for Early Childhood Program and provide technical support to GDOE ECE Pre-Kinder through 3rd grade teachers of the modules through classroom teaching and learning.

1. Provide a work plan for the scheduling of the curriculum development training for the Pre-Kindergarten Program in the following content areas that are appropriate for four-year olds: Social, Emotional, Language and Literacy, Mathematics, Social Studies, Science, Health Education and Physical Education and Technology Education

2. Provide national review and research in curriculum for Pre-Kindergarten Program for the Early Childhood Education Program.

3 Provide consultative and collaborative services with the Division of Curriculum and Instruction and the ECE District Personnel on the timeline for Curriculum Development Plan.

4. Develop the ECE Pre-Kindergarten Curriculum to include the following content areas: social and emotional development, language, early literacy and math readiness and other content areas such as Social Studies, Science, Health and Physical Education and Technology Education

5. Provide supporting documents such sign-in sheets, schedules, and evaluations of all the training sessions held during the ECE Curriculum Development period.

6. Provide the facilities, equipment, supplies and reference materials needed for the ECE Curriculum Development Training.

7. Provide quarterly report and a final evaluation report on the implementation of the ECE Curriculum Development Training.

8. Develop a "Trainer of Trainers" module to use to facilitate future training for identified PreK-3rd grade teachers.

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
500 Mariner Avenue
A Building, Suite A-13
Barrigada, Guam 96913
Telephone: (671) 300-1581•Fax: (671)472-5001
Email: procurement@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

CARMEN T. TAITANO
Supply Management Administrator

October 5, 2015

NOTICE TO PROCEED

To: University of Guam
Bookstore
UOG Station
Mangilao , Guam 96923
estrelladoh@triton.uog.edu

Attn: Hazel Estrellado

Ref: Professional services for the Development for Educators of Early Childhood Education for the Pre-Kindergarten Program. Requisition number - 20150360.

Purchase Order No.: **20150552-00**

Contract Amount: **$23,800.00**

Buenas yan Hafa Adai! You are hereby notified to commence work on the above contract **effective immediately.** In addition, this Notice to Proceed shall incorporate by reference all of the terms stipulated in the original Request for Quotation Documents, the Contract Scope of Services and the General Terms.

In case of unforeseeable delay, you are required to notify the Guam Department of Education Procurement Office in writing.

Should you have any other concerns regarding this matter, please notify our office at 300-1581.

Senseramente,

CARMEN T. TAITANO
Administrator, Supply Management

cc: Requisition 20150360

UNIVERSITY OF GUAM

COURSE SYLLABUS

Course Title: Pre-Kindergarten Education – Curriculum Development
Credit Hours: PD894 – 3 professional graduate credits
Instructor: Clare Camacho, Ph.D., CCC-SLP, Associate Professor
Contact: 735.2410; ccamacho@triton.uog.edu

Course Description

This course will assist students in reviewing, revising, and developing curriculum related to the field of preschool education. This includes understanding national standards for early childhood education, comparing those standards with local standards, and developing competencies and process questions related to preschool education. Teaching strategies specific to child and development will also be covered.

Rationale for the Course

This course will assist practicing teachers in developing and updating their knowledge and skills in curriculum development in the field of early childhood education.

Skills and Background Required or Expected

This course targets practicing teachers who work within the field or related fields. Students are expected to read assigned materials and to participate in all sessions through attending, sharing and interacting with other students, working in large and small groups, and completing class and out-of-class assignments, including online assignments.

Teaching Methodologies & Anticipated Class Size

Lecture, group participation, hands-on activities, and online forums and activities will be used to help participants acquire the objectives of the course. Individual activities and projects will be implemented within the classroom as part of the course design. The class size will be limited to 20 participants.

Learning Objectives for Students

Upon successful completion of this course, students will be able to:

- Analyze national and local standards related to preschool education;
- Review, modify, and/or develop a curriculum model and proposal for preschool education unique to the needs of the community;
- Explain developmentally appropriate practices in early childhood education;

- Discuss and demonstrate best practices in teaching topics/subjects in early childhood education; and
- Develop a "Train the Trainers" model to be utilized in the school system.

Methods of Evaluation

Curriculum Project	50 points
Best Practices Presentation	30 points
Participation/Activities	20 points
TOTAL	100 points

Required or Recommended Text and/or Student Guides

Beaty, J. (2013). *Observing development of the young child* (8th edition). New Jersey: Pearson Education, Inc.

Copple, C., & Bredekamp, S. (Eds.). (2010). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, D.C.: NAEYC.

Galda, L., Sipe, L., Liang, L., & Callinan, B. (2013). *Literature and the child,* (8th ed). Wadsworth, CA: Cengage Learning

Guam early learning guidelines for young children birth to 36 months. (2007). Mangilao, GU: Department of Public Health and Social Services

Guam early learning guidelines for young children ages three to five years. (2003). Mangilao, GU: Department of Public Health and Social Services

Wittmer, D.,S., Petersen, S.H., & Puckette, M.B. (2012) *The young child: Development from prebirth through age eight.* New Jersey: Pearson

UNIVERSITY OF GUAM

COURSE SYLLABUS

Course Title:	Pre-Kindergarten Education – Family Engagement
Credit Hours:	PD894 – 1 professional graduate credit
Instructor:	Clare Camacho, Ph.D., CCC-SLP, Associate Professor
Contact:	735.2410; ccamacho@triton.uog.edu

Course Description

This course will assist students in building school-family partnerships for young children's school success. This includes assessing the benefits of family involvement for young children, families, and schools, and understanding and working with family dynamics and issues, to include communication techniques.

Rationale for the Course

This course will assist practicing teachers in developing and updating their knowledge and skills in engaging the family of young children.

Skills and Background Required or Expected

This course targets practicing teachers who work within the field or related fields. Students are expected to read assigned materials and to participate in all sessions through attending, sharing and interacting with other students, working in large and small groups, and completing class and out-of-class assignments, including online assignments.

Teaching Methodologies & Anticipated Class Size

Lecture, group participation, hands-on activities, and online forums and activities will be used to help participants acquire the objectives of the course. Individual activities and projects will be implemented within the classroom as part of the course design. The class size will be limited to 20 participants.

Learning Objectives for Students

Upon successful completion of this course, students will be able to:

- List ways and benefits of involving families in the education of their young children;
- Demonstrate awareness and sensitivity of differences in family structures and social, cultural and linguistic backgrounds;
- Analyze ways to build stronger school-family partnerships;

- Role play common communication techniques in dealing with different issues concerning young children and their families; and
- Compile a list of local and national resources for families with young children.

Methods of Evaluation

Family Project	50 points
Participation/Activities	50 points
TOTAL	100 points

Required or Recommended Text and/or Student Guides

Beaty, J. (2013). *Observing development of the young child* (8th edition). New Jersey: Pearson Education, Inc.

Beaty, J. (2011). *Skills for preschool teachers.* New Jersey: Pearson Education Inc.

Copple, C., & Bredekamp, S. (Eds.). (2010). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, D.C.: NAEYC.

Galda, L., Sipe, L., Liang, L., & Callinan, B. (2013). *Literature and the child,* (8th ed). Wadsworth, CA: Cengage Learning

Guam early learning guidelines for young children birth to 36 months. (2007). Mangilao, GU: Department of Public Health and Social Services

Guam early learning guidelines for young children ages three to five years. (2003). Mangilao, GU: Department of Public Health and Social Services

Wittmer, D.,S., Petersen, S.H., & Puckette, M.B. (2012) *The young child: Development from prebirth through age eight.* New Jersey: Pearson

UNIVERSITY OF GUAM

COURSE SYLLABUS

Course Title:	Pre-Kindergarten Education – Teaching Strategies
Credit Hours:	PD894 – 3 professional graduate credits
Instructor:	Clare Camacho, Ph.D., CCC-SLP, Associate Professor
Contact:	735.2410; ccamacho@triton.uog.edu

Course Description

This course will assist students in reviewing curriculum related to the field of preschool education (pre-Kindergarten) and developing teaching strategies that are specific to the field. Strategies will incorporate developmentally appropriate practices, and project-based learning.

Rationale for the Course

This course will assist practicing teachers in developing and updating their knowledge and skills related to teaching strategies in the early childhood education field.

Skills and Background Required or Expected

This course targets practicing teachers who work within the field or related fields. Students are expected to read assigned materials and to participate in all sessions through attending, sharing and interacting with other students, working in large and small groups, and completing class and out-of-class assignments, including online assignments.

Teaching Methodologies & Anticipated Class Size

Lecture, group participation, hands-on activities, and online forums and activities will be used to help participants acquire the objectives of the course. Individual activities and projects will be implemented within the classroom as part of the course design. The class size will be limited to 25 participants.

Learning Objectives for Students

Upon successful completion of this course, students will be able to:

- Review and provide feedback to the proposed preschool curriculum model;
- Develop lesson plans that incorporates developmentally appropriate practices and integrates all domains;
- Present a lesson plan based on research-based best practices in teaching topics in the early childhood field;
- Explain and demonstrate project-based learning; and
- Develop a schedule for preschool programs that incorporate all domains and provide transitions.

Methods of Evaluation

Curriculum Review	30 points
Homework Assignments	20 points
Participation/Activities	50 points (5 Saturdays x 10 points each)
TOTAL	100 points

*Extra Credit of 10 points by presenting at the Family Engagement Conference on 11/21. Topics are geared toward parents: **Parenting, Communication and Student Learning**
*5 points off for late work

Required or Recommended Text and/or Student Guides

Beaty, J. (2013). *Observing development of the young child* (8th edition). New Jersey: Pearson Education, Inc.

Copple, C., & Bredekamp, S. (Eds.). (2010). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, D.C.: NAEYC.

Galda, L., Sipe, L., Liang, L., & Callinan, B. (2013). *Literature and the child,* (8th ed). Wadsworth, CA: Cengage Learning

Guam early learning guidelines for young children birth to 36 months. (2007). Mangilao, GU: Department of Public Health and Social Services

Guam early learning guidelines for young children ages three to five years. (2003). Mangilao, GU: Department of Public Health and Social Services

Wittmer, D.,S., Petersen, S.H., & Puckette, M.B. (2012) *The young child: Development from prebirth through age eight.* New Jersey: Pearson

ECE Curriculum Development – Final Report

A core group of educators from the preschool programs at GDOE, including the Pre-Kindergarten initiative program, and preschool programs from Special Education and the Gifted and Talented Education Programs, were invited to participate in the development of a framework for preschool curriculum for the Guam Department of Education. Foundation and basic requirements for the framework were provided. Participants reviewed curriculum documents from several states, including Massachusetts, Hawaii, New York, and New Jersey. The participants developed a working document from these resources, as well as guidelines from the National Association for the Education of Young Children. Local and community needs and resources were also considered as the framework was developed. Extensive modifications were made from the original development. Attached is the GDOE *Preschool Teaching and Learning Curriculum Standards Framework* that was developed.

ECE Teaching Strategies – Final Report

Early childhood educators (preschool to third grade) from the Guam Department of Education were invited to participate in the review of the *Preschool Teaching and Learning Curriculum Standards Framework* and to develop additional teaching strategies consistent with developmentally appropriate practices. Their feedback was incorporated into the revised document (see attached). Educators were able to review effective teaching practices in the different domains, and obtained updated information in the field. Resources for building teaching practices were also provided.

ECE Family Partnership – Final Report

Early childhood educators (preschool to third grade) from the Guam Department of Education and families of young children were invited to participate in a training that focused on parenting, communication and student learning. Breakout sessions were held that focused on these areas and assisted families in strengthening the development of their young children, including school readiness skills, family involvement, multicultural classroom, assessment, and developmentally appropriate practices.

PREKINDERGARTEN PROGRAM OBSERVATION FORM

School: Finegayan ES		**Date of Observation:** WED, May 4, 9:00am	
Teacher: Tina William	**Grade Level:** Pre-K		**Classroom:** 102
Learning Period:	**Program:**		
Total No. of Students: 17	**Male:** 10	**Female:** 7	
Start Time: 9:00am	**End Time:** 9:45 am		
Lesson Plan Title: Reading Readiness, Recess, Math Readiness			
Name of Observer: Sylvia T Calvo			

MORNING ROUTINE	
1. How were the students greeted when they arrive at school? Who greeted them?	N/a
2. Was there a designated area for the students in the morning?	
3. How was the interaction amongst the staff and the families?	
4. What was the procedure for transition to the classroom?	

CLASSROOM SCHEDULE	
1. Was the classroom schedule visible to visitors?	yes.
2. Was the scheduled followed through the day? Was it flexible due to unexpected challenges?	yes. Since it rained, children could not go out to play in the playground so teacher made them exercise inside
3. What are the procedures for using restrooms facilities?	As needed.

RECESS AND LUNCH SCHEDULE	
1. What types of equipment were available for recess time?	playground equipment (swings, rock climb, jungle gym, etc.) outside
2. Was there structured learning during the lunch period? Explain.	N/a

LEARNING CENTERS	
1. What types of Learning Centers were available to the children? Please list.	Science Center Blocks center Library Center Dramatic Play Center
2. Were children independent in their learning experiences at the Learning Center?	N/a
3. Were there assessments ongoing during Center Time?	↓
4. What is the role of the teacher and instructional aide during Center Time?	↓

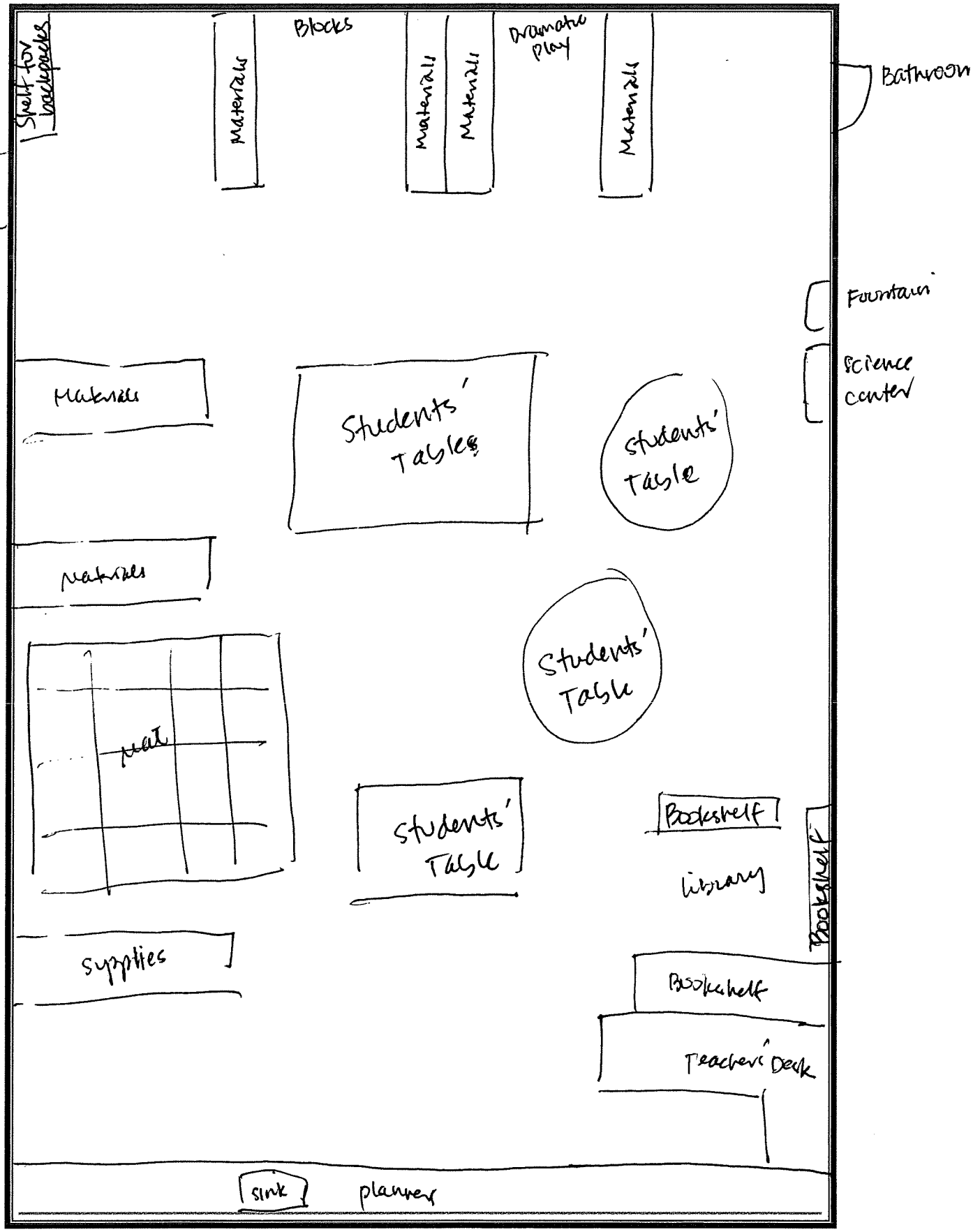
INSTRUCTIONAL PLAN AND LESSON DESIGN	
1. Was there Circle Time during the first part of the morning?	Yes. Alphabets School Mission, School learner outcome, Numbers Classroom Rules
2. What materials are used to support the lesson activities?	charts, posters SOA music

INQUIRY-BASED INSTRUCTIONAL STRATEGIES			
Observation	Yes	No	Comments
1. Teacher communicated clearly about what children are to learn.	✓		students practiced writing their names
2. Teacher explained the importance of the activity.	✓		because they must get ready for kindergarten
3. Teacher used the following instructional strategies: (✓) Integration (✓) Cooperative Learning ( ) Hands-On ( ) Manipulatives	✓		

OBSERVATION	YES	NO	COMMENTS
4. Children were able to practice the skills that they were taught. (Give an ex.)	✓		Alphabets were said aloud as students looked at posters. then they sang a song using the sound of the letter
5. Teacher provided different learning experiences for the different types of learners. Explain.	✓		Children recited letters & numbers, they sang songs about letters & numbers, they danced for exercise
6. Teacher used "Classroom Management" techniques when needed. Explain.	✓		"Good job, boys & girls" "Thank you for listening..." "I like when..." "Let's not forget our rules..
7. Teacher and Instructional Aides frequently interacted with children throughout the lesson.	✓		"Let me see which table/grp is the quietest, or is ready"
8. Teacher was actively moving around the classroom to ensure active learning was occurring.	✓		
STUDENT ASSESSMENT			
Observation	Yes	No	Comments
1. Teacher provided a variety of ways to check on children's progress.	✓		
2. Teacher used the following assessment tools: (✓) Observations ( ) Student Portfolios (✓) Oral Interactions ( ) Other	✓		
CLASSROOM ENVIRONMENT			
Observation	Yes	No	Comments
1. Classroom was age appropriately set-up.	✓		
2. Classroom Environment: (✓) Charts (✓) Manipulatives (✓) Learning Centers (•) Technology (✓) Other	✓		
3. Children were able to work together cooperatively.	✓		
4. Children had access to resources needed for activities.	✓		

PARENT/FAMILY INVOLVEMENT	
1. Were there parent/families involved throughout the day?	N/A NO
2. Are there forms to allow parents/families to volunteer to assist in the classrooms?	N/A None observed

CLASSROOM ENVIRONMENT



9/1/15 * children's work, posters displayed throughout the classroom

PREKINDERGARTEN PROGRAM OBSERVATION FORM

School: JQ San Miguel ES		**Date of Observation:** THU, May 5, 10:00 am	
Teacher: Rayanna Pabroa	**Grade Level:** pre-K		**Classroom:** 27
Learning Period:	**Program:**		
Total No. of Students: 16	**Male:** 10	**Female:** 6	
Start Time: 10:00am	**End Time:**		
Lesson Plan Title: Butterfly life cycle			
Name of Observer: Sylvia T Calvo			

MORNING ROUTINE	
1. How were the students greeted when they arrive at school? Who greeted them?	N/A
2. Was there a designated area for the students in the morning?	
3. How was the interaction amongst the staff and the families?	
4. What was the procedure for transition to the classroom?	

CLASSROOM SCHEDULE	
1. Was the classroom schedule visible to visitors?	Not observed
2. Was the scheduled followed through the day? Was it flexible due to unexpected challenges?	Yes. Teacher paced her teaching to ensure all the students demonstrated understanding.
3. What are the procedures for using restrooms facilities?	School aide assisted teacher by taking out groups of students to restroom after they were finished w/their snack

RECESS AND LUNCH SCHEDULE	
1. What types of equipment were available for recess time?	N/a
2. Was there structured learning during the lunch period? Explain.	↓
LEARNING CENTERS	
1. What types of Learning Centers were available to the children? Please list.	Library Center, Blocks Center, Puzzles Center, Flower Shop Center, Grocery Center, Laundry Center
2. Were children independent in their learning experiences at the Learning Center?	
3. Were there assessments ongoing during Center Time?	
4. What is the role of the teacher and instructional aide during Center Time?	
INSTRUCTIONAL PLAN AND LESSON DESIGN	
1. Was there Circle Time during the first part of the morning?	N/a
2. What materials are used to support the lesson activities?	↓

INQUIRY-BASED INSTRUCTIONAL STRATEGIES			
Observation	Yes	No	Comments
1. Teacher communicated clearly about what children are to learn.	✓		
2. Teacher explained the importance of the activity.	✓		
3. Teacher used the following instructional strategies: (✓) Integration (✓) Cooperative Learning (✓) Hands-On (✓) Manipulatives	✓		Teacher used a variety of strategies to teach the Butterfly Life Cycle

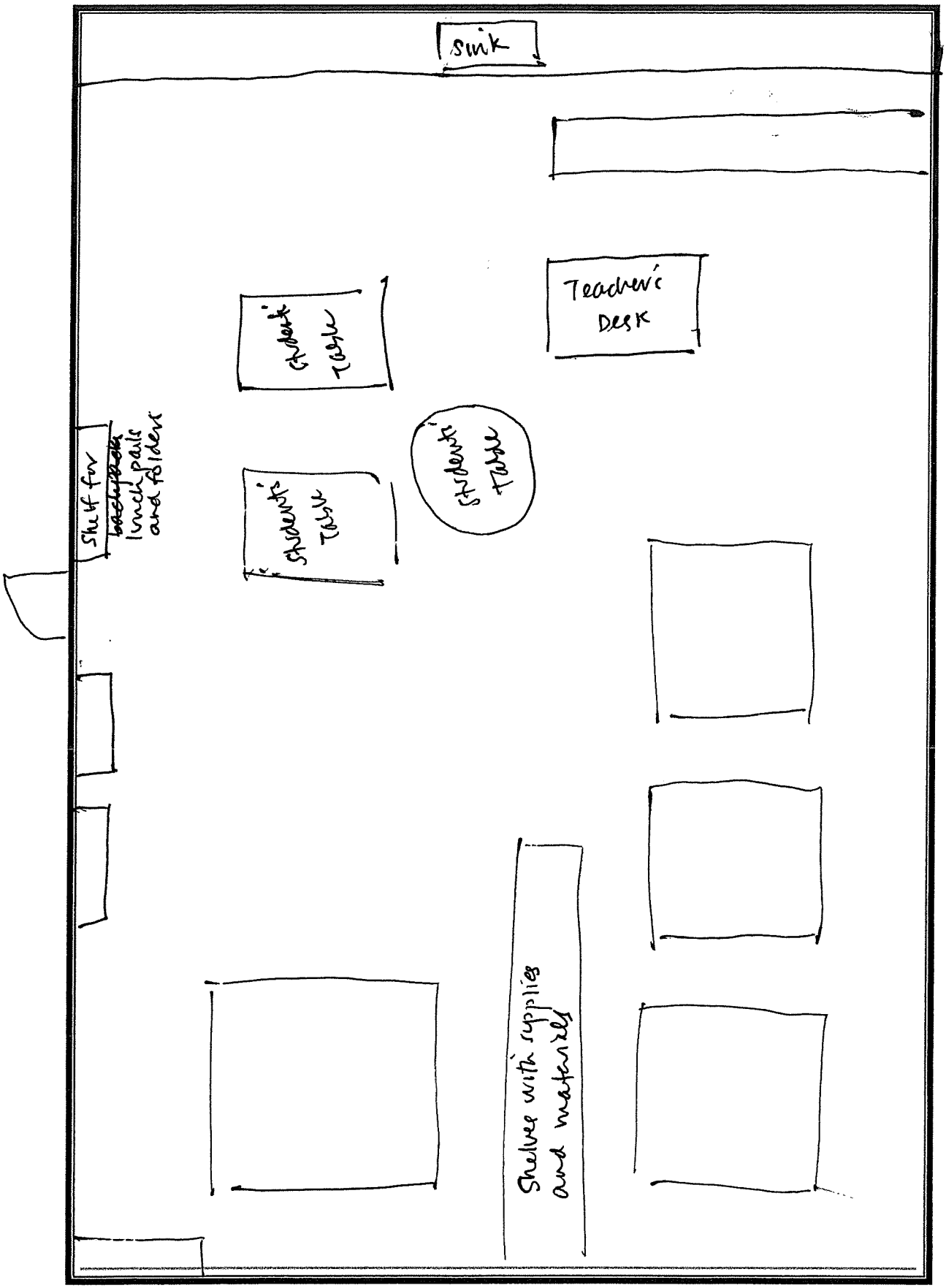
OBSERVATION	YES	NO	COMMENTS
4. Children were able to practice the skills that they were taught. (Give an ex.)	✓		Review of Butterfly life cycle Teacher asked students to respond. Students even sang a song ~~to~~ about the life cycle. Teacher had students demonstrate different stages of the cycle.
5. Teacher provided different learning experiences for the different types of learners. Explain.	✓		
6. Teacher used "Classroom Management" techniques when needed. Explain.			• "Eyes on me..." • I see Table 1 following instructions Good job
7. Teacher and Instructional Aides frequently interacted with children throughout the lesson.	✓		* Instructional Aide was absent
8. Teacher was actively moving around the classroom to ensure active learning was occurring.	✓		

STUDENT ASSESSMENT			
Observation	Yes	No	Comments
1. Teacher provided a variety of ways to check on children's progress.	✓		
2. Teacher used the following assessment tools: (✓) Observations ( ) Student Portfolios (✓) Oral Interactions (✓) Other (activity w/pasta noodles)			

CLASSROOM ENVIRONMENT			
Observation	Yes	No	Comments
1. Classroom was age appropriately set-up.	✓		
2. Classroom Environment: (✓) Charts (✓) Manipulatives (✓) Learning Centers ( ) Technology ( ) Other			
3. Children were able to work together cooperatively.	✓		Plate of pasta resembling stages of butterfly life cycle
4. Children had access to resources needed for activities.	✓		

PARENT/FAMILY INVOLVEMENT	
1. Were there parent/families involved throughout the day?	N/a
2. Are there forms to allow parents/families to volunteer to assist in the classrooms?	↓

CLASSROOM ENVIRONMENT



* Students' works and posters/charts displayed throughout the classroom

PREKINDERGARTEN PROGRAM
OBSERVATION FORM

School: LB Johnson ES	**Date of Observation:** WED, May 4, 11:45am
Teacher: Nikka Olalia	**Grade Level:** Pre-K **Classroom:**
Learning Period:	**Program:**
Total No. of Students:	**Male:** 3 **Female:** 13
Start Time: 12:00	**End Time:** 12:45 pm
Lesson Plan Title: My Pre-Kindergarten Journey	
Name of Observer: Sylvia T Calvo	

MORNING ROUTINE	
1. How were the students greeted when they arrive at school? Who greeted them?	N/a
2. Was there a designated area for the students in the morning?	↓
3. How was the interaction amongst the staff and the families?	
4. What was the procedure for transition to the classroom?	

CLASSROOM SCHEDULE	
1. Was the classroom schedule visible to visitors?	No.
2. Was the scheduled followed through the day? Was it flexible due to unexpected challenges?	Yes. Dr. Zeni requested to conduct evaluation just before the observation so teacher adjusted her schedule.
3. What are the procedures for using restrooms facilities?	Not observed

RECESS AND LUNCH SCHEDULE	
1. What types of equipment were available for recess time?	N/A
2. Was there structured learning during the lunch period? Explain.	↓

LEARNING CENTERS	
1. What types of Learning Centers were available to the children? Please list.	Library Center Dramatic Center Blocks Center puzzle Center
2. Were children independent in their learning experiences at the Learning Center?	Yes.
3. Were there assessments ongoing during Center Time?	
4. What is the role of the teacher and instructional aide during Center Time?	

INSTRUCTIONAL PLAN AND LESSON DESIGN	
1. Was there Circle Time during the first part of the morning?	Yes.
2. What materials are used to support the lesson activities?	Chart of all the themes covered for the school year.

INQUIRY-BASED INSTRUCTIONAL STRATEGIES			
Observation	Yes	No	Comments
1. Teacher communicated clearly about what children are to learn.	✓		
2. Teacher explained the importance of the activity.	✓		
3. Teacher used the following instructional strategies: (✓) Integration (✓) Cooperative Learning (✓) Hands-On (✓) Manipulatives			

OBSERVATION	YES	NO	COMMENTS
4. Children were able to practice the skills that they were taught. (Give an ex.)	✓		During the review of all the themes that children learned, they provided oral responses and sang corresponding song
5. Teacher provided different learning experiences for the different types of learners. Explain.	✓		Students also used hand gestures during their song to demonstrate knowledge of topic. * Is the sun a living thing, clap your hand
6. Teacher used "Classroom Management" techniques when needed. Explain.	✓		Teacher split class into small groups and had them work on various things concurrently. E.g. 2 groups drawing
7. Teacher and Instructional Aides frequently interacted with children throughout the lesson.	✓		what was their favorite thing they learned other groups work at various centers. Students will switch tasks.
8. Teacher was actively moving around the classroom to ensure active learning was occurring.	✓		

STUDENT ASSESSMENT

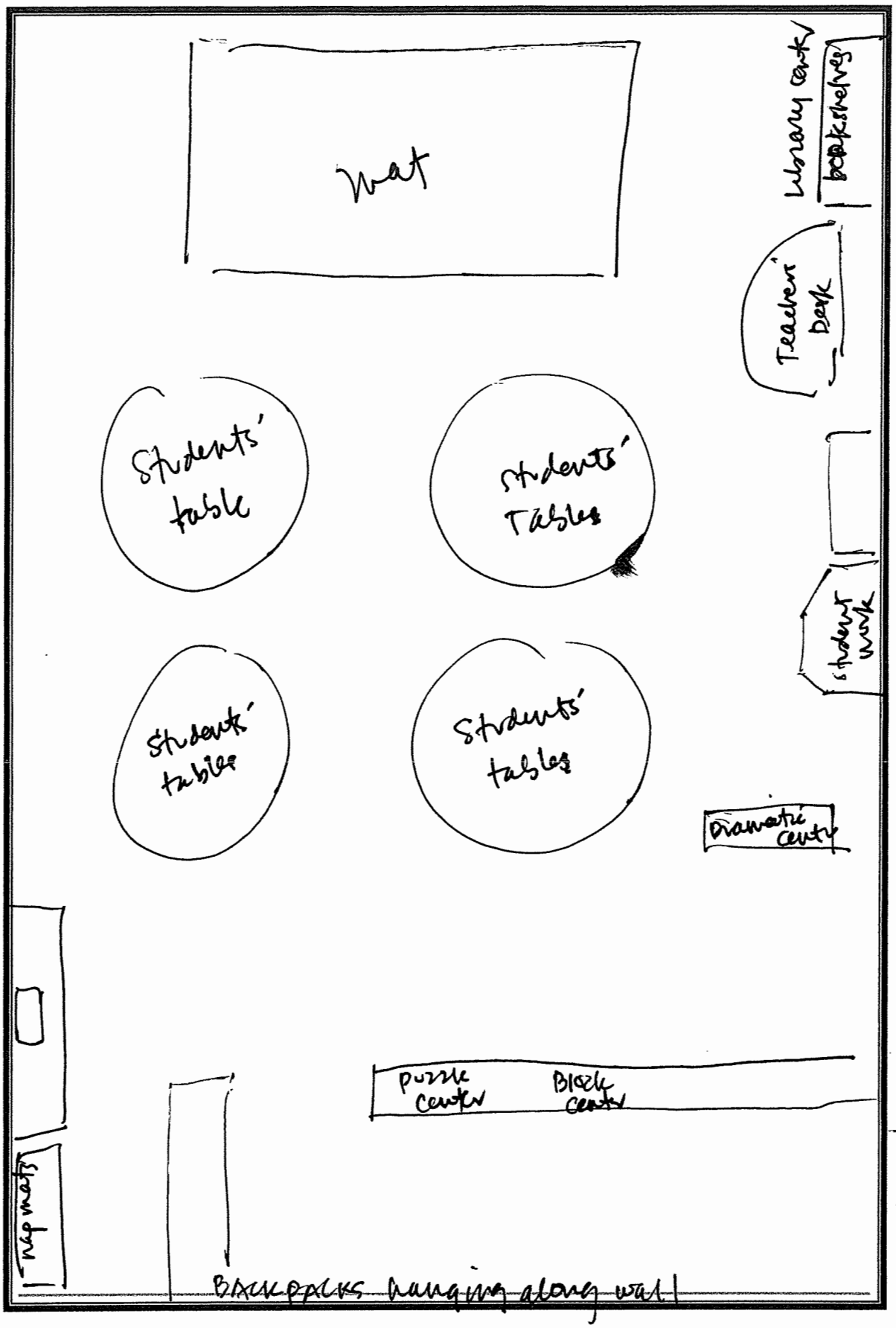
Observation	Yes	No	Comments
1. Teacher provided a variety of ways to check on children's progress.	✓		Teacher asked for student responses, then had them sing corresponding songs: season song, I like to go to school
2. Teacher used the following assessment tools: (✓) Observations ( ) Student Portfolios (✓) Oral Interactions ( ) Other	✓		Do you know the Water cycle, 7 continents Y axis song, The Butterfly

CLASSROOM ENVIRONMENT

Observation	Yes	No	Comments
1. Classroom was age appropriately set-up.	✓		
2. Classroom Environment: (✓) Charts (✓) Manipulatives (✓) Learning Centers ( ) Technology (✓) Other - Songs	✓		
3. Children were able to work together cooperatively.	✓		Centers, songs, drawings
4. Children had access to resources needed for activities.	✓		

PARENT/FAMILY INVOLVEMENT	
1. Were there parent/families involved throughout the day?	N/a
2. Are there forms to allow parents/families to volunteer to assist in the classrooms?	N/a None observed

CLASSROOM ENVIRONMENT



* Students' work and posters/charts displayed throughout the classroom

PREKINDERGARTEN PROGRAM
OBSERVATION FORM

School: Marcial Sablan ES	**Date of Observation:** TUE, May 3, 1:00pm
Teacher: Pia Cruz	**Grade Level:** PreK **Classroom:**
Learning Period:	**Program:**
Total No. of Students: 18	**Male:** 10 **Female:** 8
Start Time: 1:00pm	**End Time:** 1:45pm
Lesson Plan Title: Mighty Moves	
Name of Observer: Sylvia T Cabo	

MORNING ROUTINE	
1. How were the students greeted when they arrive at school? Who greeted them?	N/a
2. Was there a designated area for the students in the morning?	
3. How was the interaction amongst the staff and the families?	
4. What was the procedure for transition to the classroom?	

CLASSROOM SCHEDULE	
1. Was the classroom schedule visible to visitors?	NO
2. Was the scheduled followed through the day? Was it flexible due to unexpected challenges?	Schedule was followed.
3. What are the procedures for using restrooms facilities?	Not observed

RECESS AND LUNCH SCHEDULE	
1. What types of equipment were available for recess time?	N/a
2. Was there structured learning during the lunch period? Explain.	↓
LEARNING CENTERS	
1. What types of Learning Centers were available to the children? Please list.	Writing Center Blocks Center Reading Center
2. Were children independent in their learning experiences at the Learning Center?	N/a
3. Were there assessments ongoing during Center Time?	↓
4. What is the role of the teacher and instructional aide during Center Time?	↓
INSTRUCTIONAL PLAN AND LESSON DESIGN	
1. Was there Circle Time during the first part of the morning?	N/a
2. What materials are used to support the lesson activities?	yes

INQUIRY-BASED INSTRUCTIONAL STRATEGIES

Observation	Yes	No	Comments
1. Teacher communicated clearly about what children are to learn.	✓		
2. Teacher explained the importance of the activity.	✓		
3. Teacher used the following instructional strategies: (✓) Integration ( ) Cooperative Learning ( ) Hands-On ( ) Manipulatives	✓		

OBSERVATION	YES	NO	COMMENTS
4. Children were able to practice the skills that they were taught. (Give an ex.)	✓		"We are going to pretend we are elephants..." "put your hands together in front, what sounds do elephants make?" you did such a good job, now we are going to do it w/music"
5. Teacher provided different learning experiences for the different types of learners. Explain.	✓		"We are going to pretend we are on a tightrope" walk forwards, touching heel to toe
6. Teacher used "Classroom Management" techniques when needed. Explain.	✓		"I really like...." "Thank you for...." "If you're ready, touch your cheek 8xs."
7. Teacher and Instructional Aides frequently interacted with children throughout the lesson.	✓		
8. Teacher was actively moving around the classroom to ensure active learning was occurring.	✓		Teacher demonstrated movement reading Time: students & teacher sat on the mat

STUDENT ASSESSMENT

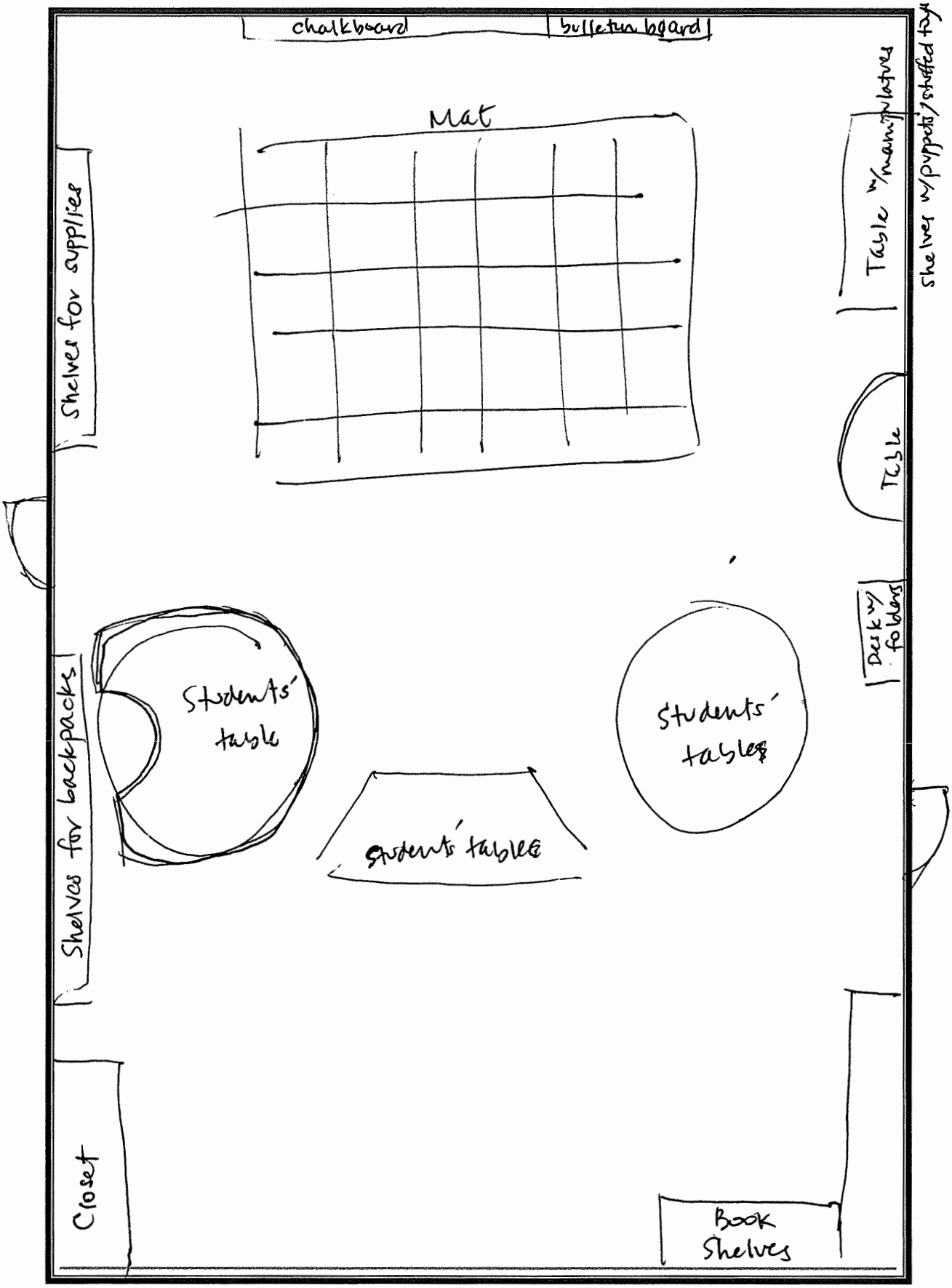
Observation	Yes	No	Comments
1. Teacher provided a variety of ways to check on children's progress.	✓		Students demonstrated skills by first practicing (pretending) the steps then while playing the song
2. Teacher used the following assessment tools: (✓) Observations ( ) Student Portfolios (✓) Oral Interactions (✓) Other (student demonstration)	✓		

CLASSROOM ENVIRONMENT

Observation	Yes	No	Comments
1. Classroom was age appropriately set-up.	✓		
2. Classroom Environment: (✓) Charts (✓) Manipulatives ( ) Learning Centers ( ) Technology ( ) Other	✓		
3. Children were able to work together cooperatively.	✓		"Student Name", can you show how to do it Students worked from their help circles
4. Children had access to resources needed for activities.	✓		

PARENT/FAMILY INVOLVEMENT	
1. Were there parent/families involved throughout the day?	None
2. Are there forms to allow parents/families to volunteer to assist in the classrooms?	~~N/A~~ None observed

CLASSROOM ENVIRONMENT



* children's work & posters displayed throughout the classroom

Environment of Learning

Environment of Learning	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Determine the degree to which physical learning spaces are organized, managed, and supported to provide positive learning environments for learning.	**1. Ratings on all regulatory assessments; results of inspections that show compliance with minimum regulatory standards** → s) 14 pts Reports completed by Office of Deputy for Education Support and Community Learning (ESCL) t) The Contract for the four schools signed by the Governor in August 2015 for the four pilot schools. The following temporary classrooms were utilized from Oct. 15 to Dec. 16 Finegayan Elementary- Room #306 Note: Bathroom distance- 214 feet LBJ Elementary: Room#TK-3 (N/A) JQ San Miguel Elementary- Room#T-12 Note: Bathroom distance- 300 feet Marcial Sablan Elementary- Room #13 Note: Bathroom distance- 100 feet	More than Adequate

14 POINTS: PRE-KINDERGARTEN PILOT SCHOOLS

School	(1) Certified Teachers	(2) Certified Administrators	(3) Certified Guidance Counselors	(4) Certified School Health Counselors	(5) Certified Allied Health Professionals	(6) Properly ventilated classrooms	(7) Adequate & potable Water	(8) Reliable supply of electricity	(9) Proper sanitation	(10) Adopted & required textbooks & workbooks	(11) Library meets standards	(12) Buildings rating 'B' or better	(13) 180 instructional days	(14) Timely bus transportation
FES	54 of 56	2 of 2	2 of 2	1 of 2	Certified Allied Professionals shared by the district (see Attachment)	54 of 56	Water fountains: 12 of 16 working (min. req.: 11) Sinks in male restrooms: 17 working (min. req.: 7) Sinks in female restrooms: 17 working (min. req.: 7) Sinks in common restrooms: 105 working	Yes	Male toilets: 12 (min. req.: 7) Female toilets: 21 (min. req.: 12) Common restroom toilets: 56 Male urinals: 6 of 8 working (min. req. : 14) Common restroom urinals: 12 Clean restrooms: Yes Clean classrooms: Yes Cafeteria rating: 'A'	No Lacking textbooks: K – Science 1st – Reading, Spelling, English, Math 2nd – Math 3rd – Math 4th – Spelling, Reading 5th – Reading, Math	Yes	Yes A	Yes	Yes – both a.m. & p.m.
JQSMES	35 of 35	2 of 2	2 of 2	1 of 1	- ditto -	39 of 39	Water fountains: 8 of 9 working (min. req.: 7) Sinks in male restrooms: 8 working (min. req.: 5) Sinks in female restrooms: 10 working (min. req.: 4) Sinks in common restrooms: 36 working	Yes	Male toilets: 6 (min. req.: 5) Female toilets: 11 (min. req.: 7) Common restroom toilets: 9 Male urinals: 6 of 9 working (min. req. : 10) Common restroom urinals: 0 Clean restrooms: Yes Clean classrooms: Yes Cafeteria rating: 'A'	No Need: Math – 3rd to 5th Language – 3rd to 5th Reading – K to 5th Science – all grades	No (No explanation as to why)	Yes A	Yes	Yes – a.m. No – p.m. (double trips)
LBJES	21 of 21	2 of 2	1 of 1	1 of 1	- ditto -	21 of 21	Water fountains: 7 of 7 working (min. req.: 5) Sinks in male restrooms: 10 of 10 working (min. req.: 3) Sinks in female restrooms: 10 of 10 working (min. req.: 3) Sinks in common restrooms: 31 working	Yes	Male toilets: 10 (min. req.: 3) Female toilets: 13 (min. req.: 5) Common restroom toilets: 22 Male urinals: 4 (min. req.: 6) Common restroom urinals: 0 Clean restrooms: Yes Clean classrooms: Yes Cafeteria rating: 'A'	No No new adopted Science/Math/Reading/ Language Arts	Yes	Yes A	Yes	Yes – a.m. No – p.m. (2nd trip after 3:00)
MASES	31 of 31	1 of 1	1 of 1	1 of 1	- ditto -	49 of 50	Water fountains: 11 of 11 working (min. req.: 6) Sinks in male restrooms: 11 of 11 working (min. req.: 4) Sinks in female restrooms: 14 of 14 working (min. req.: 3) Sinks in common restrooms: 2 working	Yes	Male toilets: 10 (min. req.: 4) Female toilets: 22 (min. req.: 6) Common restroom toilets: 2 Male urinals: 13 (min. req. : 8) Common restroom urinals: 0 Clean restrooms: Yes Clean classrooms: Yes Cafeteria rating: 'A'	No Shortage in some grade areas: Language Arts, Reading, Vocabulary/Spelling, Social Studies, Science, Health	No (Equipment needs upgrading; Stand-alone System has issues)	Yes B	Yes	Yes – a.m. No – p.m. (several buses w/ double run)

Summary Statements:

1. All four pre-kindergarten pilot schools meet most of the standards set in the *14 Points* (11 of 14, or at least 79%).
2. While a common deficiency all four pre-kindergarten pilot schools share is the lack of or shortage in textbooks & workbooks across grade levels and various subjects (*Point 10*), pre-kindergarten curriculum standards exist in lieu of textbooks.
3. Three pre-kindergarten pilot schools (JQSMES, LBJES, & MASES) need to work on timely bus transportation in the afternoon (*Point 14*); three of these schools (FES, JQSMES, & LBJES) need more male urinals to meet standards in proper sanitation (*Point 9*); two of the schools (JQSMES & MASES) need library upgrading (*Point 11*); two of the schools (FES & MASES) need to have a few classroom air-conditioners fixed (*Point 6*); and one school (FES) has to work on a few certifications – for two teachers (*Point 1*), and one school health counselor (*Point 4*).

14 Points - April 2016
Reporting for March 01-31, 2016

Name of School	POINT 5 CERTFIED ALLIED HEALTH		
	Total	Vacant	COMMENT
Speech Langauge Pathologist	12	1	
Speech Language Clinician	11	0	
Psychologist	1	0	
Occ Therapist I	1	0	
Occ Therapist II	1	0	
Occ Therapist Asst.	1	0	
Physical Therapist I	0	1	
Physical Therapist II	0	1	
Audiologist	1	0	
Total>>>>>>>>>>>>>>>>>>>>	28	3	

Input provided by Special Education)

Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

The Pre K classroom floor plan is designed for up to 18 children, ages 4 to 5 years. The room is designed to support ECERS-R criteria and NAEYC accreditation standards and provides ample space for different types of activities with allowance for normally excluded areas such as doorways, built-in sinks, etc. It includes areas for routines, such as meals/snacks, and nap/rest, as well as many different types of interest centers (blocks, sensory, art, fine motor, dramatic play, science, math, computers, literacy, manipulatives/fine motor, writing/listening) for a variety of learning and play opportunities. It is outfitted with basic furniture and equipment.

The timeline for the four phases of converting the four elementary schools will be over a twelve month period, which included the following: Phase I – Planning, Phase II – Schematics Design, Phase III – Design Development and Phase IV – Construction.

Cost Estimate: Inclusion of information regarding the closest to the nearest utilities water & sewer line, closest to kindergarten classroom, etc.

Renovation Construction – estimated period is four (4) months.

I need the filled out form – this only looks like an empty unfinished plan

Phase I: Planning

No.	Task	Lead	Timeline	Completion Date
1.	Identify Four Pilot Elementary School.			
2.	Meet with School Administrators and identify Point of Contact for the project.			
3.	Walkthrough of Four Classrooms.			
4.	Design the Four Classrooms to meet ECE Standards.			
5.	Create the IFP/Scope of Work to proceed with Phase I of the Project.			
	Establish a Progress Payment Schedule with Business Office.			
6.	Classroom Design Kick-Off Meeting			
7.	Classroom Design Meetings			
8.	Design Review Meetings			
9.	Drawing Submittal & Design Review Meetings			
10.	Authorization to Proceed Meetings			
11.	Pre-K Review Comments Deadline			
12.	School Plan Review Comments			
13.	Infrastructure Update Meetings			
14.	Data Design Meetings			
15.	Collateral Equipment Meetings			
16.	Fire Safety Inspection			

Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

Phase II: Schematics Design

No.	Task	Lead	Timeline	Completion Date
1.				
2.				
3.				
4.				
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Phase III: Design Development

No.	Task	Lead	Timeline	Completion Date
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Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

Phase IV: Construction

No.	Task	Lead	Timeline	Completion Date
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Early Childhood Education Infrastructure Walkthrough

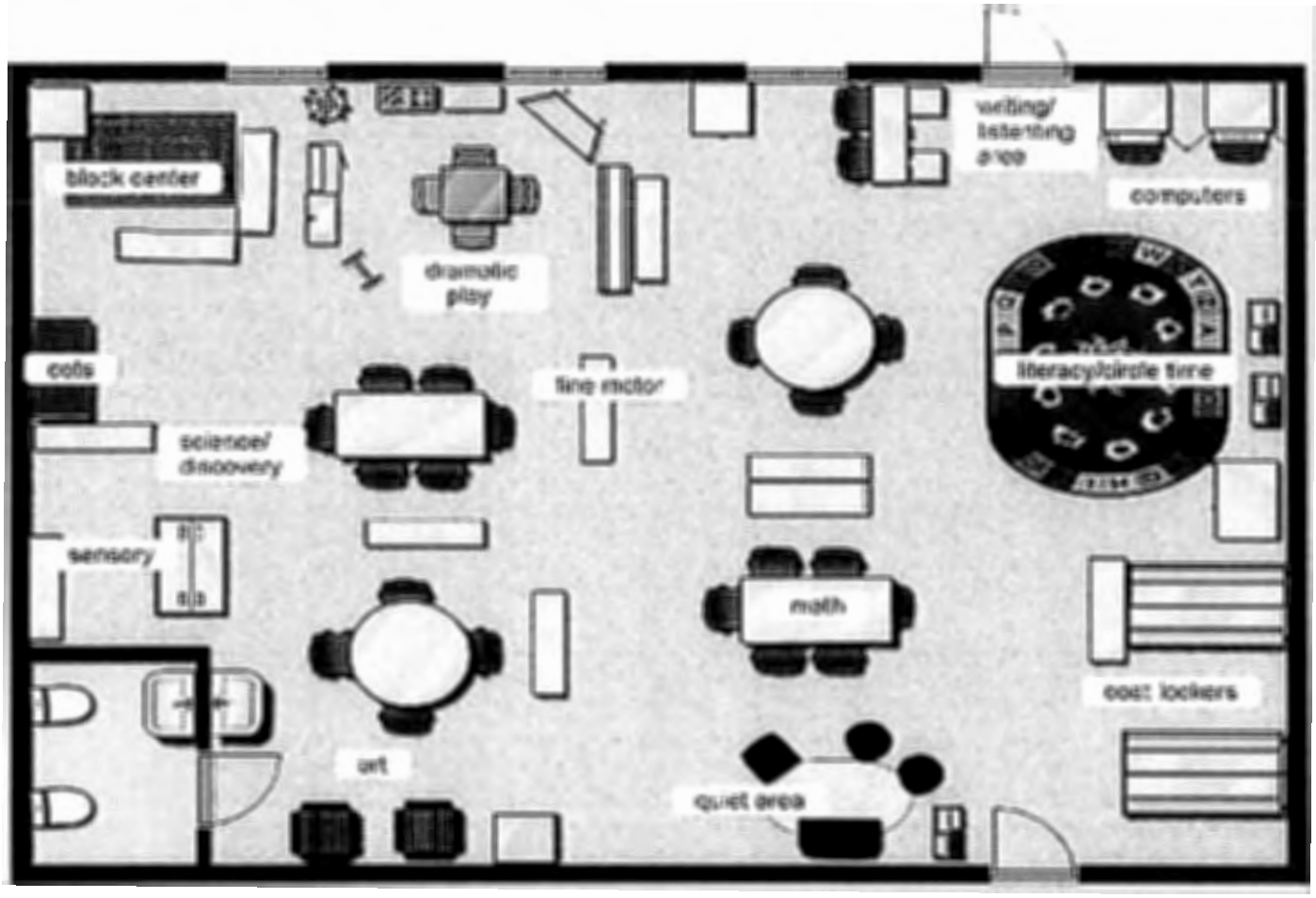
CLASSROOM DESIGN
SY2014.2015 & SY2015.2016

School: _____ Wing: _____Room No: _____

Name of Teacher: _____ Grade Level: _____

RENOVATION COST: $60,000 per classroom = $240,000

Note: Minimum of 50 square feet per child in Pre-Kindergarten **x 18 students = 900 sq. ft. (net) + additional for restroom/sink facilities. GROSS Prevailing Net Rate for 24 x 32 standard classroom = 768 sq. ft + additional for restroomNote: Fire Safety Requirement ($10,000) x 4 = $40,000.00 Bathroom toilet/urinal (?)**



Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

Major Equipment Needs

No.	Equipment	Area	Room No.
1.			
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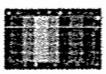
Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

Comments (Classroom)	Comments (Equipment)
Comments (Curriculum)	Comments (Instruction)

Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

Sample Floorplans · Kaplan Floorplanner - Pre-K Room

View as PDF: With Product Images | Without Product Images
Preload Suggested Quantities

Product	Suggested Quantity	Order Quantity	Price Each
 Carolina Line 5 Section Locker - Fully Assembled Item: 48038 • This item must be shipped by truck.	4		$459.95
 Carolina Line Locking Tall Teacher's Cabinet Item: 41732 • This item must be shipped by truck.	1	No Longer Available	$999.95
 Carolina Line Large 5-Shelf Book Display Item: 47147	3		$179.95
 Fun with Phonics Carpet Rectangle 8'4" x 13'4" Item: 84434	1		$469.95
 Thrifty Kydz Computer Desk Item: 11112	1		$359.95
 Thrifty Kydz CPU Booth Item: 11113	2		$79.95
 Profile Stack 11 1/2" Chair - Blue Item: 82544-BL	24	No Longer Available	$26.95
 Light Table Item: 84168	1		$394.95
 Modular Science Center Item: 82565	1		$269.95

Early Childhood Education - Pre-Kindergarten Program
Infrastructure Design

	30" Carolina Birch Round Table - 24" Legs Item: 87029-24	2	$149.95
	Acrylic Mirror Item: 2699	1	$129.95
	Natural Mission Table with 2 Chairs Item: 87896	1	$229.95
	Natural Mission Chairs (set of 2) Item: 87938	1	$109.95
	4-Sided Block Storage Box Item: 3028	1	$149.95
	Carolina Line 30" Lock & Fold Storage Fully Assembled Item: 48056 • This item must be shipped by truck. **Temporarily Out of Stock**	1	$599.95
	Neighborhood Carpet (5'10" x 8'4") Item: 85989	1	$289.95
	Full Size Deluxe Sand or Water Play Table with Top Item: 15854	1	$359.95
	See-All Storage Unit Item: 40002	1	$159.95
	Carolina Line Multi Sectional Storage Center Item: 40054 • This item must be shipped by truck.	1	$454.95
	24" x 60" Carolina Birch Rectangle Table - 22" Legs Item: 87030-22	2	$249.95

15-0459

AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN

GUAM DEPARTMENT OF EDUCATION

AND

JRN AIR CONDITIONING AND REFRIGERATION, INC.

FOR SERVICES PURSUANT TO GDOE IFB 022-2015

THIS AGREEMENT is entered into by and between the **GUAM DEPARTMENT OF EDUCATION** ("GDOE"), an agency of the government of Guam, whose address is 500 Mariner Avenue, Barrigada, Guam 96913 and **JRN AIR CONDITIONING AND REFRIGERATION, INC.** ("Contractor"), whose address is **P.O. Box 27070, GMF, Guam 96921**. GDOE and the Contractor may be collectively referred to herein as the "Parties."

WHEREAS, GDOE issued an Invitation to Bid ("IFB") **GDOE IFB 022-2015** soliciting **Design Build of New Classroom for Marcial Sablan, J.Q. San Miguel, LBJ Elementary Schools, and Renovation at Finegayan Elementary School for DOE's Pre-K Program;**

WHEREAS, GDOE has determined it does not have adequate personnel or resources to perform the services contemplated in this agreement and it is in the best interests of GDOE to have such services performed under contract;

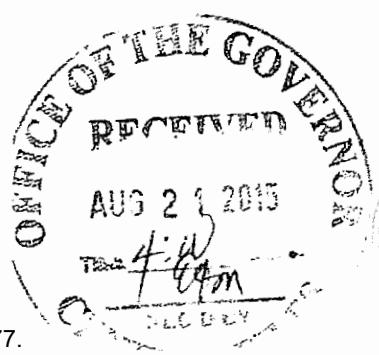
WHEREAS, GDOE may designate a third party to act as GDOE's Project Manager for the purpose of monitoring or reviewing Contractor's work as described herein;

WHEREAS, Contractor responded to the IFB by submitting a bid ("Bid") to provide services in accordance with the IFB, and was selected as the most qualified offeror;

WHEREAS, by submitting its Bid, Contractor warrants and represents that it possesses the necessary knowledge, resources and experience to perform the work and services herein described professionally, skillfully and diligently; and

WHEREAS, GDOE desires to retain Contractor for specific services on the terms and conditions set forth in this Agreement and Contractor has agreed to accept such terms and conditions;

WITNESSETH, in consideration of the mutual covenants hereinafter set forth, the Parties agree as follows:





I. Statement of Services to be Performed.

A. Scope of Work. The Contractor shall provide construction services as such services are described in the following documents that are incorporated herein and included as Exhibits to this Agreement:

(1) **GDOE IFB 022-2015**, including its Plans and Specifications and all attachments and amendments thereto **Exhibit 1**

(2) **Contractor's Bid** **Exhibit 2**

The services to be performed hereunder are also referred to herein as "the work."

B. Contractor Provisions of Resources. Contractor agrees to furnish all qualified personnel, facilities, tools, equipment, materials and transportation to perform the services and work provided for in this Agreement. Contractor represents that it and its employees possess the professional and technical expertise necessary to perform the services called for in this Agreement in a competent, professional manner, in line with the services of a typical Contractor engaged in the same and similar field as Contractor herein. GDOE may, in its sole discretion and based upon availability, provide staff assistance to Contractor in furtherance of this Agreement. The Contractor shall insure that its employees engaged in work hereunder are informed of all relevant provisions of this Agreement.

C. Other Work. GDOE acknowledges and agrees that Contractor may provide services to other clients, persons or companies apart from the services performed in this Agreement, as long as the performance of such other services does not in any way conflict with or hinder the performance of services herein. In the event GDOE discovers or determines that the Contractor is providing services to a third party which conflicts with or hinders the performance of services under this Agreement, Contractor must immediately cease performing those third party services upon being provided written notice by GDOE and GDOE may invoke any further available remedies under the terms of this Agreement.

D. Location of Services. Contractor will perform the services under this Agreement at GDOE schools and buildings unless otherwise approved by GDOE.

II. Term of Agreement. This agreement shall be effective upon its full execution by all necessary parties and shall remain in effect until **One Hundred Twenty (120) calendar** days after the issuance of a Notice to Proceed by GDOE unless otherwise agreed to in writing by the parties hereto. Work to be performed by the Contractor under this Agreement shall commence upon issuance of a Notice to Proceed issued by GDOE.

III. Compensation.

A. Compensation. Upon final completion, Contractor shall be compensated not exceeding the amount of **Five Hundred Thirteen Thousand Two Hundred Sixty Dollars and Two Cents ($513,260.02)**, unless otherwise agreed to pursuant to the terms of the Agreement.

B. Expenses. Contractor shall be solely responsible for all expenses incurred in the performance of services under this Agreement unless otherwise expressly provided for herein.

C. No Compensation Prior to Approval of Agreement. GDOE shall not be liable to Contractor for any services performed by Contractor prior to full execution of this Agreement by all parties, and Contractor expressly waives any and all claims for services performed in expectation of this Agreement prior to its full execution.

D. Final Payment. Final payment shall be made upon satisfactory performance of all services required to be performed by Contractor under this Agreement. Prior to the final payment due Contractor, and as a condition precedent thereto, Contractor shall execute and deliver to GDOE a release in form approved by GDOE of claims against GDOE arising under this Agreement. Contractor expressly waives the provision of Section 82602 of Title 18, Guam Code Annotated, which states:

> *A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor.*

E. Payment. All rates and prices and payments to the Contractor shall be in the currency of the United States.

IV. Termination/Modification for Lack of Funds. GDOE may terminate or modify this Agreement based upon a lack of funding. In such an event, GDOE shall promptly provide notice to Contractor and within twenty (20) days of the notice, the Parties shall renegotiate the terms of this Agreement in good faith. If the parties are unable to reach an agreement on the renegotiation, then either Party may terminate this Agreement pursuant to the terms herein.

V. Contact Person. The Contractor agrees that, during the term of this Agreement, it shall identify a primary contact person who is familiar with the services being performed hereunder and who shall be responsible to the questions and direction of GDOE. The contact person must be identified in writing within fifteen (15) days after full execution of this Agreement by all parties. GDOE reserves the right to request replacement of the contact person designated by the Contractor under this Agreement.

VI. Confidentiality.

A. Information. The Contractor hereby warrants that it shall not disclose any documents, materials or information, whether verbal, written, recorded magnetic media or otherwise (collectively, the "Information"), made available or acquired for the purpose of carrying out this Agreement. Only authorized persons shall use and have access to the Information, and then only for the period such access is required to perform services under this Agreement. All necessary steps shall be taken by the Contractor to safeguard the confidentiality of the Information in conformance with any applicable United States and Guam laws, statutes and regulations.

The Contractor shall keep copies of the Information and the provisions of this Section shall remain in effect as long as determined by GDOE. All of the Information shall be returned promptly after use to GDOE and all copies or derivations of the Information shall be physically and/or electronically destroyed. Contractor shall include a letter attesting to the complete return of Information and documenting the destruction of copies and derivations with the returned Information.

The Contractor shall not enter into any Agreements or discussions with a third party concerning such Information without the prior written consent of GDOE, and then only if the Contractor requires the third party(ies) to agree to the terms of the confidentiality set forth herein and the Information is provided to such third party(ies) only for purposes of enabling the Contractor to discharge its responsibilities under this Agreement.

It is specifically provided that the limitations contained in this paragraph A shall not apply (i) to the extent required by applicable law, (ii) to the extent that any Information is now or hereafter becomes part of the public domain, but only to the limited extent that such Information, or any portion thereof, is in the public domain not as a result of any breach or violation of this Agreement, or (iii) to the extent that a party is directed otherwise under the terms of a valid and effective order, issued by a court of competent jurisdiction.

B. Liability. Failure to comply with the provisions of Paragraph A shall subject the Contractor to liability, including all damages and injunctive relief.

VII. Conflicts of Interests/Ethics

A. The Contractor warrants and covenants that it has not violated and will not violate Guam's procurement law or regulations pertaining to ethics in public contracting.

B. It is expressly understood that breach of any of the covenants or warranties in this Section on the part of the Contractor is a material breach of this Agreement and shall entitle GDOE to immediately terminate this Agreement. Contractor agrees that in the event of a breach or violation of this Section, GDOE shall have the right to terminate this or any other Agreement with the Contractor without liability.

C. Notwithstanding the provisions contained in this Agreement with regard to

the assignment or subcontracting of any work under this Agreement, Contractor agrees that with respect to any subcontractor it engages to perform any work contemplated by this Agreement that any Agreements it enters into with such subcontractor(s) will include provisions which parallel this Section VII and shall require any subcontractor to execute a statement of no conflict of interests to GDOE and provide such statement to GDOE.

VIII. Waiver. No waiver by any party of any right on any occasion shall be construed as a bar to or waiver of any right or remedy on any future occasion.

IX. Severability. If any provision of this Agreement shall be held or deemed by a court of competent jurisdiction to be invalid, inoperative or unenforceable, the remaining provisions herein contained shall nonetheless continue to be valid, operative and enforceable as though the invalid, inoperative or unenforceable provision had not been included in the Agreement.

X. Survival of Warranties. All representations, warranties, agreements, covenants and obligations in this Agreement shall be deemed to have been relied upon by the other party, and shall survive the completion of this Agreement and shall not merge in the performance of any obligation by any party hereto.

XI. Fees and Expenses. Each of the Parties shall bear its own expenses in connection with the negotiation and consummation of the transactions contemplated by this Agreement.

XII. Notices. All invoices, reports, correspondence, notices, requests, demands and other communications hereunder shall be in the English Language, in writing. All notices required to be given under this Agreement by either party to the other may be effected by personal delivery, or by mail (registered or certified, postage, prepaid with return receipt requested). Notices delivered personally shall be deemed communicated as of actual receipt. Mailed notices shall be deemed communicated as of the day of receipt or the fifth day after mailing, whichever occurs first. Notices shall be addressed and delivered to the parties as follows, provided that each party may change the address by giving the other party written notice in accordance with this section:

TO GDOE: GUAM DEPARTMENT OF EDUCATION
Attention: ADMINISTRATOR
Office of Supply Management
500 Mariner Avenue
Barrigada, Guam 96913

With a copy to GDOE's Legal Counsel of Record.

TO CONTRACTOR: **JRN AIR CONDITIONING AND REFRIGERATION**
P.O. Box 27070
GMF, Guam 96921

XIII. Assignment/Subcontractors. It is expressly acknowledged that Contractor

is solely responsible for the fulfillment of its duties and obligations under this Agreement, regardless of whether or not Contractor utilizes one or more subcontractors for such purpose. The right and interest of Contractor under this Agreement (including, but not limited to, Contractor's right to or interest in any part of or all payments under this Agreement) may not be assigned, transferred or subcontracted to any other person, firm, corporation or other entity, whether by agreement, merger, operation of law or otherwise, without the prior, express written consent of GDOE. In the event of a permissive subcontract or assignment of this Agreement by Contractor, Contractor agrees that any subcontractors retained by Contractor or assignees shall be subject to all provisions of this Agreement.

XIV. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of the Parties hereto and their respective successors, assigns and transferees, except as otherwise provided for under the terms of this Agreement.

XV. Scope of Agreement. This Agreement and its attachments, the IFB, and Bid collectively: (i) supersede any and all other Agreements, either oral or in writing, between the Parties hereto with respect to the subject matter hereof, and (ii) contain all of the covenants and Agreements between the Parties with respect to such subject matter in any manner whatsoever. The Contractor and GDOE each acknowledge that no representations, inducements, promises or agreement, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in the Agreement shall be valid or binding.

XVI. Captions. All Section and paragraph titles or captions contained in this Agreement are for convenience only and shall not be deemed part of the content of the Agreement.

XVII. Counterparts. This Agreement may be executed in counterparts, all of which taken together shall be deemed one original.

XVIII. Governing Law and Forum Selection. Except to the extent U.S. federal law is applicable, the laws and regulations of Guam shall govern the interpretation, effect, and validity of this Agreement. Any court action shall be exclusively in Guam.

XIX. Compliance with Laws.

A. In General. The Contractor shall comply with all U.S. and Guam laws, statutes, regulations and ordinances applicable to this Agreement. The Contractor represents and warrants that it is fully licensed to do business in Guam to render the services to be provided herein.

B. Non-Discrimination in Employment. The Contractor agrees: (i) not to unlawfully discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, marital status, national origin, ancestry, or physical or mental handicap; (ii) to include a provision similar to that contained in subsection (i) above in any subcontract or assignment agreement except a subcontract for standard commercial supplies or raw materials; and (iii) to post and to cause subcontractors and/or assignees to post in conspicuous

places available to employees and applicants for employment, notices setting forth the substance of this clause.

XX. Retention and Access to Records and Other Review. The Contractor, including subcontractors, if any, shall maintain all books, documents, papers, accounting records and other evidence pertaining to the services performed and costs incurred, and to make such materials available at its respective offices at all reasonable times during the Agreement period and for six (6) years from the date of the final payment under the Agreement, for inspection by GDOE. GDOE agrees to comply with reasonable requests of Contractor to provide access to all documents and GDOE property reasonably necessary to the performance of Contractor's services under this Agreement. The conditions of this section shall be placed in any subcontract or assignment arising under this Agreement.

XXI. Liability.

A. Indemnification. Contractor shall indemnify and hold harmless GDOE and its officers, agents, Board members and employees from or on account of any claims, losses, expenses, injuries, damages, actions, lawsuits, judgments, or liability resulting or arising from (but only to the extent caused or contributed to by) the negligent or wrongful act or omission or the Contractor or its employees, officers, directors, contractors, agents, representatives, successors, or assigns, in the performance or nonperformance of services under this Agreement.

B. GDOE not Liable. GDOE assumes no liability for any accident, loss, claim, judgment, action or injury that may occur to the Contractor and/or the Contractor's officers, directors, agents, servants, subcontractors and/or employees, and/or to the personal property of any such person or entity, arising out of the performance of services under this Agreement except to the extent caused or contributed to by the negligent act or omission of GDOE. In addition, no Board member, officer, agent, or employee of GDOE shall be liable personally under or by reason of this Agreement or any of its provisions. In addition, GDOE assumes no liability for any accident or injury that may occur to Contractor's officers, directors, employees, agents, or dependents while traveling to and from Guam in furtherance of this Agreement.

XXII. Modifications including those Due to Public Welfare, Change in Law or Change in Marketing Conditions. GDOE shall have the unilateral power to modify the Agreement at any time subject to the written agreement of Contractor. GDOE shall have the power to make changes in the Agreement and to impose new rules and regulations on the Contractor under the Agreement relative to the scope and methods of providing services as shall from time-to-time be necessary and desirable for the public welfare or due to a change in law. GDOE shall give the Contractor notice of any proposed change in the Agreement and an opportunity to be heard concerning those matters. The scope and method of providing services as referenced herein shall also be liberally construed to include, but is not limited to, the manner, procedures, operations and obligations, financial or otherwise, of the Contractor. In the event GDOE materially alters the obligations of the Contractor, or the benefits to GDOE, then the Agreement shall be amended consistent therewith. Should these amendments materially alter the obligations of the Contractor, then the Contractor or GDOE shall be entitled to an adjustment in the rates and charges established

under the Agreement. Contractor shall be entitled to terminate this Agreement rather than accept modified terms. Nothing contained in the Agreement shall require any party to perform any act or function contrary to law. GDOE and the Contractor agree to enter into good faith negotiations regarding modifications to the Agreement, which may be required in order to implement changes in the interest of the public welfare or due to changes in law. When such modifications are made to the Agreement, GDOE and the Contractor shall negotiate in good faith a reasonable and appropriate adjustment for any changes in services or other obligations required of the Contractor directly and demonstrably due to any modification in the Agreement under this clause.

XXIII. Independent Contractor and its Employees.

A. Status of Contractor. The Contractor and its officers, agents, servants, subcontractors and employees are independent contractors performing professional services for GDOE, and are not employees of GDOE. The Contractor and its officers, agents, servants and employees shall not accrue vacation or sick leave, participate in the Government of Guam retirement system, insurance coverage, bonding, use of government vehicles or any other benefits accorded to Government of Guam employees as a result of this Agreement. Contractor agrees that Contractor and its aforementioned employees, officers, directors, agents, servants, and subcontractors are not and will not become an employee, officer or Board member of GDOE at any time during the duration of this Agreement, and will otherwise comply with the provisions of the Guam Procurement Law regarding ethics in public contracting (Title 5 Guam Code Annotated, Chapter 5, Article I I, and its associated rules and regulations). Nothing in this Agreement or any action taken under this Agreement shall be deemed or construed in any manner or for any purpose to evidence or establish as between Contractor and GDOE a relationship of partnership, agency, association, joint venture or representative, nor does this Agreement authorize any party to undertake or bind any obligation or responsibility on behalf of the other party. In addition, there shall be no withholding of taxes by GDOE for the Contractor.

B. Liability. The Contractor assumes responsibility for its personnel and subcontractors providing services hereunder and will make all deductions and payments for social security and withholding taxes and for contributions to employment compensation funds, or any other payments required by the governments of the U.S. and Guam, if required. Contractor is responsible for paying when due any and all income taxes, gross receipts taxes, or any other taxes or assessments incurred as a result of the services performed by the Contractor and Contractor's employees or agents under this Agreement or the compensation paid to Contractor for services performed under this Agreement. Furthermore, Contractor shall maintain at the Contractor's expense all necessary insurance for its employees including but not limited to Worker's Compensation, Errors and Omissions, and liability insurance for each employee as required under U.S. and Guam Law and the mandates of the underlying IFB to this Agreement. Contractor agrees to hold harmless and indemnify GDOE, its officers, directors, employees, agents, representatives, successors and assigns, for any and all claims, demands, costs, losses, fees, penalties, interest, or damages, including attorney's fees, which may be brought or asserted due to (i) any injury, death, or property damage arising from the negligence or other wrongful or tortuous acts of Contractor or Contractor's employees, officers, contractors, directors, agents, representatives, successors, or assigns, or (ii) Contractor's failure to comply with terms of this subparagraph B.

C. Wage and Benefits Compliance. Contractor warrants it shall comply with all applicable federal and local laws, rules, and regulations regarding the payment of minimum wages and benefits, in particular in accordance with the Wage Determination for Guam issued and promulgated by the U.S. Department of Labor and with Guam Public Law 26-111. Contractor assumes all liability for, and hereby indemnifies GDOE from, any violation of any applicable law, rule, or regulation relating to the payment of wages or benefits.

XXIV. Disclosure. The Contractor hereby represents that it has disclosed to GDOE all matters regarding Contractor which if not disclosed to GDOE would materially affect GDOE's decision to enter into this Agreement with Contractor.

XXV. Disposition of Property and Materials; Intellectual Property Rights.

A. All plans, outlines, briefs, memoranda, studies, reports, analyses and all other work product and materials incidental or otherwise ("Work Product") which are produced by reason of this Agreement shall be and remain the property of GDOE, regardless of whether Contractor is in possession of such Work Product, and may be used by GDOE without permission from Contractor and without any additional costs to GDOE.

B. All Work Products, including any and all intellectual property rights in said Work Product, arising out of the Agreement shall be the sole and exclusive property of GDOE. Contractor explicitly acknowledges that GDOE possesses exclusive rights to the Work Product arising out of this Agreement. Contractor shall not use or permit others to use in any way or form the Work Product without the express written consent of GDOE.

XXVI. Mandatory Representations by Contractor:

A. Persons Convicted of Sex Offense. Contractor warrants that no person in its employment who has been convicted of a sex offense under the provisions of Chapter 25 of Title 9 Guam Code Annotated or of an offense defined in Article 2 of Chapter 28 of Title 9 Guam Code Annotated, or who has been convicted in any other jurisdiction of an offense with the same elements as heretofore defined, or who is listed on the Sex Offender Registry, shall provide services on behalf of Contractor while on government of Guam property, with the exception of public highways. If any employee of Contractor is providing services on government property and is convicted subsequent to an award of a contract, then Contractor warrants that it will notify GDOE of the conviction within twenty-four hours of the conviction, and will immediately remove such convicted person from providing services on government property. If Contractor is found to be in violation of any of the provisions of this paragraph, then GDOE will give notice to Contractor to take corrective action. Contractor shall take corrective action within twenty-four (24) hours of notice from GDOE, and Contractor shall notify GDOE when action has been taken. If Contractor fails to take corrective steps within twenty-four (24) hours of notice from GDOE, then GDOE in its sole discretion may temporarily suspend this agreement.

B. Gratuities and Kickbacks. Contractor warrants it has not violated, is not

violating, and promises that it will not violate the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 §11107.

C. Contingent Fees. Contractor warrants it has not retained a person to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies.

D. Ethical Standards. Contractor warrants it has not knowingly influenced and promises that it will not knowingly influence a government employee to breach any of the ethical standards set forth in 5 GCA Chapter 5 Article 11 of the Guam Procurement Act and in Chapter 11 of the Guam Procurement Regulations.

XXVII. Disputes. In accordance with Guam procurement law, all controversies between the territory and the Contractor which arise under, or by virtue of, this contract and which are not resolved by mutual agreement, shall be decided by GDOE in writing, within 60 days after written request by the Contractor for a final decision concerning the controversy; provided however that if the GDOE does not issue a written decision within 60 days after written request for a final decision, or within such longer period as may be agreed upon by the parties, then the Contractor may proceed as if an adverse decision had been received. The GDOE shall immediately furnish a copy of the decision to the Contractor, by certified mail, return receipt requested, or by any other method that provides evidence of receipt. Any such decision shall be final and conclusive, unless fraudulent, or the Contractor brings an action seeking review of the decision before the Guam Office of Public Accountability. The Contractor shall comply with any decision of the GDOE and proceed diligently with performance of this contract pending final resolution by the Office of Public Accountability or the Superior Court of Guam of any controversy arising under or by virtue of this contract, except where there has been a material breach of the contract by GDOE; provided, however, that in any event the Contractor shall proceed diligently with the performance of the contract where GDOE has made a written determination that continuation of work under the contract is essential to public health and safety.

XXVIII. Attachments, Exhibits, Schedules, and Entire Agreement. This Agreement, including its Attachments, Exhibits and Schedules, constitutes the entire Agreement and supersedes all prior written or oral understandings. No Agreement, oral or written, expressed or implied, has been made by any party hereto, except as expressly provided herein. All prior Agreements and negotiations are superseded hereby. This Agreement and any duly executed amendments hereto constitute the entire Agreement between the Parties hereto.

XXIX. Computation of Time. Whenever this Agreement provides for a time period of ten (10) days or less days, weekends and Government of Guam holidays are not included in the computation. When this Agreement provides for a time period of over ten (10) days, weekends and Government of Guam holidays are to be included in the computation.

XXX. Partial Invalidity. If any provision of this Agreement shall be deemed by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions

shall continue to be in full force and effect.

XXXI. Amendments/Modifications. Any amendment or modification to this Agreement will be effective only if it is in writing and signed by both parties.

XXXII. Authorization for Change Orders. Any modifications to the quantities of services or equipment to be delivered pursuant to this Agreement, and the prices therefore, may be made by a written Change Order signed by an authorized representative of GDOE and Contractor. Change Orders may only be made on the conditions that the work to be performed by a Change Order is not inconsistent with the scope of work under this Agreement, and that where there is an increase in the costs for services, GDOE shall certify in writing that funds are available for the increased cost prior to such Change Order becoming effective.

XXXIII. Contract Performance and Payment Bonds.

A. Performance Bonds. Upon execution of this Agreement, Contractor shall deliver to GDOE a performance bond by a surety company authorized to do business in Guam or by such other method as may be approved by GDOE in the amount of one hundred percent (100%) of the price of services under this Agreement. Such Performance Bond shall be in the form attached herewith as **Exhibit 3**.

B. Payment Bonds. Upon execution of this Agreement, Contractor shall deliver to GDOE a payment bond by a surety company authorized to do business in Guam or by such other method as may be approved by GDOE in the amount of one hundred percent (100%) of the price of services under this Agreement. Such payment bond shall be in the form attached herewith as **Exhibit 4**. During performance of services under this Agreement and at its option, GDOE may reduce the required coverage of the payment bond as payments are made by the contractor for labor and material used or reasonably required in the performance of services under this Agreement.

XXXIV. Change Orders. GDOE , at any time and without notice to sureties, in a signed writing designated or indicated to be a change order may order (1) changes in the work within the scope of this Agreement; and (2) changes in the time for performance of services under this Agreement that do not alter the scope of the contract.

A. Changes in the Work may be accomplished after execution of the Agreement by a written Change Order signed by GDOE subject to the limitations stated in this Agreement.

B. Change Orders. A Change Order is a written instrument prepared by GDOE and the Contractor stating their agreement upon a change in the work; the amount of the adjustment, if any, in the price under this Agreement; and the extent of the adjustment, if any, in the time for performance of the work under this Agreement.

C. Adjustments of Price or Time for Performance. If any such change order increases or decreases the Contractor's cost of, or the time required for, performance of any part of the work under this Agreement, whether or not changed by the order, an adjustment shall be made and the Agreement modified in writing accordingly. Any adjustment in contract price made pursuant to this section shall be determined in accordance with the Price Adjustment Clause herein. Failure of the parties to agree to an adjustment shall not excuse Contractor from proceeding with the Agreement as changed, provided that the territory promptly and duly makes such provisional adjustments in payments or time for performance as may be reasonable. By proceeding with the work, the contractor shall not be deemed to have prejudiced any claim for additional compensation or an extension of time for completion.

D. Written Certification. The Contractor shall not perform any change order in excess of Five Thousand Dollars ($5,000.00) unless it bears, or the Contractor has separately received, a written certification, signed by an appropriate fiscal officer or other responsible official that funds are available therefore. If acting on good faith, the Contractor may rely upon the validity of such certification.

E. Time Period for Claim. Within 30 days after receipt of a written change order under this section, unless such period is extended by GDOE the Contractor shall file notice of intent to assert a claim for an adjustment. Later notification shall not bar the Contractor's claim unless GDOE is prejudiced by the delay in notification.

F. Claim Barred After Final Payment. No claim by the Contractor for an adjustment hereunder shall be allowed if notice is not given prior to final payment under this Agreement.

G. Claims Not Barred. In the absence of change order, noting in this section shall restrict the contractor's right to pursue a claim arising under this Agreement if pursued in accordance with the provision herein regarding claims based on GDOE's actions or omission or for breach of contract.

XXXV. Variations in Estimated Quantities.

A. Variations Requiring Adjustments. Where the quantity of a pay item in this contract is an estimated quantity and where the actual quantity of such pay item varies more than 15% above or below the estimated quantity stated in this contract, an adjustment in the contract price shall be made upon demand of either party. The adjustment shall be based upon any increase or decrease in costs due solely to the variation above 115% or below 85% of the estimated quantity. If the quantity variation is such as to cause an increase in the time necessary for completion, GDOE shall, upon receipt of a timely written request for an extension of time, prior to the date of final settlement of the contract, ascertain the facts and make such adjustment for extending the completion date as in the judgment of GDOE is justified.

B. Adjustments of Price. Any adjustment in price made pursuant to this section shall be determined in accordance with the Price Adjustment Clause herein.

XXXVI. Suspension of Work.

A. Suspension for Convenience. GDOE may order the contractor in writing to suspend, delay, or interrupt all or any part of the work for such period of time as GDOE may determine to be appropriate for the convenience of the territory.

B. Adjustment of Cost. If the performance of all or any part of the work is, for an unreasonable period of time, suspended, delayed, or interrupted by an act of GDOE in the administration of this Agreement, or by the failure of GDOE to act within the time specified in this Agreement (or if no time is specified, within reasonable time), an adjustment shall be made for any increase in the cost of performance of this contract necessarily caused by such unreasonable suspension, delay, or interruption and the Agreement modified in writing accordingly. However, no adjustment shall be made under this clause for any suspension, delay, or interruption to the extent:

(1) that performance would have been so suspended, delayed, or interrupted by any other cause, including the fault or negligence of the contractor; or

(2) for which an adjustment is provided for or excluded under any other provision of this contract.

C. Time Restriction on Claim. No claim under this clause shall be allowed:

(1) for any costs incurred more than twenty (20) days before the contractor shall have notified GDOE in writing of the act or failure to act involved (but this requirement shall not apply as to a claim resulting from a suspension order); and

(2) unless the claim is asserted in writing as soon as practicable after the termination of such suspension, delay, or interruption, but not later than the date of final payment under the contract.

D. Adjustments of Price. Any adjustment in price made pursuant to this section shall be determined in accordance with the Price Adjustment Clause herein.

XXXVII. Differing Site Conditions.

A. Notice. The contractor shall promptly, and before such conditions are disturbed, notify GDOE of:

(1) subsurface or latent physical conditions at the site differing materially from those indicated in this contract; or

(2) unknown physical conditions at the site, of an unusual nature, differing materially from those ordinarily encountered and generally recognized as inherent in

work of the character provided for in this contract.

B. Adjustments of Price or Time for Performance. After receipt of such notice, GDOE shall promptly investigate the site, and if it is found that such conditions do materially so differ and cause an increase in the contractor's cost of, or the time required for, performance of any part of the work under this Agreement, whether or not changed as a result of such conditions, an adjustment shall be made and the Agreement modified in writing accordingly. Any adjustment in price made pursuant to this section shall be determined in accordance with the Price Adjustment Clause herein.

C. Timeliness of Claim. No claim of the contractor under this clause shall be allowed unless the contractor has given the notice required in this clause; provided, however, that the time prescribed therefore may be extended by GDOE in writing.

D. No Claim After Final Payment. No claim by the contractor for an adjustment hereunder shall be allowed if asserted after final payment under this contract.

E. Knowledge. Nothing contained in this section shall be grounds for an adjustment in compensation if the contractor had actual knowledge of the existence of such conditions prior to the submission of bids.

XXXVIII. Price Adjustment Clause.

A. Price Adjustment Methods. Any adjustment in price pursuant to this Agreement shall be made in one or more of the following ways:

(1) by agreement on a fixed price adjustment before commencement of the pertinent performance or as soon thereafter as practicable;

(2) by unit prices specified in the Agreement or subsequently agreed upon;

(3) by the costs attributable to the event or situation covered by the clause, plus appropriate profit or fee, all as specified in the Agreement or subsequently agreed upon;

(4) in such other manner as the parties may mutually agree; or

(5) in the absence of an agreement between the parties, by a unilateral determination by GDOE of costs attributable to the event or situation covered by the clause, plus appropriate profit or fee, all as computed by GDOE in accordance with generally accepted accounting principles and applicable sections under Chapter 7 (Cost Principles) of the Guam Procurement Regulations and subject to the provisions of Article 5, Chapter 5 of 5 GCA (Legal and Contractual Remedies) of the Guam Procurement Act.

B. Submission of Cost or Pricing Data. The contractor shall submit cost or pricing data for any price adjustments subject to the provisions of §3118 (Cost or Pricing Data) of the Guam Procurement Regulations.

XXXIX. Claims Based on GDOE's Actions or Omissions.

A. Notice of Claim. If any action or omission on the part of GDOE requiring performance changes within the scope of the contract constitutes the basis for a claim by the contractor for additional compensation, damages, or an extension of time for completion, the contractor shall continue with performance of the contract in compliance with the directions or orders of GDOE, but by so doing, the contractor shall not be deemed to have prejudiced any claim for additional compensation, damages, or an extension of time for completion; provided:

(1) the contractor shall have given written notice to GDOE:

(a) prior to the commencement of the work involved, if at that time the contractor knows of the occurrence of such action or omission;

(b) within 30 days after the contractor knows of the occurrence of such action or omission, if the contractor did not have such knowledge prior to the commencement of the work; or

(c) within such further time as may be allowed by GDOE in writing.

This notice shall state that the contractor regards the act or omission as a reason which may entitle the contractor to additional compensation, damages, or an extension of time. GDOE, upon receipt of such notice, may rescind such action, remedy such omission, or take such other steps as may be deemed advisable in the discretion of GDOE.

(2) the notice required by Subparagraph (a) of this section describes as clearly as practicable at the time the reasons why the contractor believes that additional compensation, damages, or an extension of time may be remedies to which the contractor is entitled; and

(3) the contractor maintains and, upon request, makes available to GDOE within a reasonable time, detailed records to the extent practicable, of the claimed additional costs or basis for an extension of time in connection with such changes.

B. Limitations of Clause. Nothing herein contained, however, shall excuse the contractor from compliance with any rules of law precluding any territorial officers and any contractors from acting in collusion or bad faith in issuing or performing change orders which are clearly not within the scope of the contract.

C. Adjustments of Price. Any adjustment in the contract price made pursuant

to this clause shall be determined in accordance with the Price Adjustment Clause herein.

XL. TERMINATION FOR DEFAULT FOR NONPERFORMANCE OR DELAY, DAMAGES FOR DELAY, TIME EXTENSIONS

A. Default. If the contractor refuses or fails to prosecute the work, or any separable part thereof, with such diligence as will assure its completion within the time specified in this Agreement or any extension thereof or fails to complete said work within such time, or commits any other substantial breach of this contract, and further fails within fourteen (14) days after receipt of written notice from GDOE to commence and continue correction of such refusal or failure with diligence and promptness, GDOE may by written notice to the contractor declare the contractor in breach and terminate the contractor's right to proceed with the work or such part of the work as to which there has been delay. In such event the territory may take over the work and prosecute the same to completion, by contract or otherwise, and may take possession of, and utilize in completing the work, such materials, appliances, and plant as may be on the site of the work and necessary therefore. Whether or not the contractor's right to proceed with the work is terminated, the contractor and the contractor's sureties shall be liable for any damage to the territory resulting from the contractor's refusal or failure to complete the work within the specified time.

B. Liquidated Damages upon Termination. If fixed and agreed liquidated damages are provided in the Agreement, and if the territory so terminates the contractor's right to proceed, the resulting damage will consist of such liquidated damages for such reasonable time as may be required for final completion of the work.

C. Liquidated Damages in Absence of Termination. If fixed and agreed liquidated damages are provided in the Agreement, and if the territory does not terminate the contractor's right to proceed, the resulting damage will consist of such liquidated damages until the work is completed or accepted.

D. Time Extension. The contractor's right to proceed shall not be so terminated nor the contractor charged with resulting damage if:

(1) the delay in the completion of the work arises from causes such as: acts of God; acts of the public enemy; acts of the territory, and any other territorial entity in either a sovereign or contractual capacity; acts of another contractor in the performance of a contract with the territory; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; unusually severe weather; delays of subcontractors due to causes similar to those set forth above; or shortage of materials; provided, however, that no extension of time will be granted for a delay caused by a shortage of materials, unless the contractor furnished to GDOE proof that the contractor has diligently made every effort to obtain such materials from all known sources within reasonable reach of the work, and further proof that the inability to obtain such materials when originally planned did in fact cause a delay in final completion of the entire work which could not be compensated for by revising the sequence of the contractor's operations; and

(2) the contractor, within ten days from the beginning of any such delay (unless GDOE grants a further period of time before the date of final payment under the contract), notifies GDOE in writing of the causes of delay. GDOE shall ascertain the facts and the extent of the delay and extend the time for completing the work when, in the judgment of GDOE, the findings of fact justify such an extension.

E. Erroneous Termination for Default. If, after notice of termination of the contractor's right to proceed under the provisions of this section, it is determined for any reason that the contractor was not in default under the provisions of this clause, or that the delay was excusable under the provisions of this section, the rights and obligations of the parties shall, if the Agreement contains a clause providing for termination for convenience of the territory, be the same as if the notice of termination had been issued pursuant to such clause. If, in the foregoing circumstance, this Agreement does not contain a clause providing for termination for convenience of the territory, the contract shall be adjusted to compensate for such termination and the Agreement modified accordingly.

F. Additional Rights and Remedies. The rights and remedies of GDOE provided in this clause are in addition to any other rights and remedies provided by law or under this contract.

XLI. Liquidated Damages. When the contractor fails to complete the work or any portion of the work within the time or times fixed in the Agreement or any extension thereof, the contractor shall pay to GDOE One Thousand Dollars ($1,000) for contracts worth less than One Hundred Thousand Dollars ($100,000) and Two Thousand Dollars ($2,000) for contracts worth One Hundred Thousand Dollars ($100,000) or more per calendar day of delay pursuant to the section of this contract entitled, "Termination for Default for Nonperformance or Delay - Damages for Delay - Time Extension."

XLII. Termination for Convenience.

A. Termination. GDOE may, when the interests of this territory so require, terminate this Agreement in whole or in part, for the convenience of the territory. GDOE shall give written notice of the termination to the contractor specifying the part of the contract terminated and when termination becomes effective.

B. Contractor's Obligations. The contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the contractor will stop work to the extent specified. The contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated work. GDOE may direct the contractor to assign the contractor's right, title, and interest under terminated orders or subcontracts to GDOE. The contractor must still complete the work not terminated by the notice of termination and may incur obligations as necessary to do so.

C. Right to Construction and Supplies. GDOE may require the contractor to

transfer title and deliver to GDOE in the manner and to the extent directed by GDOE:

(1) any completed construction; and

(2) such partially completed construction, supplies, materials, parts, tools, dies, jigs, fixtures, plans, drawing, information, and contract rights (hereinafter called "construction material") as the contractor has specifically produced or specially acquired for the performance of the terminated part of this Agreement. The contractor shall protect and preserve property in the possession of the contractor in which the territory has an interest. If GDOE does not exercise this right, the contractor shall use best efforts to sell such construction, supplies, and construction materials in accordance with the standards of 14 GCA §2706 (UCC). This in no way implies that GDOE has breached the contract by exercise of the Termination for Convenience section herein.

D. Compensation.

(1) The contractor shall submit a termination claim specifying the amounts due because of the termination for convenience together with cost or pricing data, submitted to the extent required by Section 3118 (Cost or Pricing Data) of the Guam Procurement Regulations, bearing on such claim. If the contractor fails to file a termination claim within one year from the effective date of termination, GDOE may pay the contractor, if at all, an amount set in accordance with Subparagraph (c) of this section.

(2) GDOE and the contractor may agree to a settlement provided the contractor has filed a termination claim supported by cost or pricing data submitted as required by §3118 (Cost or Pricing Data) of the Guam Procurement Regulations and that the settlement does not exceed the total price under this Agreement plus settlement costs reduced by payments previously made by GDOE, the proceeds of any sales of construction, supplies, and construction materials under Paragraph (3) of this section, and the price of the work not terminated.

(3) Absent complete agreement under Subparagraph (b) of this section, GDOE shall pay the contractor the following amounts, provided payments under Subparagraph (b) shall not duplicate payments under this Paragraph:

(a) with respect to all work performed prior to the effective date of the notice of termination, the total (without duplication of any items) of:

(i) the cost of such work plus a fair and reasonable profit on such portion of the work (such profit shall not include anticipatory profit or consequential damages) less amounts paid or to be paid for completed portions of such work; provided, however, that if it appears that the contractor would have sustained a loss if the entire contract would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss;

(ii) cost of settling and paying claims arising out of the

termination of subcontracts or orders pursuant to Paragraph (2) of this clause. These costs must not include costs paid in accordance with Subparagraph (c)(i)(A) of this section.

(iii) the reasonable settlement costs of the contractor including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the contract and for the termination and settlement of subcontracts thereunder, together with reasonable storage, transportation, and other costs incurred in connection with the protection or disposition of property allocable to the terminated portion of this contract. The total sum to be paid the contractor under this Paragraph shall not exceed the total price under this Agreement plus the reasonable settlement costs of the contractor reduced by the amount of any sales of construction, supplies, and construction materials under Paragraph (3) of this clause, and the price of work not terminated.

(4) Cost claimed, agreed to, or established under Subparagraphs (b) and (c) of this section shall be in accordance with Chapter 7 (Cost Principles) of the Guam Procurement Regulations.

XLIII. Remedies. Any dispute arising under or out of this Agreement is subject to the provisions of Chapter 9 (Legal and Contractual Remedies) of the Guam Procurement Regulations.

XLIV. Ownership and Use of Drawings, Specifications. All drawings, specifications, plans or other instruments provided by GDOE or its consultants or Project Manager for the work under this Agreement are the property of GDOE.

XLV. Transmission of Data in Digital Form. If the parties intend to transmit any information or documentation in digital form, they shall establish necessary protocols governing such transmissions, unless otherwise already provided in the Agreement.

XLVI. GDOE Representative. The Superintendent of the Guam Department of Education shall designate in writing a representative who may have express authority to bind GDOE with respect to all matters requiring GDOE's approval or authorization. Except as otherwise provided herein, GDOE's Project Manager does not have authority to bind GDOE without written approval from GDOE.

XLVII. Review of Contract Documents and Field Conditions By Contractor. Execution of this Agreement by the Contractor is a representation that the Contractor has visited the site where the work shall be performed, become generally familiar with local conditions under which the work is to be performed and correlated personal observations with requirements of this Agreement.

XLVIII. Supervision and Construction Procedures.

A. The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall be solely responsible for, and have control over, construction means, methods, techniques, sequences and procedures and for coordinating all

portions of the Work under the Agreement, unless the Agreement gives other specific instructions concerning these matters. If the Agreement gives specific instructions concerning construction means, methods, techniques, sequences or procedures, the Contractor shall evaluate the jobsite safety thereof and, except as stated below, shall be fully and solely responsible for the jobsite safety of such means, methods, techniques, sequences or procedures. If the Contractor determines that such means, methods, techniques, sequences or procedures may not be safe, the Contractor shall give timely written notice to GDOE and the Project Manager and shall not proceed with that portion of the Work without further written instructions from GDOE. If the Contractor is then instructed to proceed with the required means, methods, techniques, sequences or procedures without acceptance of changes proposed by the Contractor, GDOE shall be solely responsible for any loss or damage arising solely from those GDOE-required means, methods, techniques, sequences or procedures.

B. The Contractor shall be responsible to GDOE for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for, or on behalf of, the Contractor or any of its Subcontractors.

C. The Contractor shall be responsible for inspection of portions of Work already performed to determine that such portions are in proper condition to receive subsequent Work.

XLIX. Labor and Materials.

A. Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for labor, materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work, whether temporary or permanent and whether or not incorporated or to be incorporated in the Work.

B. The Contractor may make substitutions only with the consent of the GDOE in accordance with a Change Order.

C. The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Work. The Contractor shall not permit employment of unfit persons or persons not properly skilled in tasks assigned to them.

L. Warranty. The Contractor warrants to GDOE that materials and equipment furnished under this Agreement will be of good quality and new unless the Agreement or GDOE permits otherwise. The Contractor further warrants that the Work will conform to the requirements of the Agreement and will be free from defects, except for those inherent in the quality of the Work the Agreement requires or permits. Work, materials, or equipment not conforming to these requirements may be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Contractor, improper or insufficient maintenance, improper operation, or normal wear and tear and normal

usage. If required by GDOE, the Contractor shall furnish satisfactory evidence as to the kind and quality of materials and equipment.

LI. Taxes. The Contractor shall pay sales, consumer, use and similar taxes for the Work provided by the Contractor.

LII. Permits, Fees, Notices and Compliance with Laws.

A. Unless otherwise provided in this Agreement, the Contractor shall secure and pay for the building permit as well as for other permits, fees, licenses, and inspections by government agencies necessary for proper execution and completion of the Work.

B. The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to performance of the Work.

C. If the Contractor performs Work knowing it to be contrary to applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, the Contractor shall assume responsibility for such Work and shall bear the costs attributable to correction.

D. If, in the course of the Work, the Contractor encounters human remains or recognizes the existence of burial markers, archaeological sites or wetlands, the Contractor shall immediately suspend any operations that would affect them and shall notify GDOE. Upon receipt of such notice, GDOE shall promptly take any action necessary to obtain governmental authorization required to resume the operations. The Contractor shall continue to suspend such operations until otherwise instructed by GDOE but shall continue with all other operations that do not affect those remains or features. Requests for adjustments in the time or price for completion specified in this Agreement shall be made and addressed in accordance with the terms herein.

LIII. Contractor's Superintendent.

A. The Contractor shall employ a competent superintendent and necessary assistants who shall be in attendance at the work site during performance of the Work. The superintendent shall represent the Contractor, and communications given to the superintendent shall be as binding as if given to the Contractor.

B. The Contractor, as soon as practicable after execution of this Agreement and no later than 15 days after issuance of a Notice to Proceed, shall furnish in writing to GDOE the name and qualifications of a proposed superintendent. GDOE may reply within 14 days to the Contractor in writing stating (1) whether GDOE has reasonable objection to the proposed superintendent or (2) that GDOE requires additional time to review. Failure of GDOE to reply within the 14 day period shall constitute notice of no reasonable objection.

C. The Contractor shall not employ a proposed superintendent to whom GDOE

has made reasonable and timely objection. The Contractor shall not change the superintendent without the GDOE's consent, which shall not unreasonably be withheld or delayed.

LIV. Contractor's Construction Schedule.

A. The Contractor, promptly after execution of this Agreement and no later than 7 days after issuance of a Notice to Proceed, shall prepare and submit for GDOE's approval Contractor's construction schedule for the Work. The schedule shall not exceed time limits current under this Agreement, shall be revised at appropriate intervals as required by the conditions of the Work, shall be related to the work to the extent required by this Agreement, and shall provide for expeditious and practicable execution of the Work.

B. The Contractor shall prepare a submittal schedule, promptly after execution of this Agreement and no later than 17 days after issuance of Notice to Proceed, and thereafter as necessary to maintain a current submittal schedule, and shall submit the schedule(s) for GDOE's approval. GDOE's approval shall not unreasonably be delayed or withheld. The submittal schedule shall (1) be coordinated with the Contractor's construction schedule, and (2) allow GDOE reasonable time to review submittals. If the Contractor fails to submit a submittal schedule, the Contractor shall not be entitled to any increase in time or price for performance of the work based on the time required for review of submittals.

C. The Contractor shall perform the Work in general accordance with the most recent schedules approved by GDOE.

LV. Documents and Samples at the Site. The Contractor shall maintain at the site for GDOE one copy of the Drawings, Specifications, Addenda, Change Orders and other Modifications, in good order and marked currently to indicate field changes and selections made during construction, and one copy of approved Shop Drawings, Product Data, Samples and similar required submittals. These shall be available to GDOE and its Project Manager or other consultants or agents as GDOE may designate and shall be delivered to GDOE upon completion of the Work as a record of the Work as constructed.

LVI. Approval of Drawings by GDOE. The Contractor shall perform no portion of the Work for which this Agreement requires submittal and review of Shop Drawings, Product Data, Samples or similar submittals until the respective submittal has been approved by GDOE or GDOE's consultants or agents as may be required by GDOE.

LVII. Deviations from Approved Drawings. The Work shall be in accordance with approved submittals except that the Contractor shall not be relieved of responsibility for deviations from requirements of this Agreement by GDOE's approval of Shop Drawings, Product Data, Samples or similar submittals unless the Contractor has specifically informed GDOE in writing of such deviation at the time of submittal and (1) GDOE has given written approval to the specific deviation as a minor change in the Work, or (2) a Change Order has been issued authorizing the deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Shop Drawings, Product Data, Samples or similar submittals by GDOE's approval thereof.

LVIII. Specialized Services. The Contractor shall not be required to provide professional services that constitute the practice of architecture or engineering unless such services are specifically required by this Agreement for a portion of the Work or unless the Contractor needs to provide such services in order to carry out the Contractor's responsibilities for construction means, methods, techniques, sequences and procedures. The Contractor shall not be required to provide professional services in violation of applicable law. If professional design services or certifications by a design professional related to systems, materials or equipment are specifically required of the Contractor by this Agreement, GDOE will specify all performance and design criteria that such services must satisfy. The Contractor shall cause such services or certifications to be provided by a properly licensed design professional, whose signature and seal shall appear on all drawings, calculations, specifications, certifications, Shop Drawings and other submittals prepared by such professional. Shop Drawings and other submittals related to the Work designed or certified by such professional, if prepared by others, shall bear such professional's written approval when submitted to GDOE. GDOE shall be entitled to rely upon the adequacy, accuracy and completeness of the services, certifications and approvals performed or provided by such design professionals, provided GDOE has specified to the Contractor all performance and design criteria that such services must satisfy. Pursuant to this Section, GDOE and its Project Manager or other consultants or agents as GDOE may designate will review, approve or take other appropriate action on submittals only for the limited purpose of checking for conformance with information given and the design concept expressed in this Agreement.

LIX. Use of Site. The Contractor shall confine operations at the site to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities and this Agreement and shall not unreasonably encumber the site with materials or equipment.

LX. Cutting and Patching.

A. The Contractor shall be responsible for cutting, fitting or patching required to complete the Work or to make its parts fit together properly. All areas requiring cutting, fitting and patching shall be restored to the condition existing prior to the cutting, fitting and patching, unless otherwise required by this Agreement.

B. The Contractor shall not damage or endanger a portion of the Work or fully or partially completed construction of GDOE or separate contractors by cutting, patching or otherwise altering such construction, or by excavation. The Contractor shall not cut or otherwise alter such construction by GDOE or a separate contractor except with written consent of GDOE and of such separate contractor; such consent shall not be unreasonably withheld. The Contractor shall not unreasonably withhold from GDOE or a separate contractor the Contractor's consent to cutting or otherwise altering the Work.

LXI. Cleaning Up.

A. The Contractor shall keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under this Agreement. At completion of the Work, the Contractor shall remove waste materials, rubbish, the Contractor's

tools, construction equipment, machinery and surplus materials from and about the worksite.

B. If the Contractor fails to clean up as provided in this Agreement, GDOE may do so and GDOE shall be entitled to reimbursement from the Contractor.

LXII. Access to Work. The Contractor shall provide GDOE and its Project Manager or other consultants or agents as GDOE may designate access to the Work in preparation and progress wherever located.

LXIII. Indemnification. To the fullest extent permitted by law the Contractor shall indemnify and hold harmless GDOE, its Project Manager and its Consultants, and agents and employees of any of them from and against claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work, provided that such claim, damage, loss or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), but only to the extent caused by the negligent acts or omissions of the Contractor, a Subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person under this Agreement.

LXIV. The Project Manager.

A. GDOE's Project Manager will have authority to act on behalf of GDOE only to the extent provided in this Agreement or Amendments thereto, or as otherwise may be provided for in a written notice signed by the Superintendent of the Guam Department of Education. GDOE's Project Manager shall not perform on GDOE's behalf the duties or responsibilities of an engineer, professional engineer, engineer intern, or architect as defined in 22 GCA §32101 et seq unless lawfully authorized to do so and specifically authorized to do so by GDOE. The Project Manager may perform its duties and make recommendations as described in this Agreement in consultation with any other consultant or agent that GDOE may designate.

B. The Project Manager or other consultants or agents as GDOE may designate will visit the site at intervals appropriate to the stage of construction, or as otherwise agreed with GDOE, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine in general if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with this Agreement.

C. On the basis of the site visits and recommendations by other consultants or agents as GDOE may designate, the Project Manager will keep GDOE reasonably informed about the progress and quality of the portion of the Work completed, and report to GDOE (1) known deviations from this Agreement and from the most recent construction schedule submitted by the Contractor, and (2) defects and deficiencies observed in the Work.

D. Communications Facilitating Administration of the Work. Except as

otherwise provided in this Agreement or when direct communications have been specially authorized, GDOE and Contractor shall endeavor to communicate with each other through the Project Manager about matters arising out of or relating to the work. Communications by and with Subcontractors and material suppliers shall be through the Contractor. Communications by and with separate contractors shall be through GDOE

E. Based on the Project Manager's evaluations of the Contractor's Applications for Payment, the Project Manager will review and make recommendations to GDOE regarding the amounts due the Contractor.

F. The Project Manager has authority to reject Work that does not conform to this Agreement. Whenever the Project Manager or other consultants or agents as GDOE may designate considers it necessary or advisable, the Project Manager will have authority to require inspection or testing of the Work, whether or not such Work is fabricated, installed or completed. However, neither this authority of the Project Manager nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Project Manager to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees, or other persons or entities performing portions of the Work.

G. The Project Manager, in conjunction with GDOE's Project Engineer or other GDOE consultants or agents as may be required by GDOE, will conduct inspections to determine the date or dates of Substantial Completion and the date of final completion; make recommendations to GDOE regarding the issuance of Certificates of Substantial Completion; receive and forward to GDOE, for GDOE's review and records, written warranties and related documents required by this Agreement and assembled by the Contractor.

LXV. Subcontractors. A Subcontractor is a person or entity who has a direct contract with the Contractor to perform a portion of the Work at the site.

LXVI. Award of Subcontracts and Other Contracts for Portions of the Work.

A. Unless otherwise stated in this Agreement, the Contractor, as soon as practicable after execution of this Agreement, shall furnish in writing to GDOE through the Project Manager the names of persons or entities (including those who are to furnish materials or equipment fabricated to a special design) proposed for each principal portion of the Work. GDOE may reply within 14 days to the Contractor in writing stating (1) whether GDOE or the Project Manager has reasonable objection to any such proposed person or entity or (2) that GDOE requires additional time for review. Failure of GDOE to reply within the 14-day period shall constitute notice of no reasonable objection.

B. The Contractor shall not contract with a proposed person or entity to whom GDOE has made reasonable and timely objection. The Contractor shall not be required to contract with anyone to whom the Contractor has made reasonable objection.

C. The Contractor shall not substitute a Subcontractor, person or entity

previously selected if GDOE makes reasonable objection to such substitution.

LXVII. Subcontractual Relations. By appropriate agreement, written where legally required for validity, the Contractor shall require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by terms of this Agreement, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work, which the Contractor, by these Documents, assumes toward GDOE. Each subcontract agreement shall preserve and protect the rights of GDOE under this Agreement with respect to the Work to be performed by the Subcontractor so that subcontracting thereof will not prejudice such rights.

LXVIII. Construction Schedules. GDOE shall provide for coordination of the activities of GDOE's own forces and of each separate contractor with the Work of the Contractor, who shall cooperate with them. The Contractor shall participate with other separate contractors and GDOE in reviewing their construction schedules. The Contractor shall make any revisions to the construction schedule deemed necessary after a joint review and mutual agreement. The construction schedules shall then constitute the schedules to be used by the Contractor, separate contractors and GDOE until subsequently revised.

LXIX. Contractor Delay, Costs. The Contractor shall reimburse GDOE for costs GDOE incurs that are payable to a separate contractor because of the Contractor's delays, improperly timed activities or defective construction.

LXX. Damage to Construction or Property. The Contractor shall promptly remedy damage the Contractor wrongfully causes to completed or partially completed construction or to property of GDOE or separate contractors.

LXXI. GDOE's Right to Clean Up. If a dispute arises among the Contractor, separate contractors and GDOE as to the responsibility under their respective contracts for maintaining the premises and surrounding area free from waste materials and rubbish, GDOE may clean up allocate the cost among those responsible.

LXXII. Progress and Completion.

A. Time limits stated in this Agreement are of the essence of the Contract. By executing this Agreement the Contractor confirms that the time specified herein for performance of the work is a reasonable period for performing the work.

B. The Contractor shall not knowingly, except by agreement or instruction of the Owner in writing, prematurely commence operations on the site or elsewhere prior to the effective date of insurance required by this Agreement to be furnished by the Contractor and Owner. The date of commencement of the Work shall not be changed by the effective date of such insurance.

LXXIII. Schedule of Values. Where this Agreement is based on a stipulated sum

or Guaranteed Maximum Price, the Contractor shall submit to GDOE, before the first application for payment, a schedule of values allocating the entire price under this Agreement to the various portions of the Work and prepared in such form and supported by such data to substantiate its accuracy as GDOE may require. This schedule, unless objected to by GDOE, shall be used as a basis for reviewing the Contractor's applications for payment.

LXXIV. Applications for Payment. At least ten days before the date established for each progress payment, the Contractor shall submit to GDOE an itemized Application for Payment prepared in accordance with the schedule of values, if required, for completed portions of the Work. Such application shall be notarized, if required, and supported by such data substantiating the Contractor's right to payment as GDOE may require, such as copies of requisitions from Subcontractors and material suppliers. Each Application for Payment shall reflect retainage by GDOE of ten percent (10%) of the total amount of the Application. Such retainage shall be remitted to Contractor upon completion of the work as described in Section LXXVIII (E) herein, Substantial Completion.

A. Applications for Payment shall not include requests for payment for portions of the Work for which the Contractor does not intend to pay a Subcontractor or material supplier, unless such Work has been performed by others whom the Contractor intends to pay.

B. Unless otherwise provided in this Agreement, payments shall be made on account of materials and equipment delivered and suitably stored at the site for subsequent incorporation in the Work. If approved in advance by GDOE, payment may similarly be made for materials and equipment suitably stored off the site at a location agreed upon in writing. Payment for materials and equipment stored on or off the site shall be conditioned upon compliance by the Contractor with procedures satisfactory to GDOE to establish GDOE's title to such materials and equipment or otherwise protect GDOE's interest, and shall include the costs of applicable insurance, storage and transportation to the site for such materials and equipment stored off the site.

C. The Contractor warrants that title to all Work covered by an Application for Payment will pass to GDOE no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from GDOE shall, to the best of the Contractor's knowledge, information and belief, be free and clear of liens, claims, security interests or encumbrances in favor of the Contractor, Subcontractors, material suppliers, or other persons or entities making a claim by reason of having provided labor, materials and equipment relating to the Work.

LXXV. Certificates for Payment:

A. GDOE's Project Manager will, within seven days after receipt of the Contractor's Application for Payment, either issue to GDOE a Recommendation for Payment, with a copy to the Contractor, for such amount as the Project Manager determines is properly due, or notify the Contractor and GDOE in writing of the Project Manager's reasons for withholding

recommendation for payment in whole or in part.

B. The issuance of a Recommendation for Payment will constitute a representation by the Project Manager to GDOE, based on the Project Manager's evaluation of the Work and the data comprising the Application for Payment, that, to the best of the Project Manager's knowledge, information and belief, the Work has progressed to the point indicated and that the quality of the Work is in accordance with this Agreement. The foregoing representations are subject to an evaluation of the Work for conformance with the Agreement upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from this Agreement prior to completion and to specific qualifications expressed by the Project Manager.

LXXVI. Decisions to Withhold Recommendation for Payment.

A. If GDOE's Project Manager is unable to recommend payment in the amount of the Application, the Project Manager will notify the Contractor and GDOE. If the Contractor and the Project Manager cannot agree on a revised amount, the Project Manager will promptly issue a Recommendation for Payment for the amount for which the Project Manager is able to make such representations to GDOE. The Project Manager may also withhold a Recommendation for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Recommendation for Payment previously issued, to such extent as may be necessary in the Project Manager's opinion to protect GDOE from loss for which the Contractor is responsible, including loss resulting from acts and omissions because of

(1) defective Work not remedied;

(2) third party claims filed or reasonable evidence indicating probable filing of such claims unless security acceptable to GDOE is provided by the Contractor;

(3) failure of the Contractor to make payments properly to Subcontractors or for labor, materials or equipment;

(4) reasonable evidence that the Work cannot be completed for the unpaid balance of the price for the work;

(5) damage to GDOE or a separate contractor;

(6) reasonable evidence that the Work will not be completed within the time for performance of the work, and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay; or

(7) repeated failure to carry out the Work in accordance with this Agreement.

B. When the above reasons for withholding Recommendation are removed, Recommendation will be made for amounts previously withheld.

LXXVII. Progress Payments.

A. After the Project Manager has issued a Recommendation for Payment and such recommendation has been approved by GDOE, GDOE shall make payment in the manner and within the time provided in this Agreement, and shall so notify the Project Manager.

B. GDOE has the right to request written evidence from the Contractor that the Contractor has properly paid Subcontractors and material and equipment suppliers amounts paid by GDOE to the Contractor for subcontracted Work. If the Contractor fails to furnish such evidence within seven days, GDOE shall have the right to contact Subcontractors to ascertain whether they have been properly paid. Neither GDOE nor its Project Manager shall have an obligation to pay or to see to the payment of money to a Subcontractor, except as may otherwise be required by law.

C. A Recommendation for Payment, a progress payment, or partial or entire use or occupancy of the Project by GDOE shall not constitute acceptance of Work not in accordance with this Agreement.

LXXVIII. Substantial Completion.

A. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with this Agreement so that GDOE can occupy or utilize the Work for its intended use.

B. When the Contractor considers that the Work, or a portion thereof which GDOE agrees to accept separately, is substantially complete, the Contractor shall prepare and submit to GDOE and the Project Manager a comprehensive list of items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Contractor to complete all Work in accordance with this Agreement.

C. Upon receipt of the Contractor's list, the Project Manager will make an inspection to determine whether the Work or designated portion thereof is substantially complete. If the Project Manager's inspection discloses any item, whether or not included on the Contractor's list, which is not sufficiently complete in accordance with this Agreement so that GDOE can occupy or utilize the Work or designated portion thereof for its intended use, the Contractor shall, before issuance of the Certificate of Substantial Completion, complete or correct such item upon notification by the Project Manager. In such case, the Contractor shall then submit a request for another inspection by the Project Manager to determine Substantial Completion.

D. When the Work or designated portion thereof is substantially complete, the Project Manager will prepare a recommendation for the issuance of a Certificate of Substantial

Completion that shall establish the date of Substantial Completion.

E. The Certificate of Substantial Completion shall be submitted by GDOE to Contractor for their written acceptance of responsibilities assigned to them in such Certificate. Upon such acceptance and consent of surety, if any, GDOE shall make payment of retainage applying to such Work or designated portion thereof. Such payment shall be adjusted for Work that is incomplete or not in accordance with the requirements of this Agreement.

LXXIX. Final Completion and Final Payment.

A. Upon receipt of the Contractor's written notice that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, the Project Manager will promptly make such inspection and, when the Project Manager finds the Work acceptable under this Agreement and the work fully performed, the Project Manager will promptly issue a final Recommendation for Payment stating that to the best of the Project Manager's knowledge, information and belief, and on the basis of the Project Manager's on-site visits and inspections, the Work has been completed in accordance with terms and conditions of this Agreement.

B. Neither final payment nor any remaining retained percentage shall become due until the Contractor submits to GDOE (1) an affidavit that payrolls, bills for materials and equipment, and other indebtedness connected with the Work for which GDOE or GDOE's property might be responsible or encumbered (less amounts withheld by GDOE) have been paid or otherwise satisfied, (2) a certificate evidencing that insurance required by the Agreement to remain in force after final payment is currently in effect and will not be canceled or allowed to expire until at least 30 days' prior written notice has been given to the GDOE, (3) a written statement that the Contractor knows of no substantial reason that the insurance will not be renewable to cover the period required by this Agreement, (4) consent of surety, if any, to final payment and (5), if required by GDOE, other data establishing payment or satisfaction of obligations, such as receipts, releases and waivers of liens, claims, security interests or encumbrances arising out of this Agreement, to the extent and in such form as may be designated by GDOE. If a Subcontractor refuses to furnish a release or waiver required by GDOE, the Contractor may furnish a bond satisfactory to GDOE to indemnify GDOE against such lien. If such lien remains unsatisfied after payments are made, the Contractor shall refund to GDOE all money that GDOE may be compelled to pay in discharging such lien, including all costs and reasonable attorneys' fees.

LXXX. Protection of Persons and Property.

A. Safety Precautions and Programs. The Contractor shall be responsible for initiating, maintaining and supervising all safety precautions and programs in connection with the performance of the work.

B. Safety of Persons and Property.

(1) The Contractor shall take reasonable precautions for safety of, and shall provide reasonable protection to prevent damage, injury or loss to:

(a) employees on the Work and other persons who may be affected thereby;

(b) the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody or control of the Contractor or the Contractor's Subcontractors or Sub-subcontractors; and

(c) other property at the site or adjacent thereto, such as trees, shrubs, lawns, walks, pavements, roadways, structures and utilities not designated for removal, relocation or replacement in the course of construction.

(2) The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities bearing on safety of persons or property or their protection from damage, injury or loss.

(3) The Contractor shall erect and maintain, as required by existing conditions and performance of the Contract, reasonable safeguards for safety and protection, including erecting construction fencing, posting danger signs and other warnings against hazards, promulgating safety regulations, and notifying owners and users of adjacent sites and utilities.

(4) When use or storage of explosives or other hazardous materials or equipment or unusual methods are necessary for execution of the Work, the Contractor shall exercise utmost care and carry on such activities under supervision of properly qualified personnel.

(5) The Contractor shall promptly remedy damage and loss (other than damage or loss insured under property insurance required by this Agreement) to property caused in whole or in part by the Contractor, a Subcontractor, a Sub-subcontractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Contractor is responsible except damage or loss attributable to acts or omissions of GDOE or Project Manager or anyone directly or indirectly employed by either of them, or by anyone for whose acts either of them may be liable, and not attributable to the fault or negligence of the Contractor.

(6) The Contractor shall designate a responsible member of the Contractor's organization at the site whose duty shall be the prevention of accidents. This person shall be the Contractor's superintendent unless otherwise designated by the Contractor in writing to GDOE and Project Manager.

(7) The Contractor shall not permit any part of the construction or site to be loaded so as to cause damage or create an unsafe condition.

(8) Notice of Injury or Damage to Person or Property. If any person is

injured by the Work, written notice of such injury or damage, whether or not insured, shall be given to the Project Manager within a reasonable time not exceeding 21 days after discovery. The notice shall provide sufficient detail to enable the other party to investigate the matter.

C. Hazardous Materials.

(1) The Contractor is responsible for compliance with any requirements included in this Agreement regarding hazardous materials. If the Contractor encounters a hazardous material or substance not addressed in this Agreement and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and report the condition to GDOE and the Project Manager in writing.

(2) The Contractor shall indemnify GDOE for the cost and expense the Owner incurs (1) for remediation of a material or substance the Contractor brings to the site and negligently handles, or (2) where the Contractor fails to perform its obligations, except to the extent that the cost and expense are due to GDOE's fault or negligence.

D. Emergencies. In an emergency affecting safety of persons or property, the Contractor shall act, at the Contractor's discretion, to prevent threatened damage, injury or loss.

LXXXI. Insurance and Bonds.

A. Contractor's Liability Insurance.

(1) The Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in Guam the following insurance:

a. Commercial General Liability Insurance including coverage for bodily injury and property damage, contractual liability, products and completed operations, and if necessary, Broad Form Property Damage and Explosion, collapse, and Underground coverage. Coverage shall be extended for three years following issuance of a Certificate of Substantial Completion. Limits of liability shall be not less than One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) annual aggregate.

b. Property or Builders All Risk insurance providing coverage for all risks of direct physical loss or damage, including flood, earthquake, and windstorm, to raw materials, work in progress, components, and completed construction throughout the job site and at temporary storage and

prefabrication sites. The amount of coverage shall be not less than the total of the full replacement value of raw materials, components, work in process, and completed construction.

c. Commercial Automobile Liability insurance for all owned and non-owned vehicles used in connection with the Work under this Agreement in an amount not less than One Million Dollars ($1,000,000) combined single limit of liability.

d. Workers Compensation and Employer's Liability insurance as required by applicable statue or regulation.

e. Transportation Insurance as necessary providing All Risk, including War Risk, coverage for loss or damage to building materials and components from the point of shipment to the site of Work.

(2) Insurance coverage, whether written on an occurrence or claims-made basis, shall be maintained without interruption from the date of commencement of the Work until the date of final payment and termination of any coverage required to be maintained after final payment, and, with respect to the Contractor's completed operations coverage, until the expiration of the period for correction of Work or for such other period for maintenance of completed operations coverage as specified in this Agreement. All policies for coverage required by this Agreement shall contain an endorsement requiring insurers to provide GDOE with sixty days prior written notice of cancellation, non-renewal, or reduction of coverage or limits.

(3) Certificates of insurance acceptable to GDOE shall be filed with GDOE prior to commencement of the Work and thereafter upon renewal or replacement of each required policy of insurance. These certificates and the insurance policies required shall contain a provision that coverages afforded under the policies will not be canceled or allowed to expire until at least 30 days' prior written notice has been given to GDOE. An additional certificate evidencing continuation of liability coverage, including coverage for completed operations, shall be submitted with the final Application for Payment. Information concerning reduction of coverage on account of revised limits or claims paid under the General Aggregate, or both, shall be furnished by the Contractor to GDOE with reasonable promptness.

(4) The Contractor shall cause the commercial and automobile liability and property coverage required to include (1) GDOE and its Directors, officers, agents, and employees and GDOE's Project Manager as additional insureds for claims arising out of the Work or under this Agreement.

(5) Deductibles, if any, for any required insurance coverage shall be approved by GDOE.

LXXXII. Uncovering and Correction of Work.

A. Uncovering of Work.

(1) If a portion of the Work is covered contrary to GDOE or the Project Manager's request or to requirements specifically expressed in this Agreement, it must, if requested in writing by GDOE, be uncovered for examination by the Project Manager or other consultants or agents as GDOE may designate and be replaced at the Contractor's expense without change in the time for performance of the work.

B. Correction of Work.

(1) Before or After Substantial Completion. The Contractor shall promptly correct Work rejected by GDOE or failing to conform to the requirements of this Agreement, whether discovered before or after Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the services of the Project Manager or other consultants or agents as GDOE may designate and expenses made necessary thereby, shall be at the Contractor's expense.

(2) After Substantial Completion.

(a) If, within one year after the date of Substantial Completion of the Work or designated portion thereof or after the date for commencement of warranties or by terms of an applicable special warranty required by this Agreement, any of the Work is found to be not in accordance with the requirements of this Agreement, the Contractor shall correct it promptly after receipt of written notice from GDOE to do so unless GDOE has previously given the Contractor a written acceptance of such condition. GDOE shall give such notice promptly after discovery of the condition. If the Contractor fails to correct nonconforming Work within a reasonable time during that period after receipt of notice from GDOE, the Owner may correct it in accordance with this Section.

(3) The Contractor shall remove from the site portions of the Work that are not in accordance with the requirements of this Agreement and are neither corrected by the Contractor nor accepted by GDOE.

(4) The Contractor shall bear the cost of correcting destroyed or damaged construction, whether completed or partially completed, of GDOE or separate contractors caused by the Contractor's correction or removal of Work that is not in accordance with the requirements of this Agreement.

(5) Nothing contained in this Section shall be construed to establish a period of limitation with respect to other obligations the Contractor has under this Agreement.

Establishment of the one-year period for correction of Work relates only to the specific obligation of the Contractor to correct the Work, and has no relationship to the time within which the obligation to comply with this Agreement may be sought to be enforced, nor to the time within which proceedings may be commenced to establish the Contractor's liability with respect to the Contractor's obligations other than specifically to correct the Work.

C. Acceptance of Nonconforming Work. If GDOE prefers to accept Work that is not in accordance with the requirements of this Agreement, GDOE may do so instead of requiring its removal and correction, in which case the price for the work will be reduced as appropriate and equitable. Such adjustment shall be effected whether or not final payment has been made.

D. Tests and Inspections.

(1) Tests, inspections and approvals of portions of the Work shall be made as required by this Agreement and by applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of public authorities. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections and approvals with an independent testing laboratory or entity acceptable to GDOE, or with the appropriate public authority, and shall bear all related costs of tests, inspections and approvals. The Contractor shall give the Project Manager timely notice of when and where tests and inspections are to be made so that the Project Manager or other consultants or agents as GDOE may designate may be present for such procedures.

(2) If such procedures for testing, inspection or approval reveal failure of the portions of the Work to comply with requirements established by this Agreement, all costs made necessary by such failure including those of repeated procedures and compensation for the services of the Project Manager or other consultants or agents as GDOE may designate and expenses shall be at the Contractor's expense.

(3) Required certificates of testing, inspection or approval shall, unless otherwise required by this Agreement, be secured by the Contractor and promptly delivered to the Project Manager.

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IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year

appearing below their respective signatures.

CONTRACTOR:

JRN AIR CONDITIONING AND REFRIGERATION

By:_____
Its:_____

Date:_____

DEPARTMENT OF EDUCATION:

JON J.P. FERNANDEZ
Superintendent of Education

Date: 8/4/15

DEPARTMENT OF EDUCATION:

JAMES L.G. STAKE
Legal Counsel

Date: 8/4/15

CERTIFIED FUNDS AVAILABLE:

AMOUNT: $513,260.02
2015/1704

CERTIFYING OFFICER
Department of Education 125.045001.15.00025

Date: 8/3/15

DEPARTMENT OF EDUCATION:

CARMEN T. TAITANO
Supply Management Administrator

Date: 8.3.15

APPROVED AS TO FORM AND LEGALITY:

ATTORNEY GENERAL OF GUAM

ELIZABETH BARRETT-ANDERSON

Date: 8/20/15
DOE 15-0459

APPROVED:

GOVERNOR OF GUAM

EDWARD J.B. CALVO

Date: AUG 28 2015

OFFICE OF THE ATTORNEY GENERAL OF GUAM
RECEIVED
Civil / Solicitor
AUG - 4 2015
2390

AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN

GUAM DEPARTMENT OF EDUCATION

AND

JRN AIR CONDITIONING AND REFRIGERATION, INC.

FOR SERVICES PURSUANT TO GDOE IFB 022-2015

EXHIBIT 1

GDOE IFB 022-2015, including its Plans and Specifications and Amendments Thereto (on CD)

(Referenced on page 2 of 36, Section I. Statement of Services to be Performed)

Verbatim
12x CD-RW
Rewritable
Réenregistrable
Regrabable
700
12x
80
SERL

AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN

GUAM DEPARTMENT OF EDUCATION

AND

JRN AIR CONDITIONING AND REFRIGERATION, INC.

FOR SERVICES PURSUANT TO GDOE IFB 022-2015

EXHIBIT 2

Contractor's Bid

(Referenced on page 2 of 36, Section I. Statement of Services to be Performed)

BID FORM

	Description	Unit		COST
1.	New Construction, Marcial Sablan Elementary School	Lump Sum	$	147,318.71
2.	New Construction, J.Q. San Miguel Elementary School	Lump Sum	$	147,318.71
3.	New Construction, Lyndon B. Johnson Elem. School With Demolition	Lump Sum	$	158,490.94
4.	Renovation, Finegayan Elementary School	Lump Sum	$	60,131.66
		Grand Total:	$	513,260.02

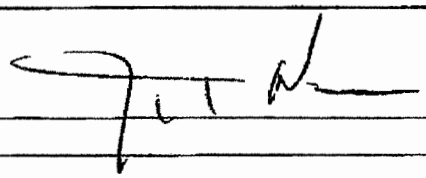
☐ **CHECK BOX IF YOU ARE CLAIMING STATUS AS A SERVICE-DISABLED VETERAN OWNED BUSINESS UNDER 5 G.C.A. § 5012.**

BIDDER REPRESENTATIONS

By signing below, I represent that I am an authorized representative of

JRN Air Conditioning & Refrigeration, Inc.
PRINT COMPANY NAME

and that by submission of this bid the company is making an offer to perform the work described in GDOE IFB 022-2015 for the price stated above. I also confirm that the bid price shall remain firm and irrevocable for ninety (90) days from the opening of this bid.

Name of Bidder (Company Name):	JRN Air Conditioning & Refrigeration, Inc.		
Signature of Authorized Representative:		**Date:**	30 June 2015
Printed Name of Authorized Representative:	Julisis R. Nucum	**Title:**	President

Doc. No. 34GL-17-0777.

AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN

GUAM DEPARTMENT OF EDUCATION

AND

JRN AIR CONDITIONING AND REFRIGERATION, INC.

FOR SERVICES PURSUANT TO GDOE IFB 022-2015

EXHIBIT 3

Performance Bond Form

(Referenced on page 11 of 36, Section XXXIII. Contract Performance and Payment Bonds)

GOVERNMENT OF GUAM
DEPARTMENT OF EDUCATION

PERFORMANCE BOND

BOND NO. BND102457-A-01

KNOW ALL MEN BY THESE PRESENTS that (here insert full name and address or legal title of Contractor) JRN AIR-CONDITIONING AND REFRIGERATION, INC. as Principal, hereafter called Contractor, and (Bonding Company), PACIFIC INDEMNITY INSURANCE COMPANY, a corporation duly organized under the laws of the Territory of Guam as Surety, hereinafter called Surety, are held firmly bound unto the Territory of Guam as Obligee, in the amount of (Full Amount) Dollars ($ 513,260.02), for payment of whereof Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

WHEREAS, the Contractor has by written agreement dated _____, 20_____, entered into a contract with the Territory of Guam for (describe project and insert project number) GDOE IFB 022-2015 (in accordance with drawings and specifications prepared by (here insert full name and address or legal title of architect) which contract is by reference made a part hereof, and is hereinafter referred to as the Contractor.

NOW, THEREFORE, THE CONDITION OF THIS OBLIGATION is such that, if Contractor shall promptly and faithfully perform said Contract then the obligation shall be null and void; otherwise it shall remain in full force and effect. The Surety hereby waives notice of any alteration or extension provided the same is within the scope of the contract. Whenever Contractor shall be and is declared by the Territory of Guam to be in default under the Contract, the Territory of Guam having performed territorial obligations thereunder, the Surety may promptly remedy the default or shall promptly:

1. Complete the Contract in accordance with its terms and conditions; or

2. Obtain a bid or bids for completing the Contract in accordance with its terms and conditions, and upon determination by the Territory of Guam and the Surety jointly of the lowest responsive, responsible bidder, arrange for a contract between such bidder and the Territory of Guam, and make available as work progresses (even though there should be a default or a succession of defaults under the contract or contracts of completion arranged under this paragraph) sufficient funds to pay the cost of completion less the balance of the contract price; but not exceeding, including other cost and damages for which the Surety may be liable hereunder, the amount set forth in the first paragraph hereof. The term "balance of the contract price," as use in this paragraph shall mean the total amount payable by the Territory of Guam to Contractor under the Contract and any amendments thereto, less the amount properly paid by the Territory of Guam to Contractor. No right of action shall accrue on this bond to or for the use of any person or corporation other than the Territory of Guam or successors of the Territory of Guam.

Signed and sealed this 24TH day of JULY, 20 15

JRN AIR-CONDITIONING AND REFRIGERATION, INC.
(PRINCIPAL) (SEAL)

(TITLE)

PACIFIC INDEMNITY INSURANCE COMPANY
(BONDING COMPANY)
BY:
(ATTORNEY-IN FACT) ADAM T. BARON

(WITNESS)

(WITNESS)

(TITLE)

GDOE Procurement Form 003
Government Standard Form PB-1

Countersigned: ADAM T. BARON
CASSIDY'S ASSOCIATED INSURERS, INC. RESIDENT GENERAL AGENT

AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN

GUAM DEPARTMENT OF EDUCATION

AND

JRN AIR CONDITIONING AND REFRIGERATION, INC.

FOR SERVICES PURSUANT TO GDOE IFB 022-2015

EXHIBIT 4

Labor and Material Payment Bond

(Referenced on page 11 of 36, Section XXXIII. Contract Performance and Payment Bonds)

* JRN AIR-CONDITIONING AND REFRIGERATION, INC.
** PACIFIC INDEMNITY INSURANCE COMPANY
*** GDOE IFB 022-2015

GOVERNMENT OF GUAM
DEPARTMENT OF EDUCATION

LABOR AND MATERIAL PAYMENT BOND
Bond No. BND102457-A-01

KNOW ALL MEN BY THESE PRESENTS that*(here insert full name and address or legal title of Contractor) as Principal, hereinafter called Principal, and**(Bonding Company), a corporation duly organized under the laws of the Territory of Guam, as Surety, hereinafter called Surety, are held and firmly bound unto the Territory of Guam as Obligee, hereinafter called Territory, for the use and benefit of claimants as herein below defined, in the amount of (Full Amount) Dollars ($ 513,260.02) for the payment whereof Principal and Surety bind themselves, their heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

WHEREAS, Principal has by written agreement dated _____ 20_____, entered into a contract with the Territory for***(describe project and insert project number) in accordance with drawings and specifications prepared by (here insert full name and address or legal title of Architect) which contract is by reference made a part hereof, and is hereinafter referred to as the Contract.

NOW, THEREFORE, THE CONDITION OF THIS OBLIGATION is such that, if Principal shall promptly make payment to all claimants as hereinafter defined, for all labor and material used or reasonably required for use in the performance of the Contract, then this obligation shall be void; otherwise it shall remain in full force and effect, subject, however, to the following conditions:

1. A claimant is defined as one having a direct contract with the Principal or with a subcontractor of the Principal for labor, material, or both, used or reasonably required for use in the performance of the Contract, labor and material being construed to include that part of water, gas, power, light, heat, oil, gasoline, telephone service, or rental of equipment directly applicable to the Contract.
2. The above named Principal and Surety hereby jointly and severally agree with the Territory that every claimant as herein defined, who has not been paid in full before the expiration of a period of ninety (90) days after the date on which the last of such claimant's work or labor was done or performed, or materials were furnished by such claimant, may sue on this bond for use of such claimant, prosecute the suit to final judgment for such sum or sums as may be justly due claimant, and have execution thereon. The Department shall not be liable for the payment of any costs or expenses of any such suit.
3. No suit action shall be commenced hereunder by any claimant:
   a) Unless claimant other than having a direct contract with the Principal, shall have given written notice to any two of the following: the Principal, the Territory, or the Surety above named, within ninety (90) days after such claimant did or performed the last of the work or labor, or furnished the last of the materials for which said claim is made, stating with substantial accuracy the amount claimed and the name of the party to whom the materials were furnished, or for whom the work or labor was done or performed. Such notice shall be personally served or served by mailing the same by registered mail or certified mail, postage prepaid, in an envelope addressed to the Principal at any place the Principal maintains an office or conducts its business.
   b) After expiration of one (1) year following the date on which the last of the labor was performed or material was supplied by the party bringing suit.
   c) Other than in a court of competent jurisdiction for the county or district in which the construction contract was to be performed.
4. The amount of this bond shall be reduced by and to the extent of any payment or payments made in good faith hereunder, inclusive of the payment by Surety of mechanics liens which may be filed of record against said improvement, whether or not claim for the amount of such lien be presented under and against this bond.

Signed and sealed this 24TH day of JULY, 20 15

JRN AIR-CONDITIONING AND REFRIGERATION, INC.

_____ (SEAL)
(PRINCIPAL)

_____
(WITNESS)

_____
(TITLE)

PACIFIC INDEMNITY INSURANCE COMPANY
(BONDING COMPANY)

ADAM T. BARON, ATTORNEY-IN-FACT
(MAJOR OFFICER OF SURETY)

_____
(TITLE)

BY: _____
(ATTORNEY-IN FACT)

Countersigned: ADAM T. BARON
CASSIDY'S ASSOCIATED INSURERS, INC. RESIDENT GENERAL AGENT

GDOE Procurement Form 005

All other terms of the Agreement remain unchanged

CONTRACTOR:

JRN AIR CONDITIONING AND REFRIGERATION

By: _____
Its: _____

Date: 8-10-15

DEPARTMENT OF EDUCATION:

JON J.C. FERNANDEZ
Superintendent of Education

Date: 8/11/15

DEPARTMENT OF EDUCATION:

JAMES L.G. STAKE
Legal Counsel

Date: 8/10/15

CERTIFIED FUNDS AVAILABLE:

AMOUNT: $513,260.02
(20151704 125.045001.00025)

CERTIFYING OFFICER
Department of Education

Date: 8/10/15

DEPARTMENT OF EDUCATION:

CARMEN T. TAITANO
Supply Management Administrator

Date: 8.10.15

APPROVED AS TO FORM AND LEGALITY:

ATTORNEY GENERAL OF GUAM

ELIZABETH BARRETT-ANDERSON

Date: 8/20/15

APPROVED:

GOVERNOR OF GUAM

EDWARD J.B. CALVO

Date: AUG 28 2015

OFFICE OF THE ATTORNEY GENERAL OF GUAM
RECEIVED
Civil / Solicitor
AUG 10:04

(3) Appeals to the Office of Public Accountability. The GDOE Superintendent, or his designee's decision shall be final and conclusive, unless fraudulent or unless the Contractor appeals the decision administratively to the Public Auditor in accordance with 5 GCA § 5706.

(4) Disputes – Money Owed To or By the Government of Guam. This subsection applies to appeals of the government of Guam's decision on a dispute. For money owed by or to the government of under this contract, the Contractor shall appeal the decision in accordance with the "Government Claims Act", 5 GCA § 6101 etc. seq., by initially filing a claim with the Office of the Attorney General no later than eighteen months after the decision is rendered by the government of Guam or from the date when a decision should have been rendered. For all other claims by or against the government of Guam arising under this contract, the Office of the Public Auditor has jurisdiction over the appeal from the decision of the government of Guam. Appeals to the Office of the Public Auditor must be made within sixty days of government of Guam's decision or from the date the decision should have been made.

(5) Exhaustion of Administrative Remedies. The Contractor shall exhaust all administrative remedies before filing an action in the Superior Court of Guam in accordance with applicable laws.

(6) Performance of Contract Pending Final Resolution by the Court. The Contractor shall comply with the government of Guam's decision and proceed diligently with performance of this contract pending final resolution by the Superior Court of Guam of any controversy arising under, or by virtue of, this contract, except where the Contractor claims a material breach of this contract by GDOE. However, if the GDOE Superintendent determines in writing that continuation of services under this contract is essential to the public's health or safety, then the Contractor shall proceed diligently with performance of the contract notwithstanding any claim of material breach GDOE.

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FIRST AMENDMENT TO AGREEMENT FOR CONSTRUCTION SERVICES BETWEEN GUAM DEPARTMENT OF EDUCATION AND JRN AIR CONDITIONING AND REFRIGERATION, INC. FOR SERVICES PURSUANT TO GDOE IFB 022-2015

This Amendment is made by and between the Guam Department of Education, an agency of the Government of Guam, whose mailing address is 500 Mariner Avenue, Barrigada, Guam (hereinafter called "GDOE") and **JRN Air Conditioning and Refrigeration, Inc.** (hereinafter called "Contractor") whose address is **P.O. Box 27070, GMF, Guam 96921**. GDOE and the Contractor may be collectively referred to herein as the "Parties."

WHEREAS, GDOE and Contractor intended to enter into an Agreement under which GDOE engaged Contractor for the Design Build of New Classroom for Marcial Sablan, J.Q. San Miguel, LBJ Elementary Schools, and Renovation at Finegayan Elementary School for DOE's Pre-K Program, GDOE IFB 022-2015.

WHEREAS, Section XXXI of the Agreement provides for amendments or modifications to be effective only if it is in writing and signed by both parties.

THEREFORE, the Parties hereby amend the Agreement as follows:

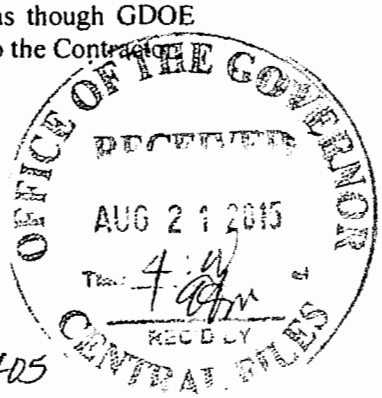
Section XXVII. Disputes (page 10 of 36) of the contract is hereby amended by adding the following language:

MANDATORY DISPUTES RESOLUTION CLAUSE:

In the event of a conflict between this "Mandatory Disputes Resolution Clause" and any other terms in this contract, it is the intent of GDOE and the Contractor that the terms of this clause are to be given precedence.

(1) Disputes- Contractual Controversies. GDOE and the Contractor agree to attempt resolution of all controversies which arise under, or are by virtue of, this contract through mutual agreement. If the controversy is not resolved by mutual agreement, then the Contractor shall request the GDOE Superintendent, or his designee, in writing to issue a final decision within sixty days after receipt of the written request in keeping with 5 GCA § 5427 (c). The GDOE Superintendent or his designee shall immediately furnish a copy of the decision to the Contractor, by certified mail with a return receipt requested, or by any other method that provides evidence of receipt.

(2) Absence of a Written Decision within Sixty Days. If the GDOE Superintendent, or his designee does not issue a written decision within sixty days after written request for a final decision, or within such longer period as may be agreed upon by the parties, then the Contractor may proceed as though GDOE Superintendent, or their designee had issued a decision adverse to the Contractor.



GDOE15-3405

Purchase Order

Fiscal Year 2016 Page 1 of 1

IMPORTANT
PURCHASE ORDER NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, AND CORRESPONDENT.

Purchase Order # 20160028-00

BILL TO

BUSINESS OFFICE
DEPARTMENT OF EDUCATION
GOVERNMENT OF GUAM
500 Mariner Avenue
Barrigada, Guam 96913-1608

Delivery must be made within doors of specified destination.

VENDOR

DETRY CORPORATION
P.O. BOX 12039
TAMUNING GU 96931

SHIP TO

CURRICULUM & INSTRUCTION
500 MARINER AVENUE
TIYAN
BARRIGADA GU 969131608

Vendor Phone Number	Vendor Fax Number	Requisition Number	Delivery Reference
671-646-5946	671-646-9590	20160084	

Date Ordered	Vendor Number	Date Required	Freight Method/Terms	Department/Location
10/15/2015	10038			CURRICULUM & INSTRUCTION

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	HANDWASH STATIONS (RENTAL)				
	The Above Purchase Order Number Must Appear On All Correspondence - Packing Sheets And Bills Of Lading				
	INSTRUCTION TO VENDOR: 1. DO NOT OVERSHIP OR SUBSTITUTE WITHOUT PRIOR PURCHASING DEPT. APPROVAL. 2. SEND ALL INVOICES, CERTIFIED ORIGINAL, AND ONE (1) COPY ONLY, TO BUSINESS OFFICE, GDOE 500 MARINER AVENUE, BARRIGADA GU, 96913				
1	BLANKET PURCHASE ORDER FOR TO COVER THE COST THE BLUE COLOR PORTABLE HANDWASH STATIONS FOR THE PRE-KINDER THE FOLLOWING SCHOOLS. 1. FINEGAYAN ELEMENTARY SCHOOL. 2. JQ SAN MIGUEL ELEMENTARY SCHOOL. 3. MARCIAL ELEMENTARY SCHOOL. *ADDITIONAL CLEANING PER UNIT $45.00 PER SERVICE* NOTE: PORATABLE HANDWASH INCLUDES PAPER TOWEL AND HANDSOAP. 3EA PORTABLE HANDWASH STATION WITH ONCE A WEEK CLEANING (28 DAYS) GRACE PERIOD X 3 MONTHS @ $528.00 C OMMENCEMENT SHALL BE UPON RECEIPT OF P URCHASE ORDER AND EXPIRES SEPTEMBER 30, 2 016 OR UPON EXHAUSTION OF FUNDS, WHICH- E VER OCCURS FIRST. - I LLUSTRATIVE LIST INCLUDES BUT NOT LIMITED TO LIST PROVIDED. - - NOTE TO VENDOR: THE GOVERNMENT WILL NOT BE RESPONSIBLE FOR ANY UNAUTHORIZED PURCHASES UNDER THIS PURCHASE ORDER. - EXPENDITURES IN EXCESS OF THE PURCHASE ORDER AMOUNT OR CHANGES MADE AFTER THE EXPIRATION DATE WILL NOT BE HONORED. ***** GL SUMMARY ***** ***125.20.000.023022.15.2600.12.00025***	1.0	LOT	$5,000.000	$5,000.00 ***5,000.00***

DEPARTMENT COPY

Doc. No. 34GL-17-0777.

PO Total $5,000.00

Guam Department of Education

THIS PURCHASE ORDER IS SUBJECT TO THE FOLLOWING TERMS AND CONDITIONS:

1. Acknowledgement of this Purchase Order (the "PO") must be transmitted to Guam Department of Education (GDOE) either by fax or by return e-mail, advising of the shipping date.

2. No variation in any of the terms and conditions, deliveries, prices, quality or specification, of this PO, irrespective of the wording of the seller's acceptance, will be effective without buyer's written consent.

3. Packing list must accompany each shipment, showing our PO number, description and part/serial number for each item.

4. Shipments must be identified as "PARTIAL" or "COMPLETE". On POs that cannot be shipped "COMPLETE" within 10 days, GDOE will need written notification as to the shipping date. If shipper is unable or refuses to deliver within the terms, GDOE may terminate this PO in whole or in part.

5. Materials are subject to inspection and approval within reasonable time after delivery; if specifications are not met, material shall be returned at seller's expense.

6. In connection to any prompt payment discount offered, time will be computed from date of delivery and acceptance at destination, or from the date the correct invoice or voucher is received in the office specified by the Government of Guam, if the latter is later than date of delivery and acceptance. Payment is deemed to be made, for the purpose of earning discount, on the date of mailing the check.

7. Over shipments, unless written authorization is given, will not be accepted and will be the responsibility of the seller to retrieve.

8. This PO, if issued in connection with a bid award and/or contract, shall be governed by the Terms and Conditions of the specified award and/or contract if in conflict with these Terms and Conditions.

9. All invoices should be itemized in accordance with the numerical sequence of our PO listing.

10. Schedule for delivery: Successful bidder shall notify the GDOE's warehouse at (671) 475-0634/5 and the alternate delivery location at least twenty-four (24) hours before delivery of any item under this PO.

Facsimile Transmission

Date: Tuesday, August 18, 2015
Pages: 1 (including this page)

FROM:	DETRY CORPORATION	TO:	DEPT. OF EDUCATION, GOV'T OF GUAM
DEPT.:	Accounting	ATTN.:	Ms. Carmen Taitano
POC:	Nobuko Miranda		
TEL:	(671) 646-4987	TEL:	300-1585
FAX:	(671) 646-9590	FAX:	472-5001

RE.: Price Quotation for Two (2) Hand-Wash Stations Rental

Two (2) Hand-Wash Stations rental at Inarajan Middle School from 08/18/15 to 08/21/15 for four (4) days:

Daily Rental (units service once a day): (2 Units @ $50.00) @ 4 days = $400.00

Note: Water capacity is only 25 gallons & 30 gallons. Units located at one at Cafeteria and another one at Main Office.

Thank you very much for your inquiry.

08/18/15
Nobuko Miranda

REVISED due to Mr. Chris Anderson requested daily cleaning service and reduce number of units.

PURCHASE ORDER

20151877-00 FY 2015

BILL TO

ACCOUNTS PAYABLE
500 MARINER AVENUE
TIYAN
BARRIGADA , GU 96913-1608

VENDOR

DETRY CORPORATION

P.O. BOX 12039

TAMUNING, GU 96931

Tel# 671-646-5946
Fax# 671-646-9590

SHIP TO

SUPPLY MANAGEMENT OFFICE
500 MARINER AVENUE
TIYAN
BARRIGADA, GU
96913-1608

Requisition
20152864

Delivery Reference
INARAJAN MIDDLE SCHOOL

DATE ORDERED	VENDOR NUMBER	DATE REQUIRED	FREIGHT METHOD/TERMS	DEPARTMENT/LOCATION
08/19/15	010038			SUPPLY MANAGEMENT

POST-IT NOTES

DOE-15 DOEPR 3.11.5 SMALL PURCHASES OF $500.00 OR LESS, "ALL LATE DELIVERIES AND ACCEPTANCE ARE SUBJECT TO LIQUIDATED DAMAGES".

LN	DESCRIPTION	QTY	UOM	UNIT PRICE	NET PRICE
001	TWO (2) HAND-WASH STATIONS RENTAL AT INARAJAN MIDDLE SCHOOL FROM 08/18/15 TO 08/21/15 FOR FOUR (4) DAYS: DAILY RENTAL (UNITS SERVICE ONCE A DAY)(2 UNITS @50. 00)@ 4 DAYS=$400.00 NOTE: WATER CAPACITY IS ONLY 25	1.00	UNIT	400.000	400.00

PO TOTAL 400.00

** END OF REPORT - Generated by TAMARA S. FLORI

Professional Development and Teacher Effectiveness

Professional Development and Teacher Effectiveness	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Identify effectiveness of teachers' professional development 2. Assess the effectiveness of teacher collaboration and teamwork to improve instruction	**Degree of fidelity of application of methods from professional development** → u) Pilot Pre-Kindergarten Program Professional Development Schedule and District-wide Training on Early Education v) Contract with the University of Guam for the Conduct of Professional Development for Pre-Kindergarten Teachers, such as: Ages & Stages Assessment for Families Training conducted by UOG-CEDDERS and Training on IEP Process and Working with Children with Social/Emotional Needs Assessment for Early Childhood Education video was presented at the Lagu Kindergarten Professional Development day on Tuesday, October 6, 2015. (Found in Oct 2015 Progress Report) ECE Curriculum Development Training – Oct 2-14, 2015. ECE Professional Development Training-Oct 10 – Nov 14, 201 As of November 2015 Early Childhood Education Training Series was completed with approximately forty-six (46) ECE teachers University of Guam (UOG) trained Pre-K teachers on "Food Friends and Mighty Moves" Program in October 2015 In June 2016, three of the pilot Pre-K teachers	More than Adequate

	attended off-island training at the 2016 National Association for the Education of Young Children Professional Development Institute Training in the Use of the Guam Early Learning Guidelines Monthly collaborative meetings with pre-K teachers were held, see 2(f) above **Fidelity of Implementation** check through Classroom Observations, see 2(q) above Classroom Observation – Finegayan Elementary School Classroom Observation – JQ San Miguel Elementary School Classroom Observation – LBJ Elementary School Classroom Observation – Marcial Sablan E. S.	

PILOT PREKINDERGARTEN PROGRAM
SY2016-2017 MEETING & TRAINING DATES

Date	Meeting/Training	Time/Location
Monday – Thursday, August 15-17, 2016	Professional Development Days #1, #2, & #3	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, September 13, 2016	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, October 11, 2016	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Monday, October 24, 2016	Professional Development Day #4	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, November 15, 2016	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, December 13, 2016	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, January 10, 2017	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, January 17, 2017	Professional Development Day #5	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, February 14, 2017	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, March 14, 2017	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Monday, March 20, 2017	Professional Development #6	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, April 4, 2017	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday, May 9, 2017	Pilot Prekindergarten Mtg.	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room
Tuesday-Wednesday, May 30-31,2017	Professional Development #7	2:30 p.m. – 4:30 p.m. Location: ES&CL Conference Room

"A small group of thoughtful people could change the world.
Indeed, it's the only thing that ever has."
Margaret Mead

PILOT PREKINDERGARTEN SCHOOL PROGRAM

SY2016-2017 MEETING DATES

Date	Meeting/Training	Time/Location
Thursday, September 15, 2016	Pilot Prekindergarten School Administrators Mtg.	1:00 p.m. – 3:00 p.m. Location: ES&CL Conference Room
Thursday, November 17, 2016	Pilot Prekindergarten School Administrators Mtg.	1:00 p.m. – 3:00 p.m. Location: ES&CL Conference Room
Thursday, January 12, 2017	Pilot Prekindergarten School Administrators Mtg.	1:00 p.m. – 3:00 p.m. Location: ES&CL Conference Room
Thursday, March 16, 2017	Pilot Prekindergarten School Administrators Mtg.	1:00 p.m. – 3:00 p.m. Location: ES&CL Conference Room
Thursday, May 11, 2017	Pilot Prekindergarten School Administrators Mtg.	1:00 p.m. – 3:00 p.m. Location: ES&CL Conference Room

"A small group of thoughtful people could change the world.

Indeed, it's the only thing that ever has."

Margaret Mead

Date	Day/s	Event
August 12, 2016	Friday	PreKindergarten Teacher Orientation

PILOT PREKINDERGARTEN PROGRAM
PROFESSIONAL DEVELOPMENT SCHEDULE
SY2016-2017

Date	Day/s	Event
August 15, 2016	Monday	Professional Development No. 1: Title: Developmentally Appropriate Practices for Young Children
August 16, 2016	Tuesday	Professional Development No. 2: Title: Social & Emotional Development
August 17, 2016	Wednesday	Professional Development No. 3: Title: Curriculum Framework for Preschool Program
August 30, 2016	Tuesday	Training Session: Food, Friends & Mighty Moves
October 24, 2016	Monday	Professional Development No. 4: Title: Language and Literacy for Young Children
January 17, 2017	Tuesday	Professional Development No. 5: Title: Working with Young Children in the use of Technology
March 20, 2017	Monday	Professional Development No. 6: Title: Working with Young Children with Diverse Needs
May 30, 2017	Tuesday	Professional Development No. 7: Title: Program Evaluation in the Preschool Environment
May 31, 2017	Wednesday	Professional Development No. 8: Title: Transition to School Readiness

Upcoming District-wide Training
SY2016.2017

Title of Institute/Training	**Date/Location**
2016 PreKindergarten Summer Institute	TBA
2016 Early Childhood Education Professional Development Series	

1st – 06/12/15
2nd – 06/18/15
3rd – 08/06/15
4th – 08/20/15

RECEIVED
AUG 21 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL – PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION (REQ #20150359)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review: 8/21/15 Approved:_____

END USER: ERSanchez / Eloisi R. Sanchez Funding Source:_____

Term/Renewals at Section: Section II, page 2 [✓] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [✓] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [✓] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS: [signature]

[✓] Approved [ ] Disapproved Date: 8/21/15

Comments: FPD not listed as Signatory for Grants

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY: [signature]

[✓] Approved [ ] Disapproved Date: 08/26/2015

Comments: TPFA APPROVAL.

DEPUTY, FINANCE & ADMIN SERVICES: [signature]

[ ] Approved [ ] Disapproved Date: 8/26/15

Comments:_____

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 10, Section XXI. Liability removed.

1st – 06/12/15
2nd – 06/18/15
3rd – 08/06/15

RECEIVED
AUG 12 2015
DOE FINANCIAL SERVICES

RECEIVED
AUG 07 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION (REQ #20150359)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review:_____ Approved:_____

END USER:_____ Funding Source:_____

Term/Renewals at Section: Section II, page 2 [ ] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [ ] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [ ] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS: AUG 11 2015

[X] Approved [ ] Disapproved Date:

Comments: FPD not included as signatory in FPA

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY:

[X] Approved [ ] Disapproved Date: 8/11/15

Comments: FY14 CG fund Contract end date can be Dec 2016 see note

DEPUTY, FINANCE & ADMIN SERVICES:

[✓] Approved [ ] Disapproved Date: 8/13/15

Comments:

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 2, Paragraph II.A. "September 30, 2016" changed to "December 20, 2015".

15 or 16?

15-0564

Contract Version – August 28, 2015

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION

THIS AGREEMENT is entered into by and between the **GUAM DEPARTMENT OF EDUCATION** ("GDOE"), an agency of the government of Guam, whose address is 500 Mariner Avenue, Barrigada, Guam 96913 and the **UNIVERSITY OF GUAM ("UOG" or "Contractor")**, whose address is **UOG Station, Mangilao, Guam 96923** (collectively referred to as "Parties").

WHEREAS, the U.S. Department of Education ("USDOE") approved the GDOE FY'14 Title V Part A Consolidated Grant for the Ready to Learn Program.

WHEREAS, the grant authorizes GDOE to obtain consulting services for the professional development for educators of Early Childhood Education, **Exhibit 1**, Program Narratives and Budget Narratives.

WHEREAS, GDOE's Grant applications were approved by the U.S. Department of Education, as evidenced by the Grant Award Notification attached herewith as **Exhibit 2**.

WHEREAS, because GDOE and UOG are both agencies of the Government of Guam pursuant to the May 22, 2007 Memorandum from the Guam Office of the Attorney General (a copy of which is included herein as **Exhibit 3**) the acquisition of professional services from UOG is not subject to the procurement process described within the Guam Procurement Law at 5 GCA Chapter 5.

WHEREAS, GDOE and UOG have determined that Contractor is available to perform the services described in the Grant as evidenced by Contractor's proposal attached herewith as **Exhibit 4**.

WHEREAS, by submitting its Proposal, UOG warrants and represents that it possesses the necessary knowledge, resources and experience to perform the work and services herein described professionally, skillfully and diligently.

WHEREAS, GDOE desires to retain UOG for specific services on the terms and conditions set forth in this Agreement and UOG has agreed to accept such terms and conditions.

WITNESSETH, in consideration of the mutual covenants hereinafter set forth, the Parties agree as follows:

I. Statement of Services to be Performed.

A. Scope of Work. The Contractor shall provide the services described in its proposal attached herewith as **Exhibit 4**. GDOE and Contractor, by written agreement, may reschedule expected performance dates for services described in Contractor's proposal.

ATTORNEY

SEP 10 2015

1152

Contractor shall provide status reports on the services performed as required under this Agreement or more frequently as requested by GDOE.

B. Contractor Provisions of Resources. Contractor agrees to furnish all qualified personnel, facilities, tools, equipment, materials and transportation to perform the services and work provided for in this Agreement. Contractor represents that it and its employees possess the professional and technical expertise necessary to perform the services called for in this Agreement in a competent, professional manner, in line with the services of a typical Contractor engaged in the same and similar field as Contractor herein. GDOE may, in its sole discretion and based upon availability, provide staff assistance to Contractor in furtherance of this Agreement. The Contractor shall insure that its employees engaged in work hereunder are informed of all relevant provisions of this Agreement.

C. Other Work. GDOE acknowledges and agrees that Contractor may provide services to other clients, persons or companies apart from the services performed in this Agreement, as long as the performance of such other services does not in any way conflict with or hinder the performance of services herein. In the event GDOE discovers or determines that the Contractor is providing services to a third party which conflicts with or hinders the performance of services under this Agreement, Contractor must immediately cease performing those third party services upon being provided written notice by GDOE and GDOE may invoke any further available remedies under the terms of this Agreement.

D. Location of Services. Contractor may perform the services under this Agreement at any suitable location as approved by GDOE.

II. Term of Agreement.

A. This Agreement shall be effective upon its full execution by all necessary parties until **December 20, 2015**.

B. This Agreement will be cancelled if funds are not appropriated or otherwise made available to support continuation after this fiscal year. GDOE shall provide timely notice if funds are not available for continuation of contract beyond the fiscal year. In the event of cancellation due to unavailability of funds, Contractor will be reimbursed unamortized, reasonably incurred, non-recurring costs.

III. Compensation.

A. Compensation. Compensation for Services: Contractor shall receive compensation from the GDOE for the Services described in **Exhibit 4** to this Agreement and in an amount not to exceed **Twenty-Three Thousand Eight Hundred Sixty-Nine Dollars ($23,869.00)**. Payment shall be made upon the completion of each activity described in **Exhibit 4** and approval by GDOE of each invoice submitted by Contractor.

B. Expenses. Contractor shall be solely responsible for all expenses incurred in the performance of services under this Agreement unless otherwise expressly provided for herein.

C. No Compensation Prior to Approval of Agreement. GDOE shall not be liable to Contractor for any services performed by Contractor prior to full execution of this Agreement by all parties, and Contractor expressly waives any and all claims for services performed in expectation of this Agreement prior to its full execution.

D. Final Payment. Final payment shall be made upon satisfactory performance of all services required to be performed by Contractor under this Agreement. An invoice for the final payment shall be provided to GDOE within thirty (30) days of the conclusion of all services being provided. Prior to the final payment due Contractor, and as a condition precedent thereto, Contractor shall execute and deliver to GDOE a release in form approved by GDOE of claims against GDOE arising under this Agreement. Contractor expressly waives the provision of Section 82602 of Title 18, Guam Code Annotated, which states:

> *A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor.*

E. Payment. All rates and prices and payments to the Contractor shall be in the currency of the United States.

IV. Early Termination.

A. By GDOE. GDOE reserves the right to cancel or terminate this Agreement prior to its completion for reasons including, but not limited to, the following:

(i) Termination without Cause: GDOE may terminate this Agreement, without cause, upon the delivery of written notice to the Contractor at least thirty (30) days prior to the intended date of termination;

(ii) Termination in the Best Interest of the Government of Guam: GDOE may terminate this Agreement based upon a determination that such termination is in the best interests of the Government of Guam by delivering a written notice of such termination to the Contractor and the effective date of such termination. Circumstances for termination under this clause include but are not limited to Contractor's successful completion of services under this Agreement to the satisfaction of GDOE.

(iii) Termination for Cause/Default: If the Contractor refuses or fails to perform any of the provisions of this Agreement with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the Agreement provisions, or commits any other substantial breach of this contract, the GDOE procurement officer may notify the Contractor in writing of the delay or non-performance and if

not cured in ten days or any longer time specified in writing by the procurement officer, such officer may terminate upon 60 days' written notice the Contractor's right to proceed with the Agreement or such part of the Agreement as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part the procurement officer may procure similar supplies or services in a manner and upon terms deemed appropriate by the procurement officer. The Contractor shall continue performance of the Agreement to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

(iv) Termination for Convenience. The GDOE procurement officer may, when the interests of GDOE so require, terminate this Agreement in whole or in part, for the convenience of GDOE. The procurement officer shall give written notice of the termination to the Contractor specifying the part of the Agreement terminated and when termination becomes effective. The Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the Contractor will stop work to the extent specified. The Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated work. The procurement officer may direct the Contractor to assign the Contractor's right, title, and interest under terminated orders or subcontracts to GDOE. The Contractor must still complete the work not terminated by the notice of termination and may incur obligations as necessary to do so.

The Contractor shall submit a termination claim specifying the amounts due because of the termination for convenience together with cost or pricing data to the extent required by 2 GAR §3118. If the Contractor fails to file a termination claim within one year from the effective date of termination, the procurement officer may pay the Contractor, if at all, an amount set in accordance with this section. The procurement officer and the Contractor may agree to a settlement provided the Contractor has filed a termination claim as required herein and the settlement does not exceed the total Agreement price plus settlement costs reduced by payments previously made by GDOE and the Agreement price of the work not terminated. Absent agreement of a settlement, the procurement officer shall pay the Contractor the following amounts: with respect to all Agreement work performed prior to the effective date of the termination, the total, without duplication of any items, of: (a) the cost of such work plus a fair and reasonable profit on such portion of the work (such profit shall not include anticipatory profit or consequential damages) less amount paid or to be paid for completed portions of such work; provided that if it appears that the Contractor would have sustained a loss if the entire Agreement would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss; (b) cost of settling and paying claims arising out of the termination of subcontracts or orders pursuant to this clause. These costs must not include costs paid in accordance with subsection (a) above; (c) the reasonable settlement costs of the Contractor including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the Agreement and for the termination and settlement of subcontracts thereunder. The total sum to be paid the Contractor under this subsection shall not exceed the total Agreement price plus the reasonable settlement costs of the Contractor reduced by the amount of payments otherwise made, the

proceeds of any sales of supplies or materials under this section, and the Agreement price of work not terminated.

B. By Contractor.

(i) Termination without Cause. Contractor reserves the right to terminate this Agreement prior to its completion, without cause, upon thirty (30) days written notice to GDOE. Upon Contractor's termination of this Agreement without cause, the Contractor shall be entitled to satisfactory services (as determined in the sole discretion of GDOE) rendered up to the termination date and GDOE shall have no other or further obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

(ii) Termination for Cause: Contractor shall notify GDOE in writing of deficiencies or default in the performance of GDOE's duties under this Agreement. GDOE shall have twenty (20) days to correct the deficiency or cure the default, which period may be extended by Contractor (said extension not to be unreasonably denied). Upon 60 days' written notice of Contractor's termination of this Agreement for cause, the Contractor shall be entitled to payment, in accordance with Section III of this Agreement, for satisfactory services rendered up to the termination date and GDOE shall have no obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

C. Termination/Modification for Lack of Funds. GDOE may terminate or modify this Agreement based upon a lack of funding. In such an event, GDOE shall promptly provide notice to Contractor and within twenty (20) days of the notice, the Parties shall renegotiate the terms of this Agreement in good faith. If the parties are unable to reach an agreement on the renegotiation, then either Party may terminate this Agreement pursuant to Section IV of this Agreement as applicable.

D. Preservation of Property. Notwithstanding any termination of this Agreement, and subject to any directions from GDOE, the Contractor shall take timely and reasonable and necessary action to protect and preserve the property in the possession of Contractor in which GDOE has an interest.

E. Additional Provisions. In the event that either party effects an Early Termination, it is expressly provided that GDOE may issue a new Request for Proposal with respect to such terminated services. This provision shall not be deemed an admission or waiver of any rights and defense with respect to rights of either Party under this Agreement, including but not limited to, either Parties' rights to assert damages for breach of Agreement.

V. Contact Person. The Contractor agrees that, during the term of this Agreement, it shall identify a primary contact person who is familiar with the services being performed hereunder and who shall be responsible to the questions and direction of GDOE. The

contact person must be identified in writing within thirty (30) days after full execution of this Agreement by all parties. GDOE reserves the right to request replacement of the contact person designated by the Contractor under this Agreement.

VI. Confidentiality.

A. Information. The Contractor hereby warrants that it shall not disclose any documents, materials or information, whether verbal, written, recorded magnetic media or otherwise (collectively, the "Information"), made available or acquired for the purpose of carrying out this Agreement. Only authorized persons shall use and have access to the Information, and then only for the period such access is required to perform services under this Agreement. All necessary steps shall be taken by the Contractor to safeguard the confidentiality of the Information in conformance with any applicable United States and Guam laws, statutes and regulations.

The Contractor shall keep copies of the Information and the provisions of this Section shall remain in effect as long as determined by GDOE. All of the Information shall be returned promptly after use to GDOE and all copies or derivations of the Information shall be physically and/or electronically destroyed. Contractor shall include a letter attesting to the complete return of Information and documenting the destruction of copies and derivations with the returned Information.

The Contractor shall not enter into any Agreements or discussions with a third party concerning such Information without the prior written consent of GDOE, and then only if the Contractor requires the third party(ies) to agree to the terms of the confidentiality set forth herein and the Information is provided to such third party(ies) only for purposes of enabling the Contractor to discharge its responsibilities under this Agreement.

It is specifically provided that the limitations contained in this paragraph A shall not apply (i) to the extent required by applicable law, (ii) to the extent that any Information is now or hereafter becomes part of the public domain, but only to the limited extent that such Information, or any portion thereof, is in the public domain not as a result of any breach or violation of this Agreement, or (iii) to the extent that a party is directed otherwise under the terms of a valid and effective order, issued by a court of competent jurisdiction.

B. Liability. Failure to comply with the provisions of Paragraph A shall subject the Contractor to liability, including all damages and injunctive relief.

VII. Conflicts of Interests/Ethics

A. The Contractor warrants and covenants that it has not violated and will not violate Guam's procurement law or regulations pertaining to ethics in public contracting.

B. It is expressly understood that breach of any of the covenants or warranties in this Section on the part of the Contractor is a material breach of this Agreement and shall entitle GDOE to immediately terminate this Agreement. Contractor agrees that in the event of a breach

or violation of this Section, GDOE shall have the right to terminate this or any other Agreement with the Contractor without liability.

C. Notwithstanding the provisions contained in this Agreement with regard to the assignment or subcontracting of any work under this Agreement, Contractor agrees that with respect to any subcontractor it engages to perform any work contemplated by this Agreement that any Agreements it enters into with such subcontractor(s) will include provisions which parallel this Section VII and shall require any subcontractor to execute a statement of no conflict of interests to GDOE and provide such statement to GDOE.

VIII. Waiver. No waiver by any party of any right on any occasion shall be construed as a bar to or waiver of any right or remedy on any future occasion.

IX. Severability. If any provision of this Agreement shall be held or deemed by a court of competent jurisdiction to be invalid, inoperative or unenforceable, the remaining provisions herein contained shall nonetheless continue to be valid, operative and enforceable as though the invalid, inoperative or unenforceable provision had not been included in the Agreement.

X. Survival of Warranties. All representations, warranties, agreements, covenants and obligations in this Agreement shall be deemed to have been relied upon by the other party, and shall survive the completion of this Agreement and shall not merge in the performance of any obligation by any party hereto.

XI. Fees and Expenses. Each of the Parties shall bear its own expenses in connection with the negotiation and consummation of the transactions contemplated by this Agreement.

XII. Notices. All invoices, reports, correspondence, notices, requests, demands and other communications hereunder shall be in the English Language, in writing. All notices required to be given under this Agreement by either party to the other may be effected by personal delivery, or by mail (registered or certified, postage, prepaid with return receipt requested). Notices delivered personally shall be deemed communicated as of actual receipt. Mailed notices shall be deemed communicated as of the day of receipt or the fifth day after mailing, whichever occurs first. Notices shall be addressed and delivered to the parties as follows, provided that each party may change the address by giving the other party written notice in accordance with this section:

TO GDOE: GUAM DEPARTMENT OF EDUCATION
Attention: ADMINISTRATOR
Office of Supply Management
500 Mariner Avenue
Barrigada, Guam 96913

With a copy to GDOE's Legal Counsel of Record.

TO CONTRACTOR: **University of Guam**
UOG Station
Mangilao, Guam 96923

XIII. Assignment/Subcontractors. It is expressly acknowledged that Contractor is solely responsible for the fulfillment of its duties and obligations under this Agreement, regardless of whether or not Contractor utilizes one or more subcontractors for such purpose. The right and interest of Contractor under this Agreement (including, but not limited to, Contractor's right to or interest in any part of or all payments under this Agreement) may not be assigned, transferred or subcontracted to any other person, firm, corporation or other entity, whether by agreement, merger, operation of law or otherwise, without the prior, express written consent of GDOE. In the event of a permissive subcontract or assignment of this Agreement by Contractor, Contractor agrees that any subcontractors retained by Contractor or assignees shall be subject to all provisions of this Agreement.

XIV. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of the Parties hereto and their respective successors, assigns and transferees, except as otherwise provided for under the terms of this Agreement.

XV. Scope of Agreement. This Agreement and its attachments collectively: (i) supersede any and all other Agreements, either oral or in writing, between the Parties hereto with respect to the subject matter hereof, and (ii) contain all of the covenants and Agreements between the Parties with respect to such subject matter in any manner whatsoever. The Contractor and GDOE each acknowledge that no representations, inducements, promises or agreement, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in the Agreement shall be valid or binding.

XVI. Captions. All Section and paragraph titles or captions contained in this Agreement are for convenience only and shall not be deemed part of the content of the Agreement.

XVII. Counterparts. This Agreement may be executed in counterparts, all of which taken together shall be deemed one original.

XVIII. Governing Law and Forum Selection. Except to the extent U.S. federal law is applicable, the laws and regulations of Guam shall govern the interpretation, effect, and validity of this Agreement. Any court action shall be exclusively in Guam.

XIX. Compliance with Laws.

A. In General. The Contractor shall comply with all U.S. and Guam laws, statutes, regulations and ordinances applicable to this Agreement. The Contractor represents and warrants that it is fully licensed to do business in Guam to render the services to be provided herein.

B. Non-Discrimination in Employment. The Contractor agrees: (i) not to unlawfully discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, marital status, national origin, ancestry, or physical or mental handicap; (ii) to include a provision similar to that contained in subsection (i) above in any

subcontract or assignment agreement except a subcontract for standard commercial supplies or raw materials; and (iii) to post and to cause subcontractors and/or assignees to post in conspicuous places available to employees and applicants for employment, notices setting forth the substance of this clause.

C. Family and Educational Rights and Privacy Act.

Contractor acknowledges that certain information about GDOE students may be considered Education Records and that this information must be confidential by reason of the Family and Educational Rights and Privacy Act of 1974, 20 USC § 1232g, and related regulations (collectively referred to as "FERPA"). Both parties agree to protect these records in accordance with FERPA and any relevant GDOE policy or standard operating procedure. Contractor represents, warrants, and agrees that if it receives anything protected by FERPA in accordance with this Agreement, it will: (1) hold the FERPA Records in strict confidence and will not use or disclose the FERPA Records except as (a) permitted or required by the Contract, (b) required by law, or (c) otherwise authorized by GDOE in writing; (2) safeguard the FERPA Records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which Contractor protects its own confidential information; and (3) continually monitor its operations and take any action necessary to assure that the FERPA Records are safeguarded in accordance with the terms of the Contract. Contractor agrees to provide GDOE with a written summary of the procedures Contractor uses to safeguard the FERPA Records.

Contractor will have procedures and solutions implemented to prevent unauthorized access, and the procedures will be documented and available for GDOE to review on request. Those employees allowed to send data and receive data to and from the Contractor must be identified and sign a non-disclosure agreement.

Accidental exposures of data covered by the Contract to unauthorized persons will result in the Contractor notifying GDOE within four (4) hours of discovery; failure to do will be considered a material breach of the Contract. Notification to those whose data have been exposed will occur, at Contractor's sole expense, by GDOE.

Within thirty (30) days after the termination or expiration of the term of the Contract for any reason, Contractor shall either: (a) return or destroy, as applicable, all Sensitive Data, including any data protected under FERPA, provided to the Contractor by GDOE, including all sensitive data, including any data protected under FERPA, provided to Contractor's employees, subcontractors, agents, or other affiliated persons or entities; or (b) in the event that returning or destroying the sensitive data, including any data protected under FERPA, is not feasible, provide notification of the conditions that make return or destruction not feasible, in which case, the Contractor must continue to protect all sensitive data, including any data protected under FERPA, that it retains and agree to limit further uses and disclosures of such data to those purposes that make the return or destruction not feasible as Contractor maintains such sensitive data, including any data protected under FERPA.

Contractor's computer(s) must be protected by acceptable industry practices for antivirus, firewalls, and network and system intrusion detections systems, which may be periodically tested by GDOE personnel.

XX. Retention and Access to Records and Other Review. The Contractor, including subcontractors, if any, shall maintain all books, documents, papers, accounting records and other evidence pertaining to the services performed and costs incurred, and to make such materials available at its respective offices at all reasonable times during the Agreement period and for six (6) years from the date of the final payment under the Agreement, for inspection by GDOE. GDOE agrees to comply with reasonable requests of Contractor to provide access to all documents and GDOE property reasonably necessary to the performance of Contractor's services under this Agreement. The conditions of this section shall be placed in any subcontract or assignment arising under this Agreement.

XXI. Delays, Extensions and Suspensions. GDOE unilaterally may order the Contractor in writing to suspend, delay, or interrupt all or any part of the work for such period of time as it may determine to be appropriate for the convenience of GDOE. The Contractor agrees to prosecute the work continuously and diligently apart from those periods of suspension, delay or interruption. Except as otherwise agreed to by the Parties, reasonable time extensions for the performance of Contractor's services will be granted only for excusable delays that arise from causes beyond the control and without the fault or negligence of the Contractor, including, but not restricted to, acts of God, acts of the public enemy, acts of the Government of Guam or the Government of the United States in either its sovereign or contractual capacity, acts of another contractor in the performance of an agreement with the Government of Guam, fires, floods, typhoons, earthquakes, epidemics, quarantine restrictions, strikes, freight, or embargoes.

XXII. Modifications including those Due to Public Welfare, Change in Law or Change in Marketing Conditions. GDOE shall have the unilateral power to modify the Agreement at any time subject to the written agreement of Contractor. GDOE shall have the power to make changes in the Agreement and to impose new rules and regulations on the Contractor under the Agreement relative to the scope and methods of providing services as shall from time-to-time be necessary and desirable for the public welfare or due to a change in law. GDOE shall give the Contractor notice of any proposed change in the Agreement and an opportunity to be heard concerning those matters. The scope and method of providing services as referenced herein shall also be liberally construed to include, but is not limited to, the manner, procedures, operations and obligations, financial or otherwise, of the Contractor. In the event GDOE materially alters the obligations of the Contractor, or the benefits to GDOE, then the Agreement shall be amended consistent therewith. Should these amendments materially alter the obligations of the Contractor, then the Contractor or GDOE shall be entitled to an adjustment in the rates and charges established under the Agreement. Contractor shall be entitled to terminate this Agreement rather than accept modified terms. Nothing contained in the Agreement shall require any party to perform any act or function contrary to law. GDOE and the Contractor agree to enter into good faith negotiations regarding modifications to the Agreement, which may be required in order to implement changes in the interest of the public welfare or due to changes in law. When such modifications are made to the Agreement, GDOE and the Contractor shall negotiate in good faith a reasonable and

appropriate adjustment for any changes in services or other obligations required of the Contractor directly and demonstrably due to any modification in the Agreement under this clause.

XXIII. Independent Contractor and its Employees.

A. Status of Contractor. The Contractor and its officers, agents, servants, subcontractors and employees are independent contractors performing professional services for GDOE, and are not employees of GDOE. The Contractor and its officers, agents, servants and employees shall not accrue vacation or sick leave, participate in the Government of Guam retirement system, insurance coverage, bonding, use of government vehicles or any other benefits accorded to Government of Guam employees as a result of this Agreement. Contractor agrees that Contractor and its aforementioned employees, officers, directors, agents, servants, and subcontractors are not and will not become an employee, officer or Board member of GDOE at any time during the duration of this Agreement, and will otherwise comply with the provisions of the Guam Procurement Law regarding ethics in public contracting (Title 5 Guam Code Annotated, Chapter 5, Article 11, and its associated rules and regulations). Nothing in this Agreement or any action taken under this Agreement shall be deemed or construed in any manner or for any purpose to evidence or establish as between Contractor and GDOE a relationship of partnership, agency, association, joint, venture or representative, nor does this Agreement authorize any party to undertake or bind any obligation or responsibility on behalf of the other party. In addition, there shall be no withholding of taxes by GDOE for the Contractor.

B. Liability. The Contractor assumes responsibility for its personnel and subcontractors providing services hereunder and will make all deductions and payments for social security and withholding taxes and for contributions to employment compensation funds, or any other payments required by the governments of the U.S. and Guam, if required. Contractor is responsible for paying when due any and all income taxes, gross receipts taxes, or any other taxes or assessments incurred as a result of the services performed by the Contractor and Contractor's employees or agents under this Agreement or the compensation paid to Contractor for services performed under this Agreement. Furthermore, Contractor shall maintain at the Contractor's expense all necessary insurance for its employees including but not limited to Worker's Compensation, Errors and Omissions, and liability insurance for each employee as required under U.S. and Guam Law.

C. Wage and Benefits Compliance. Contractor warrants it shall comply with all applicable federal and local laws, rules, and regulations regarding the payment of minimum wages and benefits, in particular in accordance with the Wage Determination for Guam issued and promulgated by the U.S. Department of Labor and with Guam Public Law 26-111. Contractor assumes all liability for, and hereby indemnifies GDOE from, any violation of any applicable law, rule, or regulation relating to the payment of wages or benefits.

XXIV. Disclosure. The Contractor hereby represents that it has disclosed to GDOE all matters regarding Contractor which if not disclosed to GDOE would materially affect GDOE's decision to enter into this Agreement with Contractor.

XXV. Disposition of Property and Materials; Intellectual Property Rights.

A. All plans, outlines, briefs, memoranda, studies, reports, analyses and all other work product and materials incidental or otherwise ("Work Product") which are produced by reason of this Agreement shall be and remain the property of GDOE, regardless of whether Contractor is in possession of such Work Product, and may be used by GDOE without permission from Contractor and without any additional costs to GDOE.

B. All Work Products, including any and all intellectual property rights in said Work Product, arising out of the Agreement shall be the sole and exclusive property of GDOE. Contractor explicitly acknowledges that GDOE possesses exclusive rights to the Work Product arising out of this Agreement. Contractor shall not use or permit others to use in any way or form the Work Product without the express written consent of GDOE.

XXVI. Mandatory Representations by Contractor:

A. **Persons Convicted of Sex Offense.** Contractor warrants that no person in its employment who has been convicted of a sex offense under the provisions of Chapter 25 of Title 9 Guam Code Annotated or of an offense defined in Article 2 of Chapter 28 of Title 9 Guam Code Annotated, or who has been convicted in any other jurisdiction of an offense with the same elements as heretofore defined, or who is listed on the Sex Offender Registry, shall provide services on behalf of Contractor while on government of Guam property, with the exception of public highways. If any employee of Contractor is providing services on government property and is convicted subsequent to an award of a contract, then Contractor warrants that it will notify GDOE of the conviction within twenty-four hours of the conviction, and will immediately remove such convicted person from providing services on government property. If Contractor is found to be in violation of any of the provisions of this paragraph, then GDOE will give notice to Contractor to take corrective action. Contractor shall take corrective action within twenty-four (24) hours of notice from GDOE, and Contractor shall notify GDOE when action has been taken. If Contractor fails to take corrective steps within twenty-four (24) hours of notice from GDOE, then GDOE in its sole discretion may temporarily suspend this agreement.

B. **Gratuities and Kickbacks.** Contractor warrants it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 §11107.

C. **Contingent Fees**. Contractor warrants it has not retained a person to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies.

D. **Ethical Standards.** Contractor warrants it has not knowingly influenced and promises that it will not knowingly influence a government employee to breach any of the ethical standards set forth in 5 GCA Chapter 5 Article 11 of the Guam Procurement Act and in Chapter 11 of the Guam Procurement Regulations.

XXVII. Disputes.

a. In accordance with Guam procurement law, all controversies between the territory and the Contractor which arise under, or by virtue of, this contract and which are not resolved by mutual agreement, shall be decided by the GDOE procurement officer in writing, within 60 days after written request by the Contractor for a final decision concerning the controversy; provided however that if the procurement officer does not issue a written decision within 60 days after written request for a final decision, or within such longer period as may be agreed upon by the parties, then the Contractor may proceed as if an adverse decision had been received. The procurement officer shall immediately furnish a copy of the decision to the Contractor, by certified mail, return receipt requested, or by any other method that provides evidence of receipt. Any such decision shall be final and conclusive, unless fraudulent, or the Contractor brings an action seeking review of the decision before the Guam Office of Public Accountability. The Contractor shall comply with any decision of the procurement officer and proceed diligently with performance of this contract pending final resolution by the Office of Public Accountability or the Superior Court of Guam of any controversy arising under or by virtue of this contract, except where there has been a material breach of the contract by GDOE; provided, however, that in any event the Contractor shall proceed diligently with the performance of the contract where GDOE has made a written determination that continuation of work under the contract is essential to public health and safety.

b. Any disputes for expenses incurred in reliance upon this Agreement shall be subject to the Government Claims Act found at Title 5, Guam Code Annotated, Chapter 6.

XXVIII. Attachments, Exhibits, Schedules, and Entire Agreement. This Agreement, including its Attachments, Exhibits and Schedules, constitutes the entire Agreement and supersedes all prior written or oral understandings. No Agreement, oral or written, expressed or implied, has been made by any party hereto, except as expressly provided herein. All prior Agreements and negotiations are superseded hereby. This Agreement and any duly executed amendments hereto constitute the entire Agreement between the Parties hereto.

XXIX. Computation of Time. Whenever this Agreement provides for a time period of ten (10) days or less days, weekends and Government of Guam holidays are not included in the computation. When this Agreement provides for a time period of over ten (10) days, weekends and Government of Guam holidays are to be included in the computation.

XXX. Partial Invalidity. If any provision of this Agreement shall be deemed by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue to be in full force and effect.

XXXI. Amendments/Modifications. Any amendment or modification to this Agreement will be effective only if it is in writing and signed by both parties.

A. Changes To Work. Any modifications to the services or equipment to be delivered pursuant to this Agreement, and the compensation therefor, may be made by a written Change Order signed by an authorized representative of GDOE and Contractor. A Change Order may only be made on the conditions that the work to be performed by a Change Order is not inconsistent with the scope of work under this Agreement, and that where there is an increase in the costs for services, GDOE shall certify in writing that funds are available for the increased costs prior to such Change Order becoming effective.

B. Extension of Time to Perform Services. This Agreement may be modified to extend time for Contractor to perform services upon writing signed by GDOE and Contractor. A modification to extend time to perform services under this Agreement may only be made on the condition that such modification shall not increase the costs for services hereunder.

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IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year appearing below their respective signatures.

GUAM DEPARTMENT OF EDUCATION

JON J.P. FERNANDEZ
Superintendent of Education

Date: 9/10/15

UNIVERSITY OF GUAM

ROBERT A. UNDERWOOD, Ed.D.
President

Date: 9/2/15

GUAM DEPARTMENT OF EDUCATION

JAMES L.G. STAKE
Legal Counsel

Date: 9/4/15

UNIVERSITY OF GUAM

VICTORINA M.Y. RENACIA
Legal Counsel

Date: 9/1/15

CERTIFIED FUNDS AVAILABLE:

CERTIFYING OFFICER 825000.22.1231.44420150359
Department of Education

Date: 9/3/15

AMOUNT: @23,869.00

ALVAREZ & MARSAL:

BY: AMBER CASTRO
Third Party Fiduciary

Date: 09/03/2015

REVIEWED BY:

CARMEN T. TAITANO
Supply Management Administrator

APPROVED AS TO FORM AND LEGALITY:

ELIZABETH BARRETT-ANDERSON
Attorney General of Guam

DATE: 9/16/15
DOE IS 0564

APPROVED:

EDWARD J.B. CALVO
Governor of Guam

DATE: SEP 22 2015

11520

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION
AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE
DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION

EXHIBIT 1

Program Narratives and Budget Narratives

(Referenced on page 1 of 15)

Part 1: Program Narrative

1. Program Title	Program # 12 : Ready to Learn (RtL)					
2. Education Program Area	3. Project Budget/Allocation	4. Population/Numbers to be Served				
		Students		Staff to be Served		
		Grade Level	Number	# of Teachers	# of Administrators	# of Staff
The use of funds for the project will be for direct and in-direct student and teacher impact in teaching and learning. Funds will be used to address professional development, curriculum development, and resource development.	**3a. FY 14 Funding:** **$69,203.00** **3b. Carryover Funds** (if applicable):	PreK-3rd Grade	270	60 (Locally funded)	1 (Locally funded)	1 (Locally funded)
5. Describe the identified need(s) this Title V project proposes to address.	The Ready to Learn (RtL) Program will supplement the Guam Department of Education's Early Childhood Education (ECE), which provides various programs and services for children from kindergarten through grade three. The ECE program serves students that are second language learners; teaches to the Board adopted K-3 Content Standards & Performance Indicators and the Language Arts/English & Math Common Core State Standards; and assesses students at their developmental level. Within the Department's Early Childhood Program, there are 2,275 students enrolled at the Kindergarten level, 2,371 students in first grade, 2,304 students in 2nd grade and 2,291 in third grade. At the local level, the district continues to be challenged with low standardized test scores and an increase in disciplinary actions, it is imperative that programs be offered early on to intervene with possible academic and social behaviors. The project services will prepare young children to be ready from grade level to grade level. The Ready to Learn Project's main goal is: All children will develop intellectually, socially, emotionally, physically and ready to enter the K-3 Early Childhood Programs ready to learn. The project aims to achieve this by addressing the gap of what students know and are able to do before entering each level. Currently, the Guam Department employs approximately 188 Early Childhood educators that hold an Early Childhood PreK-2 Teaching Certificate. However, despite the high number of Early Childhood Education teachers, a small percentage is not teaching in the K-3 grade levels. As an example, there is about 124 teachers teaching in Kindergarten in the twenty-five elementary schools. It is not determined whether all 124 hold a PreK-2 Teaching Certificate. The variance between the number of identified ECE PreK-2 certified teachers and the number of Kindergarten Teaching positions (124) is 64. The data also depicts the need for providing supplemental support through professional development to teachers teaching in the field and may not be credentialed in the area of Early Childhood Education.					

The Guam Department of Education SAT10 assessment results for first grade, second grade and third grade students in SY2012-2013 reveals that students are performing at the basic or below basic level in Reading, Language, and Mathematics. A significant contributing factor to the low performance scores is attributed to various demographic factors: 1) A high number of students tested represent English Language Learners; 2) A high number of students live below the federal level of poverty. See Table 1, which reflects the SAT10 data for students in first grade, which reflects the percentage of students performing at the "Basic," (partial mastery of the knowledge and skills that are fundamental for satisfactory work) and "Below Basic," (little or no mastery of fundamental knowledge and skills) levels.

Table 1: Department of Education's SY2012-2013 SAT10 Performance Levels at the "Basic" and "Below Basic" levels in Reading, Language Arts, and Math at Grade 1, 2 and 3.

Grade Level	Content Area	Percentage (Basic & Below Basic Levels)
1st Grade	Reading	51%
	Language	87%
	Mathematics	66%
2nd Grade	Reading	84%
	Language	96%
	Mathematics	81%
3rd Grade	Reading	84%
	Language	89%
	Mathematics	85%

Within our island's public schools, there are five elementary schools where 80% or more of the student population are eligible for free or reduced meals through the National School Lunch Program whose families are not capable of providing minimal substance for their children. Table 2 reflects the percentage of students whose families were surveyed through the annual Education-Rate or E-Rate Survey* identifying the top five elementary schools with the highest free/reduced lunch population include:

TABLE 2: Percentage of Student Population from Low-Income Families (E-Rate SY2011-12)

School Level	E-Rate Surveys Received	# of Students Eligible for National School Lunch Program (NSLP)	% of Student Population from Low-Income Families.
ELEMENTARY LEVEL			
AsTumbo Elementary School	427	413	87%
Chief Brodie Elementary School	239	228	80%
Finegayan Elementary School	845	769	80%
Marcial Sablan Elementary School	403	376	82%
Talofofo Elementary School	259	221	84%

*E-Rate Program is administered by the Federal Communication's Universal Service Fund.

Part 2: Budget Narrartive, Summary, and Worksheet

Program # 12.: Ready to Learn (RtL)					
Codes (if any)	Category		Objectives	FY'14 Requested	PROGRAM TOTAL
	Travel	Description(s)/Details/Costs			
(0220)	On-Island Travel Local Mileage	No Funds Requested for This Category.			-
			Sub-Total:	$	
	Off-Island Travel Airfare/hotel/per diem	No Funds Requested for This Category.	1.6	$	
	Off-Island Travel Airfare/hotel/per diem	To participate at the National Institute for Early Childhood Professional Development that is designed for professionals who prepare, mentor and train early childhood professionals June 20 5 5 days) 1 program personnel to receive mentorship training. Airfare $3,250 reg course fee $450.00, lodging $143. 5 x $1006.25, meals $71 x 7 $497.00 ($5,203)	1.6	$ 5,203	5,203
			Sub-Total:	$ 5,203	5,203
			Total Travel	$ 5,203	5,203
	Contractual (Purchased Services)	Description(s)	Objectives	Totals	Totals
(0230)	Consultant Services or Early Childhood Education Professional Development	To procure consulting services for the Professional Development for the Early Childhood Education Train the Trainer Series to provide current training which may include on and/off island experts to train teachers and administrators on instructional practices such as inquiry based learning and other necessary topics related to ECE (2 Trainers at $12,000 each). Training sessions will include, but not limited to the following: ECE Professional Development Training, ECI Instructional Strategies ECI Developmentally Appropriate Practices, ECE Creative Strategies and ECE Trainer of Trainers	1.1	$	-
	e urriculum velopment for n	Consulting services for the development of Prekindergarten curriculum standards and modules for Early Childhood Program and provide technical support to GDOE ECE teacher of the modules through classroom teaching and learning. (2 Curriculum Developers at $,000	6.1	$ 4,000.00	
0 0	Consultativ Servic ami Partnership Conference	o procure consulting services to facilitate the ECE Family Partnership Conference for families of young children to address at least three of the National Parent Teacher Association Standards.	4,3 4 +	$ 10,000.00	10,000
			Sub Total	$ 58,000.00	58,000.00
			Total Contractual (Purchased Services)	$ 58,000.00	58,000.00
	Supplies	Descrip) Itemization	Objectives	Totals	Totals

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION

EXHIBIT 2

Grant Award Notification

(Referenced on page 1 of 15)

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Guam
Department of Education
P O. BOX DE
HAGATNA, GU 96932

2 AWARD INFORMATION

PR/AWARD NUMBER	S403A140002
ACTION NUMBER	7
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRFCTOR
Ignacio C Santos (671) 475-0470
icsantos@gdoe.net
EDUCATION PROGRAM CONTACT
Collette Fisher (202) 260-2544
collette.fisher@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE 888-336-8930
HELPDESK
edcaps.user@ed.gov

4 PROJECT DESCRIPTION

84.403A
Consolidated Grant to the Outlying Areas

5 KEY PERSONNEL

N/A

6 AWARD PERIODS

BUDGET PERIOD	07/01/2014 - 09/30/2015
FEDERAL FUNDING PERIOD	07/01/2014 - 09/30/2015

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUN	$25,555,909.00
PREVIOUS CUMULATIVE AMOUN	$0.00
CUMULATIVE AMOUN	$25,555,909.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	855023255
REGULATIONS	CFR PART EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	1, 11, 12, 13, 14, 3, 8, 9, E-3, HS-1, HS-2, HS-3

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL TITLE V, PUB L 95-134, 91 STAT. 1159 (48 U.S.C. . ELEMENTARY AND SECONDARY EDUCATION ACT
PROGRAM TITLE:	CONSOLIDATED GRANT TO THE OUTLYING AREAS
CFDA/SUBPROGRAM NO:	84.403A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0900M	2014	2014	ES000000	B	P32	922	010	4101A	$0.00
1000M	2014	2014	ES000000	B	QB2	922	287	4101A	$0.00
0900M	2014	2014	ES000000	B	P94	922	377	4101A	$0.00

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1000M	2014	2014	ES000000	B	Q97	922	196	4101A	$0.00
1300M	2014	2014	ES000000	B	S59	922	365	4101A	$0.00
1000M	2014	2014	ES000000	B	Q5F	922	366	4101A	$0.00
0400M	2014	2014	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2014	ES000000	B	QG4	922	367	4101A	$0.00
1000M	2014	2014	ES000000	B	QJ8	922	358	4101A	$0.00
0900A	2015	2015	ES000000	B	PA5	922	010	4101A	$12,223,920.00
1000M	2014	2014	ES000000	B	QN4	000	369	4101A	$0.00
1000M	2014	2015	ES000000	B	Q5F	922	366	4101A	$744,842.00
1000M	2014	2015	ES000000	B	QG4	922	367	4101A	$4,496,096.00
1000M	2014	2015	ES000000	B	QJ8	922	358	4101A	$186,158.00
0400M	2014	2015	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2015	ES000000	B	QN4	000	369	4101A	$809,019.00
0900M	2014	2015	ES000000	B	P32	922	010	4101A	$4,003,745.00
1300M	2014	2015	ES000000	B	S59	922	365	4101A	$1,349,976.00
1000M	2014	2015	ES000000	B	Q97	922	196	4101A	$24,534.00
1000M	2014	2015	ES000000	B	QB2	922	287	4101A	$1,175,948.00
0900M	2014	2015	ES000000	B	P94	922	377	4101A	$541,671.00

10 PR/AWARD NUMBER: S403A140002
RECIPIENT NAME: Guam
Department of Education

TERMS AND CONDITIONS

(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assis ance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1 A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

2 The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200 501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards")

3 A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract

(2) This award is subject to the special terms and conditions in the attached letter from Philip A. Maestri, Director, Risk Management Service, to Superintendent Jon Fernandez, dated June 23, 2014.

Under the Tydings Amendment, Section 421(b) of the General Education Provisions Act, 20 U.S.C. 12259(b), any funds that are not obligated at the end of the federal funding period specified in block 6 shall remain available for obligation for an additional period of 12 months

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

Michael Yudelson

AUTHORIZING OFFICIAL

FEB 19 2015

DATE

Yr 1

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION
AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE
DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION

EXHIBIT 3

May 22, 2007 Memorandum from the Guam Office of the Attorney General

(Referenced on page 1 of 15)

Alicia G. Limtiaco
Attorney General

J. Patrick Mason
Deputy Attorney General

COPY

OFFICE OF THE ATTORNEY GENERAL

May 22, 2007

Memorandum (Informational)

To: Superintendent, Guam Public School System

From: Attorney General

Subject: Government to Government Contractual Services

You're asked about Guam Public School System (GPSS) obtaining busing services for summer school from the Department of Public Works (DPW) without going through the regular procurement process. You indicated that historically GPSS and DPW have entered into a memorandum of understanding for the summer school bus services. You also indicated that summer school is a federally funded program and transportation is provided as part of the program.

This raises the question of the application of the procurement code to services provided by one government entity to another government entity. Attached is informational memorandum BOP 90-1529. This memorandum relates to Guam obtaining services from a federal agency. Obtaining services from another government entity within the government of Guam would likewise not require procurement. If the government can itself provide the services needed, it need not obtain those services elsewhere.

J. Patrick Mason

RECEIVED
MAY 22 2007
DEPARTMENT OF EDUCATION

287 West O'Brien Drive ◦ Hagåtña, Guam 96910 ◦ USA
(671) 472-5324 ◦ (671) 472-2493 (Fax)

GUAM PUBLIC SCHOOL SYSTEM
OFFICE OF THE SUPERINTENDENT
P.O. Box DE
Hagåtña, Guam 96932
Telephone: (671) 475-0458
Fax: (671) 472-5003
Email address: lreyes@gdoe.net

LUIS S.N. REYES
Superintendent of Education

Office of the Legal Counsel

May 23, 2007

Alicia G. Limtiaco
Attorney General of Guam
287 West O'Brien Drive
Hagatna, Guam 96910

Re: Summer School Busing Services

Dear General Limtiaco,

Hafa Adai! Historically the Guam Public School System (GPSS) and the Department of Public Works (DPW) have entered into memoranda of understanding for summer school busing services. Summer school is a federally funded program, as part of the program transportation is provided. GPSS has always used the services of DPW without bid in reliance of Attorney General Informational No. BOP 90-1529. A question has now been addressed to GPSS as to the applicability of the aforementioned opinion as it is informational in nature and thus not carrying the weight of a regular opinion of the Attorney General. GPSS' position is that the opinion has been and continues to be applicable to the practice of securing busses between GPSS and DPW.

To settle any questions relating to the above arrangement, GPSS is seeking your acknowledgement that No BOP 90-1529 does apply and GPSS may enter into an agreement with DPW for busing without bid.

I look forward to you response. If you have any further questions please feel free to contact myself or Legal Counsel, Mr. Fred Nishihira at 475-0458.

Sanseranente,

LUIS S.N. REYES
Superintendent of Education

( ) APPROVE ( ) DISAPPROVE

ALICIA G. LIMTIACO
Attorney General of Guam

GOVERNMENT OF GUAM
AGANA GUAM 96910

October 22, 1990

Memorandum (Informational) Ref: BOP 90-1529

To: Director, Bureau of Planning

From: Attorney General

Subject: Government to Government Contractual Services

We are in receipt of your memorandum dated October 9, 1990 in which you requested the following:

REQUEST: Does the Guam Procurement Code apply to requests for services from other government entities?

ANSWER: No. See discussion.

STATEMENT OF FACTS:

The government of Guam is interested in procuring services for the examination of the government of Guam's land management system and formulating a plan for improving the internal practices and procedures at the Department of Land Management as well as developing a more cohesive inter-department network for sharing of land related information. Because of the cadastral nature of the work involved, the execution of such work is viewed as being best performed by a government entity rather than a private firm; and as such, an arrangement would be on a government-to-government basis with a projected cost below $100,000.

Additionally, the government is interested in updating the United States' Geological Survey (USGS) Quadrangle Maps for Guam. This source is developed only by USGS and is available to all states, territories and affiliates of the U.S. Government.

This project requires the conduct of aerial photography; geodetic, municipal boundary, place name verification; topographic mapping; and digitizing of topographic information on a computer data file. The project cost is expected to be also below $100,000.

The Director of the Bureau of Planning (BOP) is inquiring whether the procurement law applies to contracts with other government entities.

DISCUSSION:

5 GCA Section 5004(b) provides:

> (b) Application to Territorial Procurement. This Chapter shall apply to every expenditure of public funds irrespective of their source, including federal assistance funds except as otherwise specified in §5901 of this Chapter, by this Territory, acting through a governmental body as defined herein, under any contract, except that this Chapter shall not apply to either grants or contracts between the territory and another government. Nothing in this chapter or in regulations promulgated hereunder shall prevent any governmental body or political subdivision from complying with the terms and conditions of any grant, gift, bequest, or cooperative agreement. (Emphasis added)

The section points out that contracts between the government of Guam and other governments are not bound by the procurement law. Therefore, the government of Guam may enter into a contract with another government for services without strict adherence to the Procurement Laws.

As to the inquiry regarding a possible contract with USGS which would be a unique "vendor" for USGS Maps, etc., another method available for the procurement of services is listed in 5 GCA §5214 (Sole Source Procurement), which provides:

> §5214. Sole Source Procurement. A contract may be awarded for a supply, service, or construction item without competition when, under regulations promulgated by the Policy Office, the Chief Procurement Officer, the Director of Public Works, the head of a purchasing agency, or a designee of either officer above the level of the Procurement Officer determines in writing that there is only one source for the required supply, service or construction item.

This memorandum is informational only and is not issued as an opinion of the Attorney General. For a faster response to any inquiry about this memorandum, please use the reference number shown.

OFFICE OF THE ATTORNEY GENERAL

By: Robert M Kono
ROBERT K. KONO
Assistant Attorney General

cc: Chief Procurement Officer, GSA
Director, DLM
OLSNK/mb190

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR PROFESSIONAL SERVICES FOR THE DEVELOPMENT FOR EDUCATORS OF EARLY CHILDHOOD EDUCATION

EXHIBIT 4

Contractor's Proposal dated April 17, 2015

(Referenced on page 1 of 15)

UNIVERSITY OF GUAM
1952-2012

Professional and International Programs

Date: April 17, 2015

Quotation: Professional Development in Early Childhood Education for the Guam Department of Education

Purpose:

This professional development activity is specifically designed for Early Childhood Education personnel within the Guam Department of Education. Through these activities, working in collaboration with a Master Professor as well as tapping resources and instructors through the national Cooperative Extension network, a cadre of ECE teachers/staff selected by GDOE will:

- Develop an understanding of research-based models of "best practices" for Early Childhood Education
- Work collaboratively to review and revise Early Childhood Education curriculum at the Pre-Kindergarten levels; review and/or modify effective national or regional ECE curriculum and suggest strategies to align curriculum to meet GDOE needs;
- Ten teachers, identified as lead instructors, will complete coursework and then assist in developing a train the trainer approach to disseminating information about the new or revised ECE curriculum to other teachers.

The University of Guam Professional and International Programs Office will:

- Work collaboratively and in consultation with the Guam Department of Education (GDOE), Division of Curriculum and Instructional Improvement, Early Childhood Education district personnel on the implementation of the activities outlined for Early Childhood Education Professional Development and the development of a timeline;
- Hire a content expert to analyze existing national/regional ECE curriculum models which have been used effectively in other communities and use these models as discussion points in developing the curriculum model;
- Develop a "Train the Trainer" curriculum module and provide technical assistance in the facilitation of the Early Childhood Education Academy;
- Document the activities through meeting agenda, sign-in sheets of training activities and provide such documentation to GDOE C&I;
- Provide facilities, equipment, supplies and reference materials required for the workshop

- Provide quarterly reports and final evaluation report on the implementation of the Early Childhood Education Academy

These goals will be accomplished through the following activities:

- PD894 Early Childhood Education Program Curriculum Development (3cr)
- PD894 Teaching Strategies for Early Childhood Education (1 cr)

Activities:

Curriculum Development

- PD894 Early Childhood Education Program Curriculum Development (3credits)

A cadre of a maximum of 10 "lead" GDOE teachers will complete the course which is aimed at strengthening and developing the Early Childhood Education curriculum for the GDOE.

- A $3000 compensation for Master Professor for teaching PD894 Early Childhood Education Program Curriculum Development
- $20 x 3 credits = $60 x 10 students = $600 recordation fee
- $125 – manuals/binders/supplies
- $6,800 – curriculum materials/ textbooks/ECE teaching materials

Subtotal = $10,525

- PD894 Teaching Strategies for Early Childhood Education (1 credit)

This course is intended to be facilitated by the cadre of 10 "lead" GDOE teachers who participated in the professional development activities noted above (PD894 Early Childhood Education Program Curriculum Development) with the guidance of the Master Professor. Each "lead" GDOE teacher will facilitate a 15-hour course (1 credit) for 20 GDOE Early Childhood education teachers for a total of 200 teachers. These 200 teachers will come from the two school levels (Pre-Kindergarten school). The course will be held over 5 Saturdays with a tentative schedule of 9am-12noon. Each "lead" teacher will be compensated for serving as a facilitating instructor with compensation dependent upon credentials/qualifications per UOG compensation policies; the Master Professor will be compensated according to UOG compensation policies. All 120 teachers will receive 1 graduate credit (Professional Development); the recordation fee of $20 per teacher will self-pay and will not be covered by this proposal.

- $833.33 x 10 "lead" teachers = $8,333.33 compensation
- $1,000 - Master Professor Compensation
- $200.00 - supplies and material

Subtotal = $9,533

Subtotal – Instructional costs = $20,058

Subtotal – Indirect cost/professional fee = $3,811

Total Cost for Professional Development in Early Childhood Education Program for the Guam Department of Education $23,869

PROPOSED TRAINING DATES – TBD

The exact dates will be determined through discussions between UOG Profession and International Programs and the Guam Department of Education, Curriculum and Instructional Improvement.

Prepared by:
Carlos R. Taitano
Director
Professional and International Programs
University of Guam

GUAM DEPARTMENT OF EDUCATION
OFFICE OF SUPPLY MANAGEMENT
500 Mariner Avenue
A-Building, Suite A-13 Tiyan
Barrigada, Guam 96913
Telephone: (671) 475-0438/Fax: (671) 472-5001

REQUEST FOR QUOTATION

Vendor: _____
Phone No: _____ Fax No: _____
Quoted on: _____
Quoted by: _____
(Print and Signature)

Date: May 12, 2015
Return to: Diana Guevarra
Fax No: (671) 472-5001
Tel No: (671) 300-1242
Email: ddguevarra@gdoe.net

Destination:

Requisition No: 20150359

Delivery Date Required: _____
Delivery Date Offered: _____

Respond by: May 15, 2014

Quote Valid for: _____days

Item no.	Item Description	Qty.	Unit	Unit Price	Lead time	Warranty
1	Consultative Services for the development of the Early Childhood Education professional development train-the-Trainer services to provide current training to teachers and administrators on instructional practice	1				
	** PLEASE SEE ATTACHED SCOPE **					
	100% FEDERALLY FUNDED					

ALL QUOTES MAY BE BRAND NAME OR EQUAL

THANK YOU

IMPORTANT: If you are unable to quote, please indicate so on this form. This does not commit Guam Department of Education to pay any costs incurred in the submission of this quotation or to contract for supplies or services. Supplies are of domestic origin unless otherwise indicated. Any representation to this Request for Quotation must be completed by the quoter.

EARLY CHILDHOOD EDUCATION PROGRAM (ECE)
PROFESSIONAL DEVELOPMENT
SCOPE OF WORK

This Scope of Work will include the development of a series of Early Childhood Education Professional Development for a Training of Trainers in Early Childhood Education to be conducted. This will establish the teacher pipeline to recruit, train, and provide support for Early Childhood Teachers and assists them to effectively establish developmental learning environments in the classrooms. This design for this training is to enhance the ECE teachers' knowledge and skills on the principles of Early Childhood Education.

SERVICES:

I. ECE Professional Development training in the following areas:
   A. Defining Development Appropriate Practice;
   B. Developmentally Appropriate Physical Environments;
   C. Developmentally Appropriate Social/Emotional Environments; and
   D. Developmentally Appropriate Cognitive/Language/Literacy Environments

II. ECE Professional Development "Train the Trainers" in the four following areas:
   A. ECE Instructional Strategies
   B. ECE Developmentally Appropriate Practices
   C ECE Creative Strategies and
   D. ECE Trainer of Trainers

1. Provide a work plan for the scheduling of the Early Childhood Education Professional Development Modules for Pre-Kindergarten-3rd Teachers in the following areas: 1) Defining Development Appropriate Practice; 2) Developmentally Appropriate Physical Environments; 3) Developmentally Appropriate Social/Emotional Environments; and 4) Developmentally Appropriate Cognitive/Language/Literacy Environments. The professional development series will also include modules such as "Working with English Language Learners" and "Working with students with Special Needs."

2. Development of the ECE Train the Trainer Series, which will provide training that may include on and/off island experts to train teachers and administrators on instructional practices such as inquiry-based learning and other necessary topics related to ECE. Training sessions will include, but not limited to the following ECE Professional Development Training topics: ECE Instructional Strategies, ECE Developmentally Appropriate Practices; ECE Creative Strategies and ECE Trainer of Trainers.

3. Review and Research various Early Childhood Education Professional Development "best practices" for the Early Childhood Education Program.

4. Provide consultative and collaborative services with the Division of Curriculum and Instruction and the ECE District Personnel on the timeline for the Resource Development Plan.

5 Provide supporting documents such as timelines, participants, sign-in sheets and schedules of all the ECE Professional Development Modules during the ECE Professional Development period.

6. Provide the facilities, equipment, supplies and reference materials needed for the ECE Professional Development Modules.

7. Provide quarterly report and a final evaluation report on the implementation of the ECE Professional Development Modules.

8. Develop the ECE "Trainer of Trainers" module to use to facilitate training for PreK-3rd grade teachers.

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
500 Mariner Avenue
A Building, Suite A-13
Barrigada, Guam 96913
Telephone: (671) 300-1581•Fax: (671)472-5001
Email: procurement@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

CARMEN T. TAITANO
Supply Management Administrator

October 5, 2015

NOTICE TO PROCEED

To: University of Guam Triton
Bookstore
UOG Station
Mangilao , Guam 96923
ctaitano@uguam.uog.edu

Attn: Carlos Taitano

Ref: Professional services for the Development for Educators of Early Childhood Education.
Requisition number - 20150359.

Purchase Order No.: **20150549-00**

Contract Amount: **$23,869.00**

Buenas yan Hafa Adai! You are hereby notified to commence work on the above contract **effective immediately.** In addition, this Notice to Proceed shall incorporate by reference all of the terms stipulated in the original Request for Quotation Documents, the Contract Scope of Services and the General Terms.

In case of unforeseeable delay, you are required to notify the Guam Department of Education Procurement Office in writing.

Should you have any other concerns regarding this matter, please notify our office at 300-1581.

Senseramente,

CARMEN T. TAITANO
Administrator, Supply Management

cc: Procurement File Requisition 20150359

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.

Purchase Order # 20150549-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE,
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150359	esanchez@gdoe.net/Ready To Learn-E.Sanchez

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Professional Services				
1	Consultative Services for the development of the Early Childhood Education professional development train-the-Trainer serives to provide current training to teachers and administrators on instructional practic *82500022 - 0230 - F1482* *23,869.00*	1.0	Each	$23,869.000	$23,869.00

PO Total $23,869.00

RECEIVING COPY

Doc. No. 34GL-17-0777.

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.

Purchase Order # 20150552-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE,
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150360	mmcamacho@gdoe.net

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Professional Consultative Serv				
1	Professional Consultative Services for the Development of the Early Childhood Education curriculum standards. *82500022 - 0230 - F1482* *23,800.00*	1.0	Each	$23,800.000	$23,800.00

By _____
Purchasing Authority/Certifying Officer

VENDOR COPY

PO Total $23,800.00

Doc. No. 34GL-17-0777.

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.

Purchase Order # 20150552-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE,
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150360	mmcamacho@gdoe.net

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Professional Consultative Serv				
1	Professional Consultative Services for the Development of the Early Childhood Education curriculum standards. *82500022 - 0230 - F1482* *23,800.00*	1.0	Each	$23,800.000	$23,800.00

PO Total $23,800.00

WAREHOUSE COPY

Doc. No. 34GL-17-0777.

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.

Purchase Order # 20150552-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO

Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR

UNIVERSITY OF GUAM TRITON
BOOK STORE
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SHIP TO

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MARINER AVENUE,
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BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150360	mmcamacho@gdoe.net

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Professional Consultative Serv				
1	Professional Consultative Services for the Development of the Early Childhood Education curriculum standards. *82500022 - 0230 - F1482* *23,800.00*	1.0	Each	$23,800.000	$23,800.00

PO Total $23,800.00

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Doc. No. 34GL-17-0777.

Guam's Pilot Pre-K Program
Ages and Stages Training
Round Table Meeting; Tuesday, August 25, 2015

Meeting Notes

Those Present:

- Terry Aguon, Project Kariñu and Guam LAUNCH
- Vera Blaz, CEDDERS
- Elaine Eclavea, CEDDERS
- Lilli Perez, Project Kariñu
- Eloise Sanchez, Pilot Pre-K
-

Summary: *The meeting focused on the start-up concerns regarding Pilot Pre-K that is scheduled to begin October 15, 2015. Specifically the administration of various assessments on school readiness, developmental milestones and social-emotional wellbeing. Also discussed was the foundational elements established by Guam's Early Learning Guidelines. An orientation will be provided to the Pilot Pre-K staff and associates regarding the concerns noted. Additionally, a tentative evaluation schema has been proposed and will be further discussed. This evaluation will allow for data collection over a three-year period and will include information from teachers and parents.*

1. Guam's Pilot Pre-K will focus on three of the six standards established by the National Parent Teacher Association.
    a. Standard 1: Communicating (between home and school is regular, two-way and meaningful)
    b. Standard 2: Parenting (parenting skills are promoted and supported)
    c. Standard 3: Student Learning (Parents play an integral role in assisting student learning)

2. Discussed the possibility of training pre-kinder teachers on the following:

    a. Brigance Early Childhood Screen III, Ages 3 to 5 years
    b. Ages and Stages Questionnaire, Version 3 (ASQ-3) developmental milestones screener;

c. Ages and Stages Questionnaire, Social Emotional (ASQ-SE) a behavioral health screener development for preschoolers
d. Guam's Early Learning Guidelines for children from 3 to 5 years of ages

3. Agreed to a four-hour workshop on the three components:
   a. Brigance Early Childhood Screen (set for October 5 to 9)
   b. ASQ,: Versions 3 and Social-Emotional
   c. Early Learning Guidelines

4. Training will be entitled: Social-Emotional & Developmental Screeners; The training is scheduled for September 9, 2015 from 8am to 12noon at the GDOE Conference room.

5. Dr. Lilli and representatives from Project Kariñu will connect with conduct a one-hour presentation on the screening tools and the proposed data collection overview.

6. The data will allow for a three-year summative report that will include baseline data as well as markers over a three-year period. Parent perception and teacher perception data will be collected.

7. A Data-Sharing Agreement may need to be established across agencies. Additionally, IRB approval may also need to be secured.

8. Family Conference is also planned for September 7 through 12, 2015. The details of this are less clear. PK suggested use of the SEAM Family Profile to collect data on areas of need identified by families.

Edited by: L. Perez on 8/31/15



Questions to Consider in UDL Observations of Early Childhood Environments

Universally Designed Learning (UDL) environments provide considerations for the widest diversity of learners possible so that all children benefit. These include children with varying disabilities, linguistic diversities, and varied learning styles. The concept of Universal Design for Learning facilitates inclusive early childhood environments by ensuring equitable access and meaningful participation through flexible and creative approaches within a developmentally appropriate setting.

The following questions are to be used in conjunction with the attached *Early Childhood Inclusion/Universal Design for Learning Checklist*. Individuals conducting early childhood environment observations can use these questions and checklist to discover how to increase UDL policies and practices and to identify those that already exist. For additional UDL related resources and information, please visit the Building Inclusive Child Care (BICC) website (www.northampton.edu/bicc).

General

1. Is there a consideration for learner differences in all children, not just those with disabilities? How is this consideration shown?

2. Can all children access and engage in all learning opportunities?

3. What strategies exist to ensure all children are included? What strategies exist to eliminate barriers that might segregate or stigmatize a child?

Doc. No. 34GL-17-0777.

Curriculum

Curriculum design must be responsive to diverse classrooms. Educators must share a commitment that all children participating will be successful in their development and learning. Successful outcomes for all children are characterized by diversity and individualization.

Teaching Strategies

1. How are individual sensory, motor, linguistic, and cognitive characteristics of children considered? How are they fostered (e.g. individual, small group, whole group opportunities)? How is higher level thinking encouraged?

2. Do children have opportunities for exploring, learning, and communicating through varied approaches (e.g. modeling, prompting, sign language, use of pictures, symbols, graphics, role play, "the arts", assistive technology, etc)?

3. Are multiple guided practice opportunities provided?

4. Are opportunities provided for children to begin a project or learning experience and continue it at a later time? How does the environment respond to children's individual energy levels, health conditions, attention spans, or interests?

5. Is consideration given to the "timing" of children's responses (e.g. flexibility given to the pace of an activity, providing adequate time for children to respond, use of assistive technology to assist with memory and communication in responding)?

6. How is it ensured that each child can see, hear, and understand rules and expectations (e.g. simple directions using multiple means of communicating)?

7. Is "partial participation" encouraged? Are expectations for participation and performance varied? Example: If children are listening to a story and are asked to recall events, some may attend to and repeat back key words, others may recall names of characters by pointing to pictures or using signs and gestures, others may predict what will happen next using complete sentences.

8. Is content presented in multiple formats (e.g. verbal, print, video, concrete objects, repeating key words) in understandable or culturally appropriate language?

9. How are transitions handled (e.g. verbal, visual)? Are children given indications before transitions happen (e.g. dimming of lights, playing of soft music)? Are children provided a consistent routine (e.g. easily identifiable and accessible schedule)?

10. Does the classroom provide efficient utilization of existing staff/teachers? If a child needed one-to-one assistance for a task, would someone be able to provide it? If not, is there a way to structure activities so that someone would be available? What additional local resources might be available?

Learning Outcomes

1. Are learning outcomes demonstrated in ways that reflect individual strengths?

2. How are individual accomplishments recognized? Are only the "best" or "first" accomplishments by a few students recognized by the teacher?

3. Are children encouraged to use different ways of responding (e.g. pointing, vocalizing, picking up something)?

4. Do children show what they have learned in a variety of ways (e.g. chance to "show what you know" through play, verbal, artwork, song, etc.)?

Physical Environment

All children must be able to safely access and engage in the learning opportunities presented.

Layout

1. Does the environment provide for easy, safe, and independent access to activities, spaces, equipment, and materials?

2. Are there clear, wide paths for safe and easy movement? Would it be possible for a child with limited mobility (e.g. using a walker or wheelchair) to easily get to the classroom, move around within the classroom, and access/participate in an outdoor playground? How might access be improved?

3. Is a safe floor covering used (e.g. for children who are "on the go", those in wheel chairs, visual impairments)?

4. Are varied seating options used (e.g. floor, mat, cushion, chair, or specialized seating)?

5. Is there a place in the environment where children can "rest" during the day and/or experience reduced noise levels (e.g. reading area with pillows; use of headphones)?

6. What sensory related environmental considerations are made (e.g. noise, lighting, over visual stimulation on walls and spaces)?

Materials

1. Are materials and resources varied and diverse (e.g. items of different sizes, textures, shapes, etc.) for easier manipulation?

2. Are teacher made and/or inexpensive materials used to demonstrate creativity and flexibility (e.g. paper clip to turn pages, raised line paper made with glue, turkey baster for painting, etc.)?

3. Are materials available that reflect diverse family experiences and cultures?

4. Is there use of multiple types of equipment, materials, songs, games, toys, books, computer software, that provides each child with equal access to concepts for skills of math, science, and other learning content areas?

Relationships

Collaboration, between all individuals associated with the child's learning, is essential for fostering and maintaining positive relationships (e.g. families, teachers, therapists, early intervention personnel).

1. Do all children feel welcomed and an equal member of the group? How is this demonstrated?

2. Are family goals and preferences for each child considered? How are these goals and preferences shared? (e.g. written, verbal, formal, informal, scheduled, spontaneous)?

3. Do all staff/teachers have access to IFSP/IEP goals? How are they helping children progress toward those goals? Do they collect data?

4. Are there frequent opportunities for sharing information with families? Are there multiple opportunities for family involvement?

5. How are all children given opportunities to understand, express, and respect personal feelings?



Early Childhood Inclusion/Universal Design for Learning Checklist

Curriculum

Curriculum design must be responsive to diverse classrooms. Educators must share a commitment that all children participating will be successful in their development and learning. Successful outcomes for all children are characterized by diversity and individualization.

Teaching Strategies

- ☐ Use of quiet verbal & visual communication (gestures, sign language)
- ☐ Non-verbal transition indicators (lights, music)
- ☐ Levels of prompting (verbal, modeling, physical)
- ☐ Multiple positive guided practice opportunities
- ☐ Easily identifiable routine (pictorial, symbolic)
- ☐ Variable groupings (whole, small, peer, one-to-one)
- ☐ Pace of activity (responsive to energy level, health needs, thought process)
- ☐ Presentation of content in multiple formats
- ☐ Balance of adult and child-initiated tasks
- ☐ Exploratory play with materials and ideas
- ☐ Opportunity to begin project and return at a later time
- ☐ Use of songs, stories, dramatic play, and art to express emotions (responding to pictures, role play)
- ☐ Equal access to learning content area activities
- ☐ Learning through peer interaction
- ☐ Developmentally appropriate practices
- ☐ Opportunity to "show what they know" in various ways

Learning Outcomes

- ☐ Same activity, different focus (partial participation)
- ☐ Encouragement of varied response modes
- ☐ Individual accomplishments recognized
- ☐ Implementation of IFSP/IEP goals and objectives
- ☐ Diverse assessment methods

Doc. No. 34GL-17-0777.

Physical Environment

All children must be able to safely access and actively engage in the learning opportunities.

Physical Layout

- ☐ Quiet area for rest/therapy
- ☐ Safe and accessible areas (wide pathways, uncluttered floor, indoor/outdoor floor covering)
  - ☐ Access to classrooms
  - ☐ Moving within classrooms (to activities)
  - ☐ Playground
- ☐ Sensory - low noise level/minimal visual stimulation
- ☐ Accessible activities and equipment
- ☐ Varied seating options (floor, mat, cushion)

Materials

- ☐ Creative and flexible materials (non-roll crayons, textured balls, paperclip page turners)
- ☐ Inclusive curriculum materials (variety of toys, books, music, posters about diverse cultures and abilities)
- ☐ Technology (literacy software, computer, assistive technology devices such as Touch Screens and switches)

Relationships

Collaboration, between all individuals associated with the child's learning, is essential for fostering and maintaining positive relationships (e.g. families, teachers, therapists, early intervention personnel).

- ☐ Frequent home/school communication (daily log, verbal)
- ☐ Regular formal and informal meetings to discuss each child's goals and progress
- ☐ Knowledgeable and trained staff (emergencies, continuing education)
- ☐ Collaboration with various personnel, families
- ☐ Staff willingness to do tasks (hygiene, self-care)
- ☐ Efficient utilization of existing personnel
- ☐ Warm & positive staff interactions among staff/children/families
- ☐ Varied forms of social interactions & exchanges encouraged among children/staff ("high-five" greetings, signs in Braille, sign language)

Center Name: _____

Date Observed: _____

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Alphabet Soup: Acronyms in Early Intervention

Handout 10

IDEA | Individuals with Disabilities Education Act

The **Individuals with Disabilities Education Act** is our nation's early intervention and special education law. Part C of IDEA makes early intervention services available for infants and toddlers with disabilities or developmental delays and their families. Part B of IDEA makes special education available to school-aged children with disabilities, including preschoolers.

Sometimes people add numbers to IDEA, such as IDEA '97 or IDEA 2004. When they do this, they're referring to a specific set of amendments Congress has made to IDEA—usually, the year in which those amendments were made.

The Office of Special Education Programs (OSEP) administers IDEA. OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities—ages birth through 21—by providing leadership and financial support to assist states and local districts.

ISFP | Individualized Family Service Plan

The **Individualized Family Service Plan** is a written plan for providing early intervention services to an infant or toddler with a disability and the child's family. Every eligible infant and toddler with a disability must have an IFSP. Things to know about the IFSP include:

- The IFSP is based on information gathered through evaluation and assessment of the infant or toddler and the family. Read about evaluation and assessment at §303.321 in the Part C regulations.
- The IFSP includes specific information, such as how the child is doing developmentally, what results or outcomes are to be achieved, what early intervention services are needed to address the unique needs of the child and family, and where and when those services will be provided. Read what's required by the Part C regulations at §303.344.
- The IFSP is developed by a team that includes the child's parent(s). Read how the IFSP is developed at §§303.342, 343 and 345.
- The IFSP must be implemented as soon as possible after parents give their consent for the early intervention services listed in the IFSP. It is reviewed at least every six months and revised as necessary.

EI or EIS | Early Intervention or Early Intervention Service

EI and EIS stand for **early intervention** (EI) or **early intervention service** (EIS), respectively. This acronym is a bit tricky, because someone may be referring to:

- the overall early intervention *system*,
- the early intervention *program at the State level*,
- *local* early intervention providers, or
- early intervention services that are provided in the natural environment for the eligible infant and toddler with a disability and their family.

ICC | Interagency Coordinating Council

ICC stands for **Interagency Coordinating Council**. If a State would like to receive financial assistance under Part C of IDEA, it must establish an ICC with certain membership (described at

continued on next page

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Alphabet Soup, for Later!

You know that there are more acronyms used in early intervention and the disability field than the seven just summarized. So—here's a quick list of the other acronyms you might hear...and wonder about.

A

AAC Alternative Augmentative Communication
AAP American Academy of Pediatrics
ABA Applied Behavioral Analysis
ABC Antecedent, Behavior, Consequence
ACF Administration for Children and Families
ADA Americans with Disabilities Act
ADD Attention Deficit Disorder
ADHD Attention-Deficit/Hyperactivity Disorder
AMCHP Association of Maternal & Child Health Programs
APR Annual Performance Report
ARRA American Recovery & Reinvestment Act
ASD Autism Spectrum Disorders
ASHA American Speech-Language-Hearing Association
ASL American Sign Language
AT Assistive Technology
AYP Adequate Yearly Progress

B

BD | Behavioral Disorder
BIP | Behavioral Intervention Plan
BOE | Board of Education

C

CAPD Central Auditory Processing Disorder
CAPTA Child Abuse Prevention and Treatment Act
CATCH Community Access to Child Health
CDA Child Development Associate
CDC Centers for Disease Control and Prevention
CEC Council for Exceptional Children
CFR Code of Federal Regulations
CHIP Children's Health Insurance Program
CP Cerebral Palsy
CPRC Community Parent Resource Center
CSHCN Children with Special Health Care Needs
CST Child Study Team

D

DAP Developmentally Appropriate Practice
DB Deaf-Blind
DD Developmental Delay
DD Act Developmental Disabilities Assistance & Bill of Rights Act
DIBELS Dynamic Indicators of Basic Early Literacy
DOE Department of Education
DS Down Syndrome
DSM *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association)

E

ECE Early Childhood Education
ECSE Early Childhood Special Education
ED Emotional Disturbance
ED U.S. Department of Education
EDGAR Education Department General Administrative Regulations
EHA Education of the Handicapped Act (now IDEA)
EHDI Early Hearing Detection and Intervention
EHS Early Head Start
EI Early Intervention
ELL English Language Learner
EPSTD Early Periodic Screening, Diagnosis & Treatment
ESEA Elementary and Secondary Education Act
ESY Extended School Year Services

F

FAPE Free Appropriate Public Education
FAS Fetal Alcohol Syndrome
FBA Functional Behavioral Assessment
FERPA Family Educational Rights & Privacy Act
FOIA Freedom of Information Act

G-J

GPRA Government Performance & Results Act
HI Hearing Impaired
HIPAA Health Insurance Portability & Accountability Act of 1996
HO Hearing Officer

continued on next page

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Alphabet Soup, for Later!

HoH	Hard of Hearing
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IGDI	Individual Growth & Development Indicator
ITCA	Infants & Toddlers Coordinators Association

L-N

LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MCH	Maternal and Child Health
MD	Muscular Dystrophy
MOU	Memorandum of Understanding
MR	Mental Retardation
NCLB	No Child Left Behind Act
NECTAC	National Early Childhood Technical Assistance Center
NICHCY	National Dissemination Center for Children with Disabilities
NICU	Neonatal Intensive Care Unit

O-P

OCD	Obsessive-Compulsive Disorder
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OI	Orthopedic Impairment
O & M	Orientation and Mobility
OSEP	Office of Special Education Programs
OT	Occupational Therapy
P & A	Protection & Advocacy
PBS	Positive Behavioral Supports
PD	Physical Disability
PDD	Pervasive Developmental Disorder
PDD-NOS	Pervasive developmental disorder—Not otherwise specified
PT	Physical Therapy
PTI	Parent Training & Information Center

S

§	This symbol means "section" in the federal and other regulations
SB	Spina Bifida
SCHIP	State Children's Health Insurance Program
SE	Special Education
SEA	State Education Agency
Section 504	Section 504 of the Rehabilitation Act
SED	Serious Emotional Disturbance
SI	Sensory Integration
SICC	State Interagency Coordinating Council
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
SLP	Speech/Language Pathologist
SPP	State Performance Plan
SSDI	Social Security Disability Income
SSI	Supplemental Security Income

T-Z

TA & D	Technical Assistance & Dissemination Network funded by the Office of Special Education Programs (OSEP)
TANF	Temporary Assistance to Needy Families
TBI	Traumatic Brain Injury
TDD	Telecommunication Devices for the Deaf
TS	Tourette Syndrome
T-TA	Training & Technical Assistance
TTY	Teletypewriter (phone system for the deaf)
VI	Visual Impairment
WIC	Women, Infants & Children (Special Supplemental Food Program)



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§303.601). The ICC is appointed by the Governor of the State and has specific responsibilities (described at §303.603), including advising and assisting the State's lead agency in carrying out its duties under Part C of IDEA.

FERPA | Family Educational Rights and Privacy Act

FERPA stands for the **Family Educational Rights and Privacy Act**, a Federal law that protects the privacy of student education records. The law applies to all schools and other programs that receive funds under an applicable program of the U.S. Department of Education.

The FERPA definitions were adopted in the Part C regulations by reference. Whenever FERPA uses the term "student," the term "child" is applied in Part C of IDEA. Similarly, when FERPA uses the term "school," Part C uses the term "EIS providers." Thus, FERPA and Part C both provide for the privacy of early intervention records of infants and toddlers with disabilities.

Read FERPA at Title 34 of the U.S. Code of Regulations, Part 99.

PII | Personally Identifiable Information

PII means "**personally identifiable information.**" The term is prominent in FERPA (just described).

One of the key purposes of FERPA is to ensure the privacy of personally identifiable information in student education records. Part C of IDEA applies FERPA's requirements to ensure the privacy of personally identifiable information in children's early intervention records.

PII is defined as information that can be used to distinguish or trace a person's identity, such as name, social security number, or biometric records. PII also includes information that can be used in combination with other personal or identifying information (such as date and place of birth, mother's maiden name) that is linked or linkable to a specific individual.

The State's lead agency or other participating agency may not disclose PII to any party, except participating agencies that are part of the State's Part C system, without parental consent. Another exception to the requirement of parental consent is the limited disclosure of directory information when the lead agency must notify the State Education Agency (SEA) and the child's Local Education Agency (LEA) that the child is reaching the age of eligibility for preschool services under Part B of IDEA and is potentially eligible for that program.

TA & D | Technical Assistance and Dissemination Network

When you hear or read the term TA&D, it's a reference to the **Technical Assistance and Dissemination Network** of more than 40 projects, each with specialized areas of knowledge in disability. Find the TA&D at: http://www.tadnet.org/

OSEP is responsible for guiding, supporting, and monitoring the implementation of IDEA on behalf of children with disabilities in the nation. As part of that responsibility, OSEP funds the TA&D network to provide disability-related expertise to stakeholders nationally or in specific regions.

Several centers in the TA&D focus on early childhood. You can identify these and take advantage of their many resources by visiting this link: http://www.tadnet.org/matrix_centers?id=5

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LBJES Training Paragraphs (Ms. Nikka L. Olalia)

ASQ Training

We attended the ASQ training on September. The training provided meaningful information about how to complete the ASQ Questionnaires Data Sheets. We also learned to analyzed proper data collecting for ASQ. We also discussed different types of temperaments. Locating Resources for identifying children with suspected social and emotional disabilities. Also, we were introduced to the Project Kurinu and services it provides to the community



Curriculum Framework

This Curriculum Framework Training and Workshop with Dr. Clare was very informative because we were able to compare and contrast various preschool standards from Hawaii, New York, etc. We also learned that preschool children develop understanding and learning skills through play.



Food Friends Mighty Moves

I attended this Two Day Food Friends Mighty Moves Training with Dr. Laura Bellows. We collaborated with various Early Childhood Educators from Head Start, Daycare Providers, and GATE Pre-K. I was introduced to various techniques about children and their food habits or situations. Dr. Bellow provided solutions to children who have issues when trying new foods. After attending the training, we were knowledgeable to share "The Food Friends" Curriculum in our Pre-Kindergarten classroom. The Mighty Moves Program allowed our students to gain self-confidence, improve gross motor skills and exercise in a more fun way!



Special Education

On February, I attended the Special Education Training (Autism Presentation). We collaborated with other ECE Program Educators to identify children with special needs. We came up with problems that requires special assistance in the classroom. We came up with solutions to help teachers in the classroom and parents assist needs for children with special needs. I learned a lot of information that I will use in my classroom when I face challenging situations.

J.Q. San Miguel Elementary School (Ms. Pabroa)
Professional Development Training Paragraphs

ASQ (September)
ASQ is a screening assessment tool the Pilot Pre-Kindergarten Program uses to determine student strengths and uncover areas of concern. Unfortunately, I was not on board with the program during this training, but the team was able to introduce and guide me how to score the results.

Curriculum Framework (October)
The Pilot Pre-Kindergarten Program attended trainings and workshops with Dr. Clare at the University of Guam. We were able to compare and contrast Pre-Kindergarten standards from other states and learn new teaching skills. Dr. Clare also provided story books and school supplies.

Mighty Moves (November)
Food Friends and Mighty Moves was a 2 day training with Dr. Bellow at the University of Guam. The Pilot Pre-Kindergarten Program collaborated with other programs such as, SPED, Day Care Directors, PreK Gate, and HeadStart. We learned the benefits of the program such as implementing fun physical activities into our daily lesson plans and how to persuade children to eat vegetables and other food.

Special Education (February)
The Pilot Pre-Kindergarten Program attended the Special Education training in Tiyan. We learned about children with disabilities and how to assist them in the classroom. We also received important information and checklists we can use to determine signs of autism.

Training on the IEP Process and Working with Children with Social/Emotional Needs for DOE Pre-Kinder Teachers

Division of Special Education
Monday, feb.8, 2016



AGENDA

- What's the Big IDEA?
  - The IEP Process
    - Identification
    - Child Study Team
    - Procedural Safeguards
- Early Childhood Outcomes
  - Addressed in the Child's IEP
- Social/Emotional Needs, Skills and Strategies

AGENDA

- CSEFEL
  - Teaching Pyramid
  - Building Relationships
- Behaviors Communicates
  - Identifying the behavior
  - Strategies to think about
- Autism Awareness
- Planning Matrix for the Classroom (Activity)
- Wrap Up/Training evaluation

OUTCOMES

As a result of the one-day session, the Pre-Kinder Teachers will have:

- An understanding of the Child Identification Process
- An understanding of the requirements under IDEA's Procedural Safeguards (parent rights)
- To be able to address specific behaviors of students using appropriate strategies

What's the Big IDEA?

- Individuals with Disability Education Act 2004
  - The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

What's the Big IDEA?

- Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C.
- Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

What's the Big IDEA?

Premise:

- 'Children with disabilities have the right to be educated along-side their peers (without disabilities) to the *appropriate extend possible*, and *have access to the general curriculum*'.

Guam Public Law #31-158

- Updated January 4, 2012
- An Act to amend Chapter 9, Guam Code Annotated, Relative to Education and Training Facilities and Opportunities for Individuals with Disabilities.
  - To Ensure that local statutes are in compliance with the federal mandates of IDEA, and to reflect current language when referring to persons with disabilities.

One of the updates....

For a child to be eligible for special education services:

- The child must be experiencing a disability and in need of special education services AND related services.

Who can refer a child for services?

In-school Identification:

- Teachers
- Counselors
- **The Child Study Team (CST)**
- Parents
- Concerned individual

- **Out-of-school Identification:**
  - CPS
  - I'Famaganta
  - Probation Officers
  - Advocates
  - Concerned individual

A Child Study Team



So Mickey is having some challenges at school…..

- Schools have a child study team (CST)
  - It is Not a special education process, but a team that helps the teacher look at 'Mickey' and provide the teacher some support.
    - Team may consist of other (Pre-Kinder teachers, school counselor)
    - Team may suggest strategies to use
    - Ensure data/documentation is collected on the behavior, on class work, etc.
    - Parents would need to be involved in this process too.

When the Child Study Team decides to make a Referral…

- The school's IEPC for preschool is included
  - Parents need to be involved
  - Information from the CST documents is be reviewed as part of the "Review of Existing Data" (RED) to support the need for a referral.
  - A copy of the Notice of Procedural Safeguards must be given to parents

Procedural Safeguards under IDEA

- Procedural Safeguards under IDEA
  - When I say to a parent that I think your child needs special ed…
    - the rights for parents (under IDEA's procedural safeguards are in place for them)
    - Parent and Child's Rights to Confidentiality
  - Prior Written Notice
  - Initial Consent for evaluation
- There are other procedural safeguards for parents. (a copy of the Procedural Safeguards are available in the GDOE/SpED website)

SPECIAL EDUCATION PROCESS

- Identification / Referral

Evaluations



Eligibility

If eligible, IEP

Re-evaluation

ECSE Preschool
Early Childhood Outcomes



EARLY CHILDHOOD OUTCOMES

- What is the Office of Special Education Program (OSEP) requiring ECSE to report
  - Children's application of behaviors, knowledge, and skills in a meaningful way in their everyday lives.
- ECSE is required to collect data on children's:
  - Positive social-emotional skills
  - Acquisition and use of knowledge and skills,
  - Use of appropriate behaviors to meet their needs

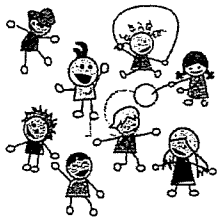
Early Childhood Outcomes

- The three child outcomes refer to actions that children need to be able to carry out and knowledge that children need to use in order to function successfully across a variety of settings.



Social/Emotional needs, skills and strategies

(next powerpoint)

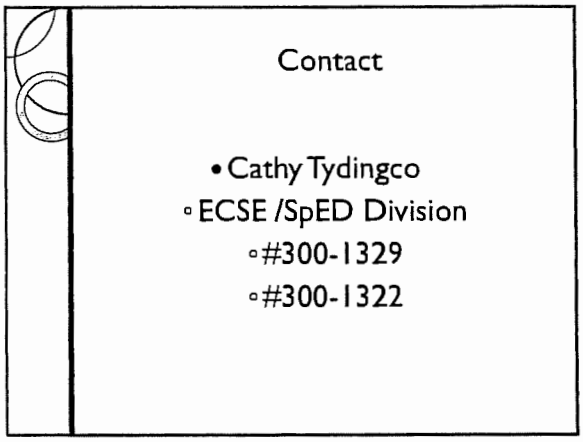


Wrap Up / Evaluation



Resources:

- http://idea.ed.gov
- http://csefel.vanderbilt.edu/
- http://www.ccids.umaine.edu/resources/ec-growingideas/
- http://www.ectacenter.org/
- http://www.parentcenterhub.org/repository/idea/
- http://community.fpg.unc.edu/
- https://sites.google.com/a/gdoe.net/special-education/


Contact
• Cathy Tydingco
◦ ECSE /SpED Division
◦ #300-1329
◦ #300-1322

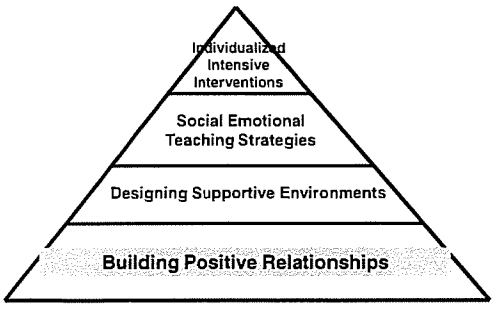
Agenda

- Pyramid Model- Marijul Taitano and Ronelen Dionaldo, Preschool Teachers
- Behavior Communicates- Charli Harper, Preschool Teacher
- The basics of Autism- Flo Uson
- Planning Matrix for the Classroom (Activity)

Promoting Social Emotional Competence

Promoting Children's Success: Building Relationships and Creating Supportive Environments

Module 1 Handout



Mean Age Expectation in Months for Milestone Attainment

	Caucasian	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7*
Training Cup	12.0	17.1	21.9*
Utensils	17.7	26.5	32.4*
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2*
Sleep by Self	13.8	14.6	38.8*
Sleep all Night	11.4	14.5	32.4*
Choose Clothes	31.1	44.2	33.1*
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3*
Toilet Trained-Day	31.5	29.0	20.4*
Toilet Trained-Night	33.2	31.8	34.2

Carlson & Harwood (2000)

Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

- When children do not have these skills, they often exhibit challenging behaviors
- We must focus on TEACHING the skills!

"If a child doesn't know how to read, *we teach.*

If a child doesn't know how to swim, *we teach.*

If a child doesn't know how to multiply, *we teach.*

If a child doesn't know how to drive, *we teach.*

If a child doesn't know how to behave,

we..... .....teach? .....punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p.2)

Some Basic Assumptions

- Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- We need to focus on teaching children what to do in place of the challenging behavior.

Promote Children's Success

- Create an environment where EVERY child feels good about coming to school.
- Design an environment that promotes child engagement.
- Focus on teaching children what To Do!
  - •Teach expectations and routines.
  - •Teach skills that children can use in place of challenging behaviors.

Doc. No. 34GL-17-0777.

Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

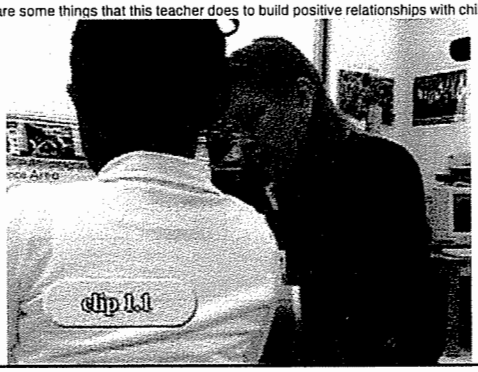
Building Relationships with Children

Why is it important?

1. The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
2. Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
3. Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
4. Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
5. Parents and other colleagues (such as mental health providers and therapists) are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.

Video 1.1: Adult Child Conversations

What are some things that this teacher does to build positive relationships with children?





"Every child needs one person who is crazy about him."



Autism- the Basics

- What is Autism?
- What are some signs/symptoms of Autism?
  - Social Interaction
  - Communication
  - Behavior
- Whom does Autism affect?
- When does Autism occur?
- Why does Autism Occur?

Planning Matrix for the Classroom

Program Assessment Worksheet Activity



Doc. No. 34GL-17-0777.

If student is in need of any of the following referrals, please complete the appropriate checklist(s):

❑ Autism ❑ Emotional Disability ❑ Occupational Therapy ❑ Physical Therapy ❑ Leisure Education

What strategies have already been tried to meet the needs of this student?
✓ Check and attach any supporting documentation.

❑ Remedial Reading / Math	❑ Talking with parent/s	❑ Detention	❑ Elimination of distracters
❑ Modified curriculum	❑ Behavior contract	❑ Loss of privileges	❑ _____
❑ Adapted materials	❑ Monitoring chart	❑ Cooperative Learning	❑ _____
❑ Tutoring	❑ Time Out	❑ Counseling	❑ _____

Name of Person Completing this Form _____ Signature & Title _____ Date _____

After reviewing the checklist, student work samples, and all information provided by parents, attendance officer, school counselor, and school nurse; the Child Study Team makes the following **SUMMARY STATEMENT** about the areas of concern and the duration and interventions attempted.

Area of Concern	Duration	Interventions Attempted

❑ **Home Language Survey & LAS** (*if applicable*) **are attached.** ❑ **Form 4 - Evaluation Plan is attached**

REFERRAL DECISION Made on this date: _____

Based on all of the documentation presented to this Child Study Team, the following is recommended:

❑ Child should be referred for evaluation by special education. See attached **Evaluation Plan.**

❑ Documentation does NOT support the need for referral to special education at this time. The Child Study Team will develop alternative intervention plans.

❑ All paperwork should be turned over to the Designated School Person.

❑ If parent is not present at this meeting, the referring teacher, or other appropriate school designee, will discuss this decision with parents and will explain options available to the parents.

❑ **Prior Written Notice** given to parents regarding referral decision:

❑ Given to parent by administrator or teacher

❑ Mailed to home address: certified mail

❑ (*MUST be given whether parent/s are present at this meeting or not.*)

Signatures and Positions of Committee Members:

Signature	Position/Title
Parent/Guardian Signature:	**Administrator Signature:**

Uses playground equipment with minimal support from adults & peers.				
Actively participates in PE lessons regularly, and with minimal adult support.				
Has good strength, power or endurance				
Has good balance				
Has good coordination & accuracy				
Uses common tools appropriately (specify scissors, pencil, eating utensils, etc.)				
Manipulates toys and game pieces appropriately				
Visual Perception	**Yes**	**Sometimes**	**Not Yet**	
Eyes work together normally				
Copies from the board with ease.				
Copies from book or paper with ease.				
Uses letters or numbers age appropriately				
Uses good posture for writing and reading				
Dressing, Hygiene, Toileting	**Yes**	**Sometimes**	**Not Yet**	
Dresses and undresses like others of similar age				
Washes/dries hands like others of similar age				
Uses toilet independently.				
Feeding	**Yes**	**Sometimes**	**Not Yet**	
Can drink or eat with utensils independently.				
Controls saliva				
Chews and swallows food appropriately				
Tactile	**Yes**	**Sometimes**	**Not Yet**	
Responds appropriately to touching objects or contact with people/environment				
Can restrain from touching items that are "off limits"				
Tolerates messy activities				
Cognition	**Yes**	**Sometimes**	**Not Yet**	
Has appropriate attention and/or concentration				
Uses problem solving skills appropriately				
Able to remember information				
Able to follow directions				
Socialization	**Yes**	**Sometimes**	**Not Yet**	
Interacts appropriately with peers				
Shares with peers appropriately				
Control of anger and frustration is age appropriate				
Initiates play with peers.				
Responds appropriately to natural cues in the environment (peers, bell, clock, adult).				
Works well in large group settings.				
Able to take turns in group settings				
Other	**Yes**	**Sometimes**	**Not Yet**	

Able to following directions with no difficulty				
Able to respond accurately to questions				
Able to retain information given verbally				
Sign Language	**Yes**	**Sometimes**	**Not Yet**	
Uses formal sign language				
Uses idiosyncratic or personalized signs				
Amount and Quality of Oral Language	**Yes**	**Sometimes**	**Not Yet**	
Feels comfortable expressing self verbally				
Initiates conversation				
Communicates thoughts, needs, feelings				
Vocabulary is age-appropriate				
Asks questions to obtain information				
Organization of Oral Language	**Yes**	**Sometimes**	**Not Yet**	
Speaks in grammatical sentences				
Able to verbalize thoughts and ideas, in logical sequence				
Pragmatics	**Yes**	**Sometimes**	**Not Yet**	
Stays on topic being discussed				
Able to understand cause & effect				
Makes eye contact when talking				
Likes talking with people				
Takes turns in conversations				
Fluency/Stuttering	**Yes**	**Sometimes**	**Not Yet**	
Speech rate is appropriate				
Able to respond to discussion questions, and produce spontaneous expression without hesitations or repetitions.				
Student is free of secondary signs of physical struggle when speaking (facial grimaces, eye or head jerks, rapid eye movements)				
Articulation	**Yes**	**Sometimes**	**Not Yet**	
Able to produce all age appropriate speech sounds clearly				
Student's conversational speech is easily understood by the average listener				
Student's speech is free of immature or "babyish" sounds				
Voice	**Yes**	**Sometimes**	**Not Yet**	
Has a physician referred this child for voice therapy?				
Voice is free of hoarse, harsh or nasal qualities				
Student is free of intermittent voice loss during speaking or reading				
Motor Skills	**Yes**	**Sometimes**	**Not Yet**	
Referred for physical therapy services in the past (Give date if yes):				
Had orthopedic or neurological surgery. (If yes, describe in "any other" box below.)				
Walks independently, without support. *				
Check any of the following used by the student: ❑ Wheelchair ❑ Cane ❑ Walker ❑ Crutches ❑ Braces ❑				
Goes up and down stairs without help				
Walks and runs with coordinated movements.				

03 Child Identification Checklist for Preschool

Date_____

Student:		DOB:	Grade:	School:			
Person making referral/Title or relationship:			Name of Teacher:				
VISION Information: Date		HEARING Information: Date		School Attendance:			
Right Acuity	Left Acuity	Tympanogram	Pure Tone	# days school:	# days absent	# days present	# tardies:

Pre readiness skills	Yes	Sometimes	Not Yet	
Identifies objects in a picture or a book				
Hold a crayon/ pencil				
Likes to look at books				
Able to trace or identify lines or shapes				
Able to follow different directions using the words: "under", "between", "middle"				
Identifies his/her name				
Can count five objects (in order) without providing help by pointing, gesturing or naming.				
Follow 1-2 step directions				
Identifies up to 5 different colors				
Able to identify objects (smallest, largest)				
Behavior	**Yes**	**Sometimes**	**Not Yet**	
Typically				
Changes activities without incident				
Listens				
Uses socially acceptable language				
Demonstrates appropriate way for getting attention				
Shares				
Tells the truth				
Gets along with peers				
Participates in classroom activities				
Follows rules of situation, activity or environment				
Accepts responsibility for own behavior				
Stays on tasks to completion				
Works cooperatively				
Controls anger				
Gets along with adults (teachers, aides, etc.)				
Consistently attentive				
Communication	**Yes**	**Sometimes**	**Not Yet**	
Receiving LOTE services				
Has been seen or referred for ear, nose or throat problem?				
Has known medical/emotional problems that may have an effect on speech?				
Has been referred for or received speech and language services in the past?				
Uses gestures to communicate				
Communication *(continued)*				
Language-Auditory Reception/Comprehension	**Yes**	**Sometimes**	**Not Yet**	

GROWING IDEAS

Behavior Communicates

What is really going on?

All child care professionals who provide quality inclusive child care strive to understand what children are telling them through their behavior. When a child behaves in a way that indicates a need for extra help and support, ask the question, "What is really going on here?" Be a detective to discover possible messages in the child's behavior.

Is the child in question really saying...



I have a need that isn't being met.

- I feel hungry, tired, or ill.
- I need help learning how to interact with others and developing relationships. I'm lonely. I want attention.
- I'm bored or overwhelmed.
- I feel sad, scared, anxious, or angry.
- I want...

I don't know how to do it.

- The activity is too hard for me. I'm frustrated!
- I don't understand the directions. I'm confused!
- I feel uncomfortable.
- The room is too noisy and crowded and the lights are too bright.
- It's hard for me to sit still at circle time.

When a child's behavior communicates a need for help, ask questions that guide planning for the child.

- What is happening here? (Describe the behavior.)
- Why is it happening? (Gather clues from the child, family members, and staff.)
- Where and when is it happening? (Notice if the setting, activity or time effect the child's behavior.)
- How can I help support this child's growth and development? (Teach and model new skills, modify the program, and create a plan.)
- Is the plan working? (Try, reflect, and adjust.)

Make the positive assumption that each child is doing the best he or she can with the skills and abilities he or she currently possesses.

What is behavior communicating in this situation?

Jonah is building by himself in the block area. Two other children are building roads with the blocks and playing with cars. Jonah grabs a car and yells, "You can't play here!" When the other children try to take the car back, Jonah throws the car across the room.

What is happening here?

Three children are in the block area. One child takes a toy away and tells others they can't play. The situation escalates and the toy is thrown.

Why is it happening?

Some possibilities:

- The block area may be too small to support the play or there may be too few preferred toys.
- Jonah may need a quiet space to play alone.
- Jonah may not know how to ask to use a toy or enter play with others.

How can the child/children be supported?

- Look at the environment; can the block area be rearranged?
- Observe carefully — does Jonah have friends?
- Help Jonah learn to express his needs.

Create a plan based on the answers to the above questions.

- Enlarge the block area.
- Rotate or incorporate more preferred toys.
- Offer an alone space in the room.
- Help Jonah use words, signs, pictures or gestures to express his needs.
- Use puppets to model positive social behaviors.
- Assess the effectiveness of the plan and revise if necessary.

Attitude counts!

When we recognize that all children want to belong and realize that challenging behaviors signal a child's need for help, we will not blame children for having problems they cannot solve alone. We will work together to find solutions.

Understanding what behavior communicates and knowing how to respond can be one of the most challenging aspects of teaching.

Consider ways to do the following:

- Assure that each child is treated respectfully.
- Help each child build relationships with children and adults.
- Understand each child's developmental level, temperament, and sensory needs.
- Design the environment and activities so every child can participate and succeed.
- Ask for help and seek new solutions when something is not working.

Concepts in this handout were adapted from: Educational Productions, Inc. (Producer) (1997). Reframing Discipline: Understanding Difficult Behavior [videotape series]. Available from Educational Productions, Inc., 9000 SW Gemini Drive, Beaverton, OR 97008-7151.

Where to learn more:

See "Behavior Communicates — Selected Resources" online at http://ccids.umaine.edu/resources/ec-growingideas/behavres/

See "Behavior Communicates — Virtual Toolkit" online at http://ccids.umaine.edu/resources/ec-growingideas/behavvtk/

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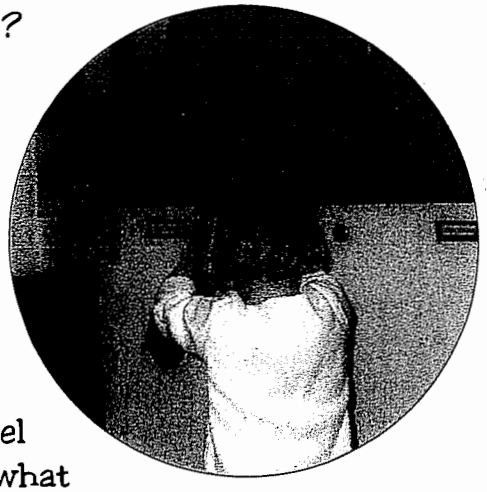
http://www.ccids.umaine.edu/resources/ec-growingideas

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GROWING IDEAS

WHACK! SLAM! BANG! – Aggression

Why do young children behave aggressively?



Aggressive behavior — hitting, pinching, biting, and other acts through which children may hurt themselves or others — is a way children communicate by using their bodies. Children behave aggressively for a variety of reasons. Children may hit because they feel angry and frustrated. They may kick because they are still learning how to cooperate, share, and understand another person's viewpoint. Children may throw toys when the environment is too noisy, chaotic, and busy.

Children may act aggressively when they feel scared, frustrated, or upset and don't know what to do about it. For example:

- When children are unable to meet expectations, they may feel rejected or misunderstood.
- When children become involved in conflict, it can create anger they may not know how to channel.
- Children with low self-esteem, or difficulties with sensory processing, may misunderstand social cues and react aggressively.

Children may act aggressively when the environment is not a good match for their needs.

- When children feel stressed, crowded, tired, thirsty, hungry, or experience high noise levels, they may feel anxious or overwhelmed.
- Environments that are disorganized or chaotic, with too few or too many play choices, may cause stress in children.
- Schedules and routines that require children to sit or wait for long periods of time or involve frequent transitions, may lead children to lose control.
- If young children are not closely supervised, conflicts may escalate to the point of aggression.

Learning to recognize and manage aggressive feelings and urges is a part of all children's development.

- Aggressive feelings and impulses exist and develop at the same time children are learning pro-social behaviors, such as sharing, turn taking, and cooperation.
- Young children may not be able to understand another's point of view. This can lead to misunderstandings and conflict.
- Children who are still developing verbal communication skills, or who have speech and language delays, may engage in aggressive behavior in an attempt to communicate with peers and adults.

- As children are learning play skills they may act aggressively because they do not know how to join play or greet a playmate.

Help children learn how to recognize aggressive feelings and to behave in socially acceptable ways.

- Teach children the difference between feelings, actions, and self. Young children often exhibit an "I feel, I do, I am" way of thinking. Tell young children, *"It is okay to feel angry but it is not okay to hurt people."*
- Teach and model social and play skills such as how to greet another playmate, join a small group of children in play, or share a toy.
- Limit children's exposure to aggressive acts on television news, in movies, and other media. Young children mix up reality and fantasy. They may imitate what they have seen, not understanding that the aggressive behavior shown on TV, in movies, or other media, causes pain and suffering in real life.

> *"Viewing media violence can make children more aggressive, fearful, disrespectful, and insensitive to the effects of violence."*
>
> Lovell, M. (2000). "Tuned into Violence: Children and the Media." Unpublished paper, Wheelock College, Boston, MA.

Help children learn how to manage their feelings.

- Provide concrete, consistent, age-appropriate expectations that match children's abilities.
- Demonstrate and model specific behaviors and words children can use in conflict situations, such as "no," "mine," and "I don't like that."
- Offer alternative methods for expressing upset feelings such as puppetry, painting, using play dough, or making an emotion collage.
- Learn how differences in children's individual rhythms, communication styles, and sensory needs can impact their understanding of social cues and reactions.
- Use visual supports (pictures of feelings faces, choices, assistance words such as "help" or "I want/need") to assist children in communicating their thoughts, needs, and feelings.
- Notice social relationships. Plan daily activities that include individual adult-child time and paired, peer group activities.



Does the environment support children's success?

- Observe children's use of and reaction to the environment carefully. Can children rest in a quiet place as the need arises? Are the lighting, noise level, and furniture arrangement comfortable for all? Are there enough toys and variety of materials?
- Prepare activities in advance.
- Plan for transitions and provide cues prior to the end of activities.
- Use visual cues to support children's understanding of expectations, routines, and schedules.
- Arrange the space and materials to promote cooperative play (i.e. block, housekeeping, easel painting areas).
- Incorporate community building and friendship into the curriculum through books, songs, and discussions.

Where to learn more:

See "WHACK! SLAM! BANG! — Aggression — Selected Resources" online at http://ccids.umaine.edu/resources/ec-growingideas/aggressres/

See "WHACK! SLAM! BANG! — Aggression — Virtual Toolkit" online at http://ccids.umaine.edu/resources/ec-growingideas/aggressvtk/

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GROWING IDEAS

Daily Transitions – Time for a Change

What is meant by daily transitions?



Young children with and without disabilities experience many changes during their day. Daily transitions in early care and education programs take place during an activity, or when children move from one activity to another or one location to another. Transitions include the following:

- Arriving at or departing from a program.
- Exchanging toys.
- Entering or leaving a play area during free choice time.
- Cleaning up after morning activities and starting a group circle time.
- Getting dressed to go outside to play.
- Shifting from playing with friends to working with a teacher/therapist on a particular skill.

Why are carefully planned transitions important?

Thoughtful planning is needed so transitions can be positive and enjoyable learning experiences for every child and less stressful for adults. When planned, transitions provide predictability, help children feel safe and secure, and can reduce or prevent behavior problems. Each child is different, and the way any one child reacts to transitions may be influenced by a variety of factors. Careful planning helps all children.

Why might children feel confused, frustrated, or overwhelmed by transitions?

- Children's temperaments vary: all children can become very involved in what they are doing and not want to stop, or may not understand why they have to stop.
- Children's concept of time varies: they may not realize that when family members leave them in the morning, they will return. They may not understand what a verbal five-minute warning means.
- Children's abilities differ. Understanding and following directions, exercising self-control, having language skills to express needs, physically moving from one place to another, and/or handling noise or confusion all impact transition success.

Care and education professionals can support successful transitions by the following:

- Observe transitions to see how they are working for all children and adults and make adjustments, as needed.
- Review daily schedules: plan and prepare ahead of time.
- Consider each child's development, temperament, abilities, language and culture.
- Arrange the environment, curricula, and staffing to encourage independence.
- Make transitions a purposeful part of the curricula by providing learning opportunities in a variety of developmental areas.

Strategies for supporting young children during transition times:

Spend time observing, using these questions to guide your planning:

- How many transitions currently exist and how long do they take?
- Is the environment organized so every child can move easily from one area to another. Is it arranged and labeled so they know where things belong?
- Are children actively engaged during transition times or do they have to wait?
- Are directions offered clearly and calmly in ways all children can understand?
- Are various types of cueing systems such as music, songs, or visual schedule boards used to signal upcoming changes?

> Some children and grown-ups handle change more easily than others. All children are different and you need to look at their personalities, ages, and experiences when you are considering how to help them make adjustments.
>
> *Child Care Aware (2008). Helping Children Make Changes: Big and Small (PDF).The Daily Parent, 34. Retrieved from http://www.georgiadisaster.info/GeneralPublic/GP11%20SupportingChildren/Transitions.pdf*

Schedule for successful transitions:

- Discuss the daily schedule using visuals with children at group times.
- Establish a regular routine and post a picture schedule to help all children know what to expect.
- Reduce the number of transitions and the amount of time children need to wait.
- Assign teacher responsibilities during transitions, as with other planned activities.
- Offer activities that can be completed quickly during short wait times, such as puzzles and books.

Consider each child's unique qualities:

- Recognize children's feelings when they have to stop playing. Involve them in making choices about how to preserve their work: photographing, drawing, or storing special constructions on a shelf.
- Use rituals to ease transitions: waving goodbye at the window, drawing a picture, or dictating a story for family members.
- Confer with families about their child's transition experiences and offer consistent responses that are developmentally and culturally appropriate.
- Tune in and help children succeed: offer a small squishy ball or other fidget toy to help a child attend while waiting.
- Provide directions using the child's method of communication (e.g. home language, sign language, photos etc.).



Create activity plans to help children learn to transition independently:

- Provide extra supports: invite a child to be a "helper" and set the table for snacks, pair up children of varying abilities, and/or make sure a caring adult is close by.
- Use puppets or social stories to act out, problem-solve, and model appropriate transition behaviors.
- Have children assess their own success during transition times to build awareness.
- Provide verbal cues to let children know what is coming next.

Make transitions educational and memorable!

- Support early literacy learning: keep songs, fingerplays, or poems handy using index cards on a ring for regular use.
- Engage imaginations and move: creep like mice or act out songs and stories.
- Plan playful games: pick a "cleanup card" out of a bag and put those toys away.
- Use children's interests to plan so they look forward to what happens next!

Where to learn more:

See "Daily Transitions — Time for a Change —Selected Resources" at http://ccids.umaine.edu/resources/ec-growingideas/transitionsres/

See "Daily Transitions — Time for a Change — Virtual Toolkit" at http://ccids.umaine.edu/resources/ec-growingideas/transitionsvtk/

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GROWING IDEAS

Inclusive Early Childhood Education

What is Inclusive Early Childhood Education?



"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society." — *The Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) joint position statement (2009).*

- Inclusive early childhood programs are built upon a foundation of developmentally appropriate practice (DAP) and consider individualized approaches that benefit all children.
- Inclusive programs welcome ALL children, including children with disabilities, and provide opportunities for each child in the group to participate, learn, and truly belong.
- Care and education professionals consider the needs of all children when planning, implementing, and evaluating the program.

What does an inclusive early childhood education program look like?

- Written program materials express a philosophy that welcomes all children and families.
- The physical environment is accessible to all children and families. It supports children's independence and involvement.
- There is administrative support for inclusion to work (written policies consistent with an inclusive philosophy, adequate staffing, training, equipment, planning time, and consultation as needed).
- Families and care and education professionals collaborate and work toward mutual goals.

What do care and education professionals need to know about inclusive early childhood education?

- They are familiar with and use DAP as a framework to plan the environment and curriculum;
- know about and understand laws that promote and support diversity, including the involvement of children with special needs and/or disabilities;
- believe in and design activities and instruction that are based on each child's unique strengths and needs; and
- know about special education or early intervention resources and use these resources to develop learning activities that are developmentally appropriate and designed so every child succeeds.
- Child care professionals have a "can do" attitude and look for solutions to challenges.

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Why is inclusion important?

All children inclusive settings by:

- developing friendships and learning how to play with others;
- learning acceptance, and to be sensitive to individual differences; and
- being provided with opportunities to learn from others with differing abilities.

Care and education professionals benefit by:

- building relationships with families;
- learning about and developing partnerships with community resources; and
- gaining new information and skills to care for and teach every child.

Families benefit by:

- having access to quality child care;
- watching their children make friends with children from diverse groups; and
- sharing hopes, needs, and concerns for their children with others.

> "The inclusion of children with disabilities in early childhood education is a living reflection of developmentally appropriate practice, wherein diversity, individualism, and the rights of all children to live in the community are valued." — *Delaney, E.M. (2001). The Administrator's Role in Making Inclusion Work. Young Children, 56(5), 66-70.*

How to begin providing inclusive early childhood education:

- Review the Selected Resources and Virtual Toolkit to learn more about inclusion.
- Meet with care and education professionals to talk about and plan for the inclusion of all children in the setting.

What to do when there are concerns about an individual child:

- Observe and document.
- Share your observation information with co-workers to find out if they have similar concerns.
- Talk with the child's family to share and gather more information.
- Provide information to families about state and community, resources for developmental, early intervention, health or special services.
- Contact your state child care resource and referral agency or early intervention/special education department for information about available training and consultation to support your program to include a child with special needs.



Where to learn more:

See "Inclusive Early Childhood Education — Selected Resources" available at http://ccids.umaine.edu/resources/ec-growingideas/inclusionres/

See "Inclusive Early Childhood Education — Virtual Toolkit" available at http://ccids.umaine.edu/resources/ec-growingideas/inclusionvtk/

See Maine's Expanding Inclusive Opportunities Initiative Early Childhood Settings Inclusion Toolkit available at http://www.umaine.edu/ExpandInclusiveOpp/inclusion_toolkit/default.htm

See "Laws that Support Early Childhood Education" (PDF) tipsheet available at http://ccids.umaine.edu/files/2011/11/laws-tip113011-tag.pdf

See "Thoughtful Teaching: Developmentally Appropriate Practice" (PDF) tipsheet available at http://ccids.umaine.edu/files/2011/11/dap-tip110911-tag.pdf

See "Admissions Policies and Practices that Build Inclusive Child Care Communities (for Parents and Guardians)" (PDF) tipsheet available at http://ccids.umaine.edu/files/2011/11/admin-parents_tip113011-tag.pdf

See "Admissions Policies and Practices that Build Inclusive Child Care Communities (for Providers)" (PDF) tipsheet available at http://ccids.umaine.edu/files/2011/11/admiss-providers-tip113011-tag.pdf

See "Confidentiality: Respecting the Privacy of All Families" (PDF) tipsheet available at http://ccids.umaine.edu/files/2011/11/confidentiality-tip113011-tag.pdf

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http://www.ccids.umaine.edu/resources/ec-growingideas

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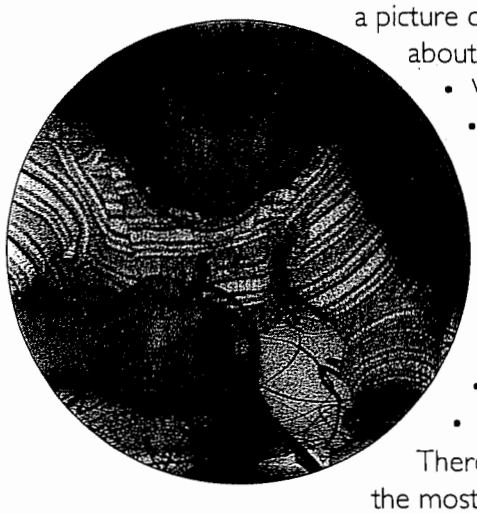
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GROWING IDEAS

Assessment Basics: From Observation to Instruction

What is developmentally appropriate assessment?

Developmentally appropriate assessment supports learning through the process of gathering information related to a child's development and learning style. It provides professionals with a picture of each individual child and helps to answer essential questions about a child's growth and development:



- Where is this child in the learning continuum?
- What is this child's learning style?
- What are this child's interests?
- Who does this child play with?
- Is this child's behavior the same or different during scheduled routines, times of the day, or with different groups of children or adults?
- What learning goals need to be set for this child?
- What are the developmental steps to reach these goals?
- What strategies will best support this child?

There are many different types of assessment strategies. One of the most powerful ways to learn about young children with and without disabilities is through observation. The planned and consistent use of observation is considered one form of assessment.

Why is it important to have an assessment system?

An assessment system helps educators move from observation to instruction. A well thought out assessment plan is a cornerstone of quality inclusive care and education. Observations assist educators to do the following:

- Get to know and appreciate each child.
- Gather information about each child and the group to guide planning including how best to individualize the curriculum and teaching.
- Plan challenging, but achievable activities.
- Identify children who may need additional evaluation and support to succeed.
- Strengthen relationships with families and the community.

How is assessment information used to improve the learning experience for each child?

- Milestone charts, curriculum, program and early learning standards and other resources regarding child development are used to determine appropriate developmental expectations and goals to support each child's learning.
- Documentation of each child's developmental level, abilities, culture, temperament, interests, and communication style is referred to when planning activities.
- Review of each child's learning plan is conducted with revisions made, as needed.

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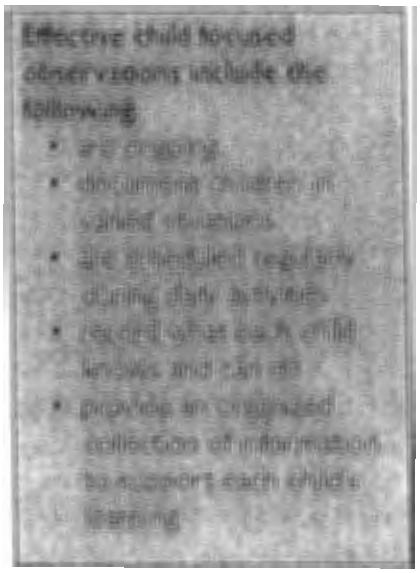
- Information about each child's learning is shared and exchanged with the family or others involved with the child and family with proper permission.
- Documentation panels, newsletters, slideshows, and videos showcase and celebrate each child's learning.

Planned, objective observation is an essential component of assessment.

How to begin? Develop an assessment plan. Ask: ***What is the focus of my observation?*** This can be based on goals and objectives for each child, the group, or the program.

For example:

- **Transitions between activities:** How can the child be supported during transitions?
- **Interactions with friends:** Does the child understand how to join others in play?
- **Use of classroom materials:** Is the child interested, engaged, and motivated?
- **Participation in all routines and activities:** Can the child play and interact during circle time, outdoor play, small group activities and mealtime?



How do I find the time to observe and document?

Plan ahead!

- Set up learning centers so children know what is expected and can play independently
- Organize the classroom with activities that encourage exploration and involvement.
- Arrange for other staff or adults to be available during scheduled observation times.
- Schedule regular observations of each child.

What information should I gather?

- Record observations and anecdotal records about what children are doing.
- With parental and/or guardian consent, collect work samples such as drawings, writings, and photos of constructions or play.
- Video or tape record children's play and interactions.
- Collect input from family members on each child's development.



How can I gather and store documentation?

- Use methods that will work well for you.
- Determine what to collect by considering what types of items best document what you want to know about each child.
- Create lists of things to observe and keep these lists handy, as reminders.
- Write anecdotal records on post-its, mailing labels, or prepared checklists.
- Make sure that children's work is named and dated.
- Ask children to tell about pictures they create and write down the stories.
- Take digital photos during busy play times to review later.
- Organize and store documentation materials labeled folders or portfolios.
- Store information containing confidential information in a secure location (refer to your program confidentiality policy).

Where to learn more:

See "Assessment Basics: From Observation to Instruction — Selected Resources" at http://ccids.umaine.edu/resources/ec-growingideas/assessres/

See "Assessment Basics: From Observation to Instruction — Virtual Toolkit" at http://ccids.umaine.edu/resources/ec-growingideas/assessvtk/

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GROWING IDEAS

Thoughtful Teaching: Developmentally Appropriate Practice



What do I do with the three-year-old who can't sit still at circle?

How can I talk with family members about their child?

What kinds of materials and activities should I plan to promote children's growth and development?

How can I teach children about feelings, their own and others?

The National Association for the Education of Young Children (NAEYC) has created guidelines to help answer these questions and to support the decision-making process care and education professionals use to plan their environment and teaching practices. These guidelines describe an approach known as Developmentally Appropriate Practice (DAP).

What is Developmentally Appropriate Practice (DAP)?

DAP describes an approach to education that guides early childhood professionals in their everyday practice. DAP comes from more than 75 years of research on child development and early learning. It gives early childhood professionals information from which to make decisions based on their knowledge of child development and what is known about how young children learn.

DAP considers the following:

- Age appropriateness: what is best for most children of a particular age?
- Individual appropriateness: what is best for a specific child's development?
- Cultural and social context appropriateness: what is most relevant to and respectful of the child and the child's family, neighborhood, and community?

What are some keys to success in providing DAP?

- Focus on developing supportive relationships and building a caring community of learners where all children, staff, and family members are valued and included.
- Understand age-related child development. Create a learning environment that supports children's growth and development. Provide safe, healthy, interesting experiences, and encourage exploration and discovery.
- Know each individual child. Develop a curricula that considers knowledge about each individual learner including interests, temperament, gifts, talents, needs, rate of learning, and social and cultural background.
- Be flexible and responsive. Routinely use assessment systems to gather information about each child to use in planning learning goals for the individual and the group.

- Establish partnerships with families. Work together to support each child's development and the success of mutually agreed upon goals.

How to start using DAP to create a successful learning environment for all children:

- Review information about development and learning for the age group in your program.
- Observe and record each child's interests, level of development, learning style, and temperament.
- Use observation information when selecting learning materials and activities.
- Set up indoor and outdoor learning environments so all children can participate in activities and use the materials and space.
- Allow children enough time to fully engage in activities and complete projects.
- Create defined work areas so children can work alone, with a friend, or in a group.
- Rotate materials and activities, as needed, to meet individual and group needs.
- Incorporate culturally appropriate learning materials into each learning center.

Examples of materials and activities appropriate for young children include the following:

- Blocks and other construction materials.
- Books and other language arts materials.
- Water/sensory play table.
- Dramatic play.
- Art and modeling materials.
- Music and movement.

DAP supports meaningful learning.

Children learn by doing. Promote learning in multiple ways by providing a variety of materials that support rich and involved play experiences. For example, when preschoolers use wooden unit blocks and animals to build a zoo, they...

- use their imagination and creativity to represent their theories and ideas about zoos;
- experience the need to problem-solve, focus, and work for extended periods;
- learn how to work cooperatively with others and resolve conflicts; and
- build muscle control and strength.

DAP also supports play activities that address development in a variety of learning domains:

Literacy: Children make signs or tickets for their zoo, or read to the animals.

Math/Science: They consider the weight, size and shape of blocks needed.

Art: They paint and draw scenery or decorations for the cages.

Social Studies: They learn where the animals live and what they eat.

Technology: They ask to have a photo taken of their zoo. They type up their stories.

Every day, care and education professionals are faced with choices. that have a great impact on children's learning, growth, and development. Applying the principles of DAP supports care and education professionals to be intentional in their approaches with every child.

Where to learn more:

See "Thoughtful Teaching: Developmentally Appropriate Practice — Selected Resources" online at http://ccids.umaine.edu/resources/ec-growingideas/dapres/

See "Thoughtful Teaching: Developmentally Appropriate Practice — Virtual Toolkit" online at http://ccids.umaine.edu/resources/ec-growingideas/dapvtk/

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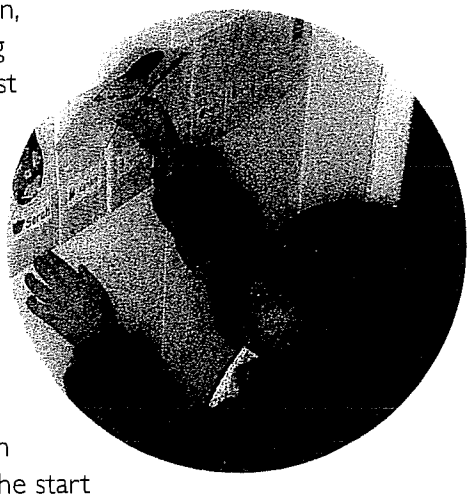
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GROWING IDEAS

Increase Access: Universal Design in Early Care & Education

What is Universal Design?

According to Ron Mace of the Center for Universal Design, universal design is the philosophy of designing and creating products and environments to be accessible to the greatest extent possible, to the people who use them, without the need for adaptation (http://www.cast.org).



What does Universal Design have to do with early care and education?

The principles of Universal Design have been broadened beyond the creation of physical space and materials, to include the design of curriculum, teaching strategies, and assessment. Universal Design for Learning (UDL) is based on the understanding that children learn in different ways. This framework focuses on planning from the start for the widest diversity of learners.

How can UDL help my program?

By planning for the broadest range of learners, care and education professionals spend less time modifying or adapting later. Using a UDL approach encourages creativity because at the core of UDL is flexibility and resourcefulness in designing all program components. UDL mirrors good teaching practices. Care and education professionals who use this framework report they are more satisfied in their work because they believe they have the skills needed to teach all children.

Consider the following questions in planning for successful experiences for all children:

Who are the children?

- What is known about each child's developmental stage, interests and learning style?
- What is known about the group's range of abilities (vision, hearing, communicating, moving, attending, interacting, and comprehending English)?

What is the physical environment? Can all children:

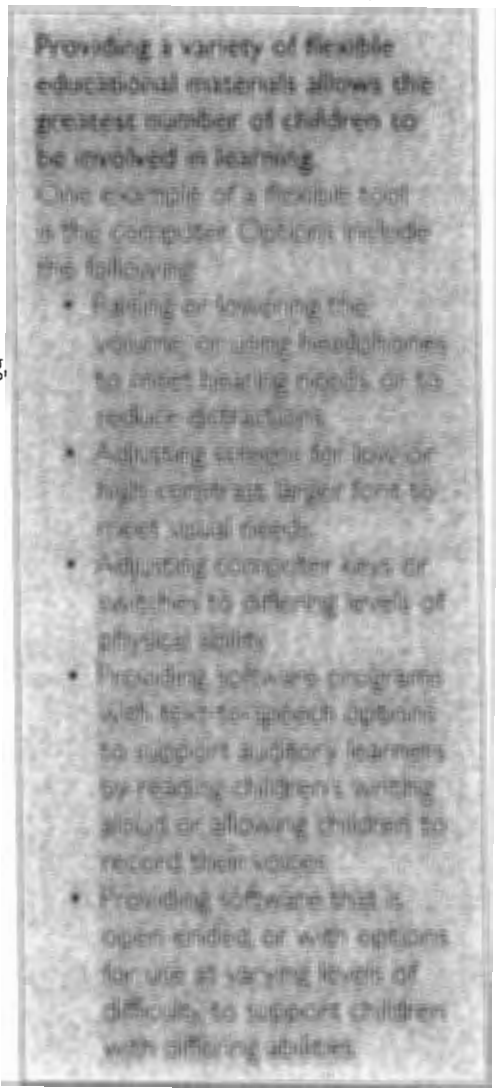
- Get in and out of the building and all learning centers?
- Help themselves to toys and materials?
- Use materials independently and appropriately?
- Participate in group activities with access to different seating options and varied levels of performance?
- See their family and culture reflected in the classroom decorations, books and materials?

What are the curriculum and teaching strategies? Do they:

- Reflect learning goals for individual children, as well as the group?
- Provide activities that are challenging, but achievable?
- Offer flexible materials and a variety of developmentally appropriate choices?
- Include varied approaches to presenting and supporting learning (verbal, auditory, physical, visual)?
- Support each child's interests?
- Consider the many ways children communicate (speaking, signing, pointing to pictures or photos, eye pointing, gestures, communication devices).
- Respect family religious, ethnic, cultural, and linguistic diversity?

What are the assessment practices? Do they:

- Offer multiple ways for children to show what they know and can do?
- Include regular, "built in" opportunities to evaluate children's learning and adjust curriculum?



How to begin:

- Assess your current setting and program practices using the questions listed above to identify your program strengths and areas of need.
- Review the Selected Resources, and Virtual Toolkit material to learn more about the topic.

Consider how a unit on insects can be enhanced by UDL:



Environment: Books about bugs might include picture books, board books, big books, lift-the-flap books, interactive books, digitized books.

Curriculum and Teaching Strategies: Activities might include listening to a visiting expert, watching video clips, playing with toy bugs, moving like a caterpillar to a bug song, or using a magnifying glass for hands-on study of collected bugs.

Assessment: Observe children's choices to understand their preferences. Provide ways for children to represent their ideas and theories about bugs. Collect samples of their work. Document their understanding of the topic for their portfolio and to determine if learning goals have been achieved.

Where to learn more:

See "Increased Access: Universal Design in Early Care & Education — Selected Resources" online at http://ccids.umaine.edu/resources/ec-growingideas/univdesres/

See "Increased Access: Universal Design in Early Care & Education — Virtual Toolkit" online at http://ccids.umaine.edu/resources/ec-growingideas/univdesvtk/

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Jon J.P. Fernandez
Superintendent of Education

Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional Improvement

June 17, 2016

TO: Superintendent of Education

VIA: Deputy Superintendent, Curriculum & Instructional Improvement

FROM: School Program Consultant

SUBJECT: NAEYC Professional Development Institute – Travel Report

Hafa Adai! Please find attached, the Travel Report for the 2016 NAEYC Professional Development Institute, which was held from June 5-8, 2016 in Baltimore, Maryland. The travel report submission includes the following travelers:

No.	Name	Division/School	Position Title
1.	Eloise R.Sanchez	Division of Curriculum & Instruction	School Program Consultant
2.	Geraldine Pablo	Marcial Sablan Elementary	Principal
3.	Tina William	Finegayan Elementary School	Pilot Prekindergarten Teacher
4.	Nikka Olalia	LBJ Elementary School	Pilot Prekindergarten Teacher
5.	Shannon Bukikosa	Federal Programs	Program Coordinator

Should you have any questions, please let me now.

Eloise R. Sanchez

Attachment

Cc: Administrator, Federal Programs

"Every Student: Responsible, Respectful, and Ready for Life"

developmentally appropriate practices, as well as, monitoring the assessment of young children to ensure that high quality professional development. During the conference, the Pilot Prekindergarten Program team was able to participate in a wide-range of settings from large group, to small group, to a networking session that allowed participants to discuss individual needs amongst the various states and territories.

The GDOE Pilot Pre-kindergarten Program Committee's next steps is to work to begin the development of educational resources collected from the conference to provide presentations for Early Childhood Education teachers, specifically, other Prekindergarten teachers within the district.

Attachment "A"
Summary of Conference Breakout Sessions
by Each Traveler

Participant: Eloise R. Sanchez

Breakout Session I: Building from the top: How do build pedagogical leadership capacity? This session defined "Pedagogical Leadership," which included discussion in the following areas: Recruitment and hiring of new teachers; Strengthening Community Partners; and Building Relationships with Advisory Groups. The introduction of various types of coaching strategies assisted program staff to meeting the goal of building capacities specifically in the Early Childhood Education field.
Breakout Session II: School as hub for birth to grade 3: Innovative leadership to re-envision the school role in promoting high-quality, collaborative early learning systems. The panel members, such as Samuel Meisels, from the Buffet Early Childhood Institute shared how they developed the Buffet Early Learning Institute to end achievement gaps by starting early. In the Metro Omaha District in Omaha Nebraska, the institute serves as a hub for collaborative early learning and family engagement systems beginning at birth. Mr. Brian Ferguson, Principal from Mockingbird Elementary shared experiences on implementing a Birth-Grade 3 educational system and the many challenges it faced at the initial stages of the program.
Breakout Session III: A connected city: How collaboration, not competition, strengthens a community of learners This session focused on a model of collaboration in Pittsburgh where ECE organizations come together to work as a team to provide in-depth learning experience to children. Ms. Wendy Brenneman from the Carnegie Science Center established a Prekindergarten STEM Outreach Program for young children in order to strengthen STEM education at the early years. She emphasized that educational systems trying to model programs after this system must recognize the need to learn throughout the pilot year and to learn from the outcomes or results of those lessons.
Breakout Session IV: Rethinking early childhood professional preparation: The case of including policy and systems content in graduate degree programs During this session, Dr. Sharon Lynn Kagan and other panel members provided information on institutions of higher education are breaking ground with the development of a Masters Program in the field of Early Childhood. Dr. Kagan shared research in the area of professional development and the need to strengthen the professional, especially in the graduate program. She emphasized that candidates must look at deepening their understanding of Early Childhood Education policy and systems.
Breakout Session V: The play experience: Promoting creativity and imagination in higher education and professional development to improve outcomes for young. In this session, Mr. Walter Drew and his co-presentors allowed hands-on experiences by providing a wide variety of learning materials so that the participants are able to experience the two developmental stages of young children. These two include: Solitary Play and Cooperative hands-on Play. The participants were able to engage in discussions about how it was important to provide young children with open-ended materials, which will assist in having young children use their imagination and develop creativity.
Breakout Session VI: The evolution of early learning at the US Department of Education Mr. Steven Hicks, from the US Department of Education's Early Learning Office provided an update on the President's Early Learning initiative. He was able to provide the particpants with a brief description on the "Every Student Succeed Act" ESSA and what the key messages were regarding the plans for school districts.

Participant: Geraldine Pablo

Breakout Session I: Connection Based Practices: Work smarter not harder to strengthen attachments and bust brain process by Katja Vond Elbe, Loving Guidance Associate CDCI The presenter shared several strategies and practices that are tied to brain based research that will improve brain development and therefore, student learning. The intent is to build adults skills first to better improve our interactions with students, build relationships, and provide a safe learning environment for our students. It integrates social emotional learning for students.

Breakout Session II: PK3 Leadership Program: Developing PK-3Leaders to improve student Outcome through High School Graduation
Presenters are Andrea Brinnel and Karen List
This session looked at the work the two presenters did in developing PK-3 Leadership Program in Conneticut. The goals are to have better outcomes for children:

1. Strong foundational cognitive skills (literacy/communication and mathematics)
2. Strong social and emotional competence
3. Consistent patterns of engagement in school and learning.

Focus is on improving Leadership skills of those working with early childhood age students, those who make decisions that affect students' education at that level, and understanding the critical age for working with those students.

Breakout Session III: ExCELL: A promising family-, school-, and community- focused model for literacy success.

Presenters: Cynthia Hutchingson, The Literacy Institute at Virginia Commonwealth University
Terry Tusing, The Litearcy Institute at Virginia Commonwealth University
Elaine Kastelberg, The Literacy Institute at Virginia Commonwealth University

The presenters described a program they developed that focused on children's literacy in their state. The program began from 3 federal Early Reading grants and are currently funded by supporters and funders. The mission of ExCELL brings together families, communities, and early childhood educators to ensure children receive enriched and coordinated learning opportunities to support early language and literacy skills. Three goals helped meet the mission. The first goal was at the school level where the program assist in providing literacy-rich classroom environment by supplying teachers with high quality instructional materials and libraries as well as incorporating research-based language and literacy instructional approaches through the professional development and classroom based coaching. The second goal was the family level where families will be engaged and involved in their children's learning at home, in the community, and the classroom by offering family literacy events that connects to the classroom as well as families will gain the knowledge and tools to provided improve home literacy environment by supplying them with literacy materials, tips, assistance in the use of the materials, and use of high quality books. The third goal involves the community partnerships that supports family and promote school readiness by connecting resources to families.

Breakout Session IV: QRIS from pilot through scale to sustainability: RIAEYC, Race to the Top, and Quality

Presenters: Chris Amirault, Rhode Island AEYC
Lisa Hildebrand, Rhode Island AEYC

The presenters described their journey through the implementation of QRIS, the challenges, and key questions they had to think about and clarify as they moved forward.

Breakout Session V: An Innovative Approach to increasing family engagement in Young Children's math learning: Strategies and stories from implementation and evaluation of professional development in a pre-school setting.

Presenters: Mallary Swartz, The Fred Rogers Company
Hedda Sharapan, The Fred Rogers Company
Nancy Bunt, The Fred Rogers Company
Camellia Sanford, Rockman et al

The presenters shared their project, Peg+ Cat ELM^2 , goals that uses PD to help teachers learn to engage families in children's math learning, identify strategies and multi-media resources to excite families about math, develop an action plan for creating and implementing learned strategies in work with families and children, and a discussion on improving collaboration amongst stakeholders. They shared strategies to help teachers engage

Breakout Session VII: Instructional leadership: Effective collaboration strategies to support teaching

This session was focused on a model that allowed teachers to effectively engage in team teaching strategies. The presentors focused on the components of an effective team teaching experience. These components include the following: 1. Standards and Goals; 2. Child Data; 3. Exploration, interaction and instruction; and 4. Team teaching and Documentation.

Breakout Session VIII: Learn with us as we share our journey into Reggio Emilia - inspired 4-year old preschool and kindergarten program: Learn how we got started, where we are now and what is yet to come.

The presentors from Newport, Virginia shared their experiences in the implementation of the Reggio Emilia teaching philosophy. The presentors indicated that their public school district was successfully able to implement the Reggio Emilia strategies in the PreK through 1st grade public schools. Their success was that they were able to modify school schedules to mirror the philosophy of project-based learning.

Breakout Session IX: Keeping them enthusiastic and engaged: what does it take to embed approaches to learning in every K-3 classroom.

During this session, Ms. Marilou Hyson from the University of Massachusetts spoke on "executive function" and how educators must begin to work on children's social and emotional development. She discussed the research from forty years ago, which was about the negative effects of children's immediate gratification. The study indicated that if students were able to wait instead of always getting something immediate that these students are more likely to succeed both in their school career, as well as, in their personal life.

Breakout Session X: Collaboratively developed definitions of kindergarten readiness: Viability and implications for early childhood education instruction.

During this session, the presentor, Ms. Andrea Debruin-Parecki from the Educational Testing Services spoke about Kindergarten Readiness from the National level. The participants were able to be involved in collaborative activities and discussed how to engage students in critical thinking skills. The presentor indicated that School Readiness can also form policy in the area of Early Childhood Education. Ms. Debruin-Parecki also presented the results from a research that studied the definition of School Readiness. The following commonalities existed from those interviewed: 1. Emphasized on the whole child; 2. Promotes a comprehensive model of readiness; 3. Informs educators across grades; 4. Age dictuates kindergarten entry; and 5. Drives expectations.

families and shared activities and lessons learned

Participant: Tina William

Breakout Session I: Title: Early Intervention for Sensory Integration Challenges Recognizing the "red flags" that signal sensory issues and learning challenges. Strategies for the early childhood setting... that really work.

Presenters: Sally Dietz, Integrative Pediatric Therapy
I have learned from this session; to set up sensory activities in the classroom in order to set up a suitable environment. Kids needs to participate in the many sensory activities in order to understand their bodies. To have more choices to participate to arrive to a self-regulation. The setting is to prevent the "red flags" that are visible in young children

Breakout Session II: Title: Exploring the Skill and the Will to close the achievement gap; Courageous conversation about supporting children of color

Presenters: Sam Oertwig, University of North Carolina & Sharon Ritchie, University of North Carolina
I have learned that closing the achievement gap has a lot to do with the notion of being bias. Educators need to stay away from being raises! But rather to be loving and accept all cultures and raises. All opportunities need to be shared equally to all types of people.

Breakout Session III: Title: Being an Advocate for What's Right for Children: Saving Play in Preschool and Kindergarten Classrooms

Presenters: Thomas Rendon, Iowa Dept. of Education and Gaye Gronlund, ECE Consulting, Inc.
I have learned in this session that different schools have different values of play in the classrooms. It was taught at this session that, in order to advocate for play; we need to look for allies. Who's on our side? Our concerns need to be heard publicly. Develop a community of supporters. Communication and Organization skills. It is also important to identify our target. Accomplish the change we are seeking for. Make a plan to be known with reasonable assurances. These are some examples of what we hope for the process of growth in pushing and advocating for play!

Breakout Session IV: Title: Teaching and Learning with DAP in K-3 Classrooms: What is happening? What is Possible?

Presenters: Vincent Costanza, New Jersey Dept. of Education; Charity Baker, Southington Public Schools; Holly Seplocha, William Paterson University; Kathy Charner, NAEYC
I have learned from this session that; in order to practice the DAP well. All decision makers from the school setting should come together to form a better understanding; to define what is developmentally appropriate practice? And what does it look like? We need to better define the term. While listening to many questions and concerns raised during the session; I've come to understand that establishing such developmentally appropriate practices is not far difficult than to implement or practice it.

Breakout Session V: Title: Building Effective Pre K-3 Systems: Lessons from States and Communities

Presenters: Sharon Ritchie; FirstSchool, University of North Carolina at Chapel Hill; Melissa Riegel-Garrett, Vermont Agency of Education; Tonja Rucker, National League of Cities; Jane Crowell, Hartford Office of Young Children; Vincent Costanza, Race to the Top-Early Learning Challenge, Office of Primary Education, New Jersey Dept. of Education; Eva Phillips, Winston-Salem/Forsyth County Schools, Susan Choplin, Winston-Salem/Forsyth County Schools; Steve Oates, Winston-Salem/Forsyth County Schools.

I've learned from this session that; Assessments are the tools to better the effectiveness of bettering the systems and lessons to be practiced across the board. Along with building capacity and collaboration amongst all educators. Teachers are to be flexible to any changes that will build effectiveness towards classroom instructions and management

Breakout Session VI: Title: Maximizing the efficacy of early childhood coaching

Presenters: Dr. Deborah Leong and Amy Hnasko
I have learned from this session the responsibilities of coaches. Coaches are there to support and mentor teachers to improve their skills and knowledge.

Breakout Session VII: Title: To serve and protect: How an early childhood program inspired social justice skills development among staff, and advanced staff's ability to serve and protect children's right and to assist children, their families, and the community to take action

Presenters: Alicia Smith and Beverlyn Cain
I've learned from this session about building relationships with children and parents or families. Just as important school administrators and all staffs are needed to build great working relationships as well.

Breakout Session VIII: Title: Rigor Versus play in Kindergarten… can they coexist?

Presenters: Eva Phillips, Winston-Salem/Forsyth County Schools
Carla Garrett, North Carolina Dept. of Public Instruction.
I've learned from this session that learning takes place in all integrated areas. Rigor does exist in learning which takes place while engaging in play.

Breakout Session IX: Title: Kale salad, laundromats, and Obama: How cultural competency creates transformative learning experience for staff, students and parents

Presenter: Alvin Irby, Barbershop Books
Being aware about how my culture influences other cultures. Understanding that it's an interactions of all our different cultures. Understanding is not enough, but getting involve and by walking in other cultures can give me a better appreciation of their differences. Welcoming other cultures and embracing all differences.

Breakout Session X: Title: Do ants have teeth? Teaching science through meaningful inquiry that engages children's minds

Presenters: Breeyn Mack, Teaching Strategies, LLC; Kathy Loeffler, Teaching Strategies, LLC
Exploration of our natural environment is the most relevant strategy towards a child's learning. Science can also be incorporated into other learning content.

Participant: Nikka Olalia

Breakout Session I: Early Childhood Education Using Museum Inquiry to develop Arts

Presentor: Heather Bender, Professor at University of Wyoming

This topic came to my mind because I enjoy creative arts and expressing ideas with young children. During the session, I learned various techniques in cooperating and implementing artistic skills in the classroom. I was introduced to the Inquiry Model Process which includes five stages. Observe, Question, Explore, Create, and Reflect are the stages in the model process. Creative Arts is a scientific process and problem solving. It requires a lot of critical thinking skills. I also learned various abstract expression techniques such as light, dark, thin, thick in the context of art.

Breakout Session II: Supporting Preschool teachers to implement STEM Education

Presentor: Linda Whitehead & Deborah Hoppy, Bright Horizons Family Solutions

This presentation was about developmentally appropriate STEM education ideas for preschoolers in the classroom. I learned that when things fall, it's a learning process. Using technology in the classroom is important for preschoolers because it allows them to use their critical thinking skills while operating mechanical tools. I was introduced to the scientific method of STEM, Ask the big question is process is when asking questions like "How tall is that Structure you are building?", Research and Explore is Exploring and Providing Resources for children to use, Make a Guess is predicting what will happen to the experiment, Experiment have students try experiment and examine if their guess was true or not, Observations in your journal, record pictures, data and interview each other, and Ask students What did you learn? What kinds of knowledge did the students learn with the experiments they were creating?

Breakout Session III: Opening Pathways: How to strengthen opportunities for early educators who are ELL

Presentor: Valora Washington, Director of CAYL Institute

This session highlights research and implementation of opening pathways is to matriculate and achieve the increasing higher education for us educators. Supporting children growth in academic learning issues to address for ELL's (English Language Learners) Preschool Students tend to be frustrating because of the lack of opportunity to learn new things, lack of alignment, and some highly motivated lack of standards. Teachers must provide their knowledge base and effective practices to strengthen the abilities for their ELL students in the classroom. I also learned the ingredients for success is universal that included work place support, access based reports, and financial and scholarships. However, in this society there are challenge that educators face when receiving higher education. Support changes overtime such as balancing work and family, needs for skills, specific criteria to start and challenges in our state solutions.

Breakout Session IV: Promotion, prevention, and intervention. The hot ticket to address challenging behaviors.

Presentor: Karen Cairone, Ed Grenne, Barbara Kaiser, Marilou Hyson, Walter Gilliam

The three elements of promotion, prevention, and interventions go hand-in-hand to promote strong social and emotional development for every child. During this session, I learned various techniques and strategies that teachers in the world use to help students with challenging behaviors. Promoting positive SED is to build relationships, environment that encourages exploration and choice within predictable routines and opportunities to develop friendships and social skills with adult support. Prevention is the best intervention! The goal is for teachers to spend more time promoting appropriate behavior that responding to challenging behavior. Various important steps to prevention are improve social-emotional supports, expand coaching programs, build teacher capacity in supporting children's development and partnering with families, teachers or advocacy community. Successful Intervention Strategies also include picking your battles/avoiding a power struggle, redirecting, giving a choice, scaffolding, and keeping children engaged.

Breakout Session V: The play experience: promoting, creativity, and imagination in higher education

Presentor: Walter Drew, Marcia Nell, Michael Patte, Robin Ploof, James Johnson

Engage in a series of unique and enjoyable solitary and cooperative hands-on play experiences. Create and construct new play knowledge and skills to improve professional practice and child outcomes which will enhance higher education, Professional Development, Family engagement and personal development. The Self- Solitary Play Process includes the encounter of various open ended materials for play (blocks, sticks, rings, etc.), reflective process and synthesis. On the other hand, cooperative play engages students to participate in group play to enhance social and emotional development in the classroom. "Never underestimate the power of play!"

Breakout Session VI: Young Mathematics: The effects of visual modeling on number sense and integer mapping

Mathematics is one of the most important content area in a preschool environment. I learned about Number Sense the ability to roughly compare quantities, cross modality and physical interactions sounds. I was also introduced to Weber's Law the number sense perceptual information. There are various types of principles that help our brain function from the cardinally principle, 1:1 principle, Abstraction Principle, order irrelevance principle, stable order principle and successor function principle. I also learned that number sense and classification of numerals are one the most important factors in mathematics for young children.

Breakout Session VII: Helping teachers feel more confident with STEM/STEAM concepts

Presentor: Hedda Sharapan, The Fred Rogers Company

Exploring ways to build on Fred Rogers' approach from STEM to STEAM learning, adding the arts and finding everyday opportunities to create STEM learning experiences for young children. STEAM represents Science, Technology, Engineering, Arts and Math. I learned the breakdown of each content area and its specifics. Science is based on questioning, have students predict, investigate, and observe. Technology is based on tools used to conduct experiments such as computers, apple peelers and pencil sharpeners. Engineering is the problem solving method that allows students to identify a problem, and figure out solutions. Arts is communicating and using the student's imagination skills. Math is more than counting, students compare, measure, sort and use spatial relationships. Teachers, parents and students need STEAM concepts because standards, society needs it, parents ask, and children are naturally curious. Students present their creativity and curiosity skills when applying STEAM in their daily lives. I also learned various simple STEAM activities such as the water droplets art for my classroom. The activity was so much fun! Mr. Rogers central ideas about STEAM is feelings and emotions, open-ended, motivation and curiosity! This session was one of my favorite topic, I am more knowledgeable about the STEM/STEAM concepts and ready to introduce to my students in the classroom.

Breakout Session VIII: Helping preschool parents understand the connections among play, learning and development.

Presentor: Laura Bonglorno, Champlain College

I was introduced to the connections of play, learning, and development for preschoolers. I learned developmentally appropriate practices of play in a Pre-Kindergarten Classroom. Play connects in content and developmentally areas in cognitive, social, emotional, language and physical. There are also technology tools that allow communicating easier for parents and teachers about play. Communication tools through emails, engage adults to play and participate during play sessions at school and websites that showcase student growth. Parents, Teachers and Adults should value the importance of play because in fact children can promote maturity by standing up for themselves, examining how certain objects function during cooperative play and learning by their peers. Children also use their imagination during play centers in the classroom. Various types of play enhance the social development and motor skills of each child.

Participant: Shannon Bukikosa

Breakout Session I: Early Childhood Education: Using Museum Inquiry to develop Arts integration practices

Presenter: Heather Bender, Professor at University of Wyoming

This session was about cooperating and implementing artistic skills in the classroom setting. Also learned that developing artistic skills can be used in tandem with learning other curriculum standards, which it can help as an alternative tool to learning. Learn of the Inquiry Model Process which includes five stages: Observe, Question, Explore, Create, and Reflect. Creative Arts is a scientific process and problem solving, requires a lot of critical thinking skills. Learned various abstract expression techniques such as light, dark, thin, thick in the context of art.

Breakout Session II: The NAEYC Code of Ethics Conduct: An essential part of your professional toolkit

Presenters: Stephanie Feeney, University of Hawaii; Nancy Freeman, University of South Carolina

Newly updated Code of Ethics pamphlet was released. Learned how to identify ethical responsibilities and to systematically resolve the kinds of dilemmas that may occur in the Pre-kindergarten setting with young children. "The right answer" is not always very obvious and different values may contradict causing a dilemma. It is our responsibility to consult the Code and all parties to find the most ethical resolution. The Code of Ethics is tool that should be readily available for all teachers to use.

Breakout Session III: Rethinking the achievement gap: It's real, starts early, is persistent and yet reversible

Presenters: Maurice Sykes, Adam Alvarez, Ira Murray, Ray Hart, Sharon Ritchie, Barbara Bowman, Michael Lopez

Early education is a high priority. Vocabulary and oral language can affect students and it is reflected in testing in the 3rd grade. The panel dissected the achievement gap and the long term effects it has on society, the "Cradle to Prison Pipeline". Roots of this pipeline can be: funding, lack of geographic/contextual opportunity, unequal access to services, "get tough" and "zero-tolerance" policies, lack of understanding/expectations by educators & other professionals, unaddressed trauma and school policies. Also, the level of educator preparedness can affect learning; often under prepared teachers cannot focus on race or poverty, can't address the range of needs of students.

Breakout Session IV: The right stuff: Free, evidence-based resources for supporting developmentally, contextually and individually appropriate practices.

Presenter: Camille Catlett, Frank Porter Graham Child Development Institute

This session was all about the FREE stuff! The presenter focused on evidence-based resources that educators can utilize to support children who are culturally, linguistically and socio-economically diverse. These resources are age-appropriate, family-centered and very educational. You learn that these tools can help educators as well as children and families visually learn from these tools. These tools can be used to facilitate learning in a different way than traditional classroom lessons or books.

Breakout Session V: New developments at the federal offices of Child Care and Head Start

Presenters: Rachel Schumacher and Blanca Enriquez, Administration for Children and Families, US Department of Health and Human Services.

This session provided information on the new policies that may be providing new grant opportunities and how the early childhood programs can work together to create a greater access to quality early childhood development and learning. There will be funding opportunities for ongoing professional development for best practices to meet the developmental needs of participating children; early learning guidelines, social-emotional behavior intervention models.

Breakout Session VI: The evolution of early learning at the US Department of Education

Presenter: Mr. Steven Hicks, US Department of Education's Early Learning Office

Provided an update on the President's Early Learning initiative. He was able to provide the participants with a brief description on the "Every Student Succeed Act" (ESSA) and what the key messages were regarding the plans for school districts. These initiatives are also dependent upon the incoming campaign of the new president.

Breakout Session IX: An innovative approach to increasing family engagement in young children's math learning, Strategies and stories from implementation and evaluation of professional development in a preschool setting.

Presentor: Mallary Swartz, Fred Rogers Company

This session was showcasing methods of family math talk frequent and fun! Math matters for young children because success in math predicts success in life. In that case, society receives more graduates, less unemployment, and higher wages. Educators and the community gain research about math learning. I learned that math is part of our daily lives, we don't often see mathematics but we actually do. Visual math improves performance, making mistakes grow your brain, and parent's beliefs about math change their child's achievements. Students promote early math learning by using their fingers to learn math and early math skills predict later reading skills better than early. There are parental attitudes toward math matters, when parents share with their children that they dislike math, or are bad at math their children's math achievement is lower. I was also introduced to a math activity, Peg+Cat. Peg+ Cat is a family engagement math activity online that allows students to boost their math skills- especially with sorting and patterns.

Breakout Session X: From the beginning, Teaching self-regulation and the building blocks of emotional intelligence for children birth to 5 years old.

Presentor: Donna Housman, Beginning Schools

Children are born ready to learn, and what they learn from infancy to kindergarten can set the stage for life-long success. I learned that based on research ECSEL (Emotional Cognitive Social Early Learning) shows that children who learn the building blocks of emotional competence before age three are much more likely to succeed academically, socially, personally, and professionally throughout their lifetimes. Using the ECSEL curriculum, teachers build confidence, resiliency and understanding of how to successfully manage emotions. ECSEL is distinct because it uses real-time emotional interactions and learning opportunities. Emotional and social development provides the foundation for the development of academic skills. I learned that teachers need training on how to help young children develop emotional and social competences. There are outcomes in teaching the building blocks of emotional competences from birth through feedback from students, families and school leaders, I have learned that children who attend beginning schools are generally more confident and adept at problem solving. I also learned about developmentally appropriate tools when approaching emotional and behavior tools such as Feeling Books, Emotions Chart, Peace Table and Peace Corner and Casual Talk in Context of Emotional Experience. With this new information I learned, I will adapt it to my school setting to provide appropriate practices to young learners.

Breakout Session VII: Using data to improve outcomes for children, teachers and families

Presenters: Kai-lee' Berke and Breeyn Mack, Teaching Strategies
This sessions displayed the need and how data from observation-based assessments can be used to individualize instruction, plan professional developments and strengthen family connections and affect positive child growth. Self-assessments can help you plan lessons, make sure you meet the child's individual needs and help your process of observing and assessing the children.

Breakout Session VIII: Just the facts, ma'am: Becoming an advocate by learning the facts about early childhood development

Presenter: Julie Riess, Vassar College
Hands on session with a learning tool (game style) to incorporate technology. Subject was on Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Learned that children are already learning at birth and develop and learn at a rapid pace in their early years. We learn that educators contribute to the care and the education of children and bear a great responsibility for their health, development and learning.

Breakout Session IX: If not you, then who? Finding your voice to put young children and families at the top of the political agenda

Presenters: Amy O'Leary, Strategies for Children; Beth Bye, State Senate; MaryLou Beaver, Every Child Matters; Laura Healy, Strategies for Children
This session was on how we should be advocates for young children. Panel showed ways to communicate with policy makers and legislature to take action on early childhood education.

Breakout Session X: Collaboratively developed definitions of kindergarten readiness: Viability and implications for early childhood education instruction and policy.

Presenters: Andrea DeBruin-Parecki and Carly Slutzky, Educational Testing Services
Understanding the complexities of kindergarten readiness. Learned the difference between Maturational and Ecological readiness. Also learned that although researchers want to have one specific definition of readiness, it is very difficult to have one that can cover all aspects of readiness and all children due to the differences in ethnicity, geographical background and other contributing factors. The definitions can have a positive effect but also have negative implications for young children.

Submitted by:

_____ Date: _____

Eloise R. Sanchez,
School Program Consultant, C&I

_____ Date: _____

Geraldine Pablo, Principal,
Marcial Sablan Elementary School

_____ Date: _____

Tina William, Pilot Prekindergarten Teacher,
Finegayan Elementary School

_____ Date: _____

Nikka Olalia, Pilot Prekindergarten Teacher,
LBJ Elementary School

_____ Date: _____

Shannon Bukikosa, Program Coordinator,
Federal Program Office

		Children," Mr. Robinson spoke about the importance of acknowledging early childhood education in the presidential race and that there is a need to connect race, culture and early learning both in the election and in the classroom. Mr. Robinson that Early Childhood Education must be driven by policy to reinforce on strengthening the ECE initiatives.
	Session I to Session III 10:30 a.m. – 12:30 p.m. 2:00 p.m. – 4:00 p.m. 4:30 p.m. – 5:00 p.m.	(See Individual Reports) Team Debriefing Meeting
4. Mon., June 6, 2016	Conference Day 2 Session IV to Session VII 8:00 a.m. – 10:00 a.m. 10:30 a.m. – 12:30 p.m. 2:00 p.m. – 4:00 p.m. 5:45 p.m. – 7:00 p.m.	During the second day, the following sessions occurred: (See Individual Reports) Research Posters Session
5. Tues., June 7, 2016	Conference Day 3 Session VIII to Session XI 8:30 a.m. – 10:00 a.m. 10:30 a.m. – 12:30 p.m. 2:00 p.m. – 4:00 p.m. 4:30 p.m. – 5:00 p.m.	During the third day, the following sessions occurred: (See Individual Reports) Debriefing Meeting
6. Wed., June 8, 2016	Conference Day 4 Session XII 8:00 a.m. – 10 a.m. 10:30 a.m. – 12:30 p.m.	During the fourth day, the following sessions occurred: (See Individual Reports) ***Closing Plenary.*** During the closing plenary, Rhian Evans Allvin, NAEYC, Ana DeHoyos O'Connor, from San Antonio College; Margaret Annunziata, from Davidson Community College, Sarah Kelsey form Harris Early Learning Center, Auburn University and Rebecca Kantor from the University of Colorado were all panel members and spoke about the need to compensate, support the profession of Early Childhood Education with specialized higher education degrees and credentials. The panel members also spoke about being culturally responsive in this ever changing learning environment that represent various ethnicities in the classroom.
DATE	**ACTIVITY**	**COMMENT**
7. Thurs., June 9, 2016	Depart for Guam	Arrived on Guam on Friday, June 10, 2016

Summary: Overall, while participating at the NAEYC Conference, it was able to provide information regarding the current trends in the Early Childhood Education Program. Many of the speakers discussed the need to address

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Jon J.P. Fernandez
Superintendent of Education

Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional Improvement

TRIP REPORT

Program: ISLA Program

Conference Title: National Association for the Education of Young Children (NAEYC) 2016 National Institute for Early Childhood Education Professional Development Conference

Location: Baltimore, Maryland

Travel Dates: June 5-9, 2016

Reported by: Eloise R. Sanchez, School Program Consultant
Geraldine Pablo, Principal, Marcial Sablan Elementary School
Tina William, Pilot Prekindergarten Teacher, Finegayan Elementary School
Nikka Olalia, Pilot Prekindergarten Teacher, LBJ Elementary School
Shannon Bukikosa, Program Coordinator, Federal Program Office

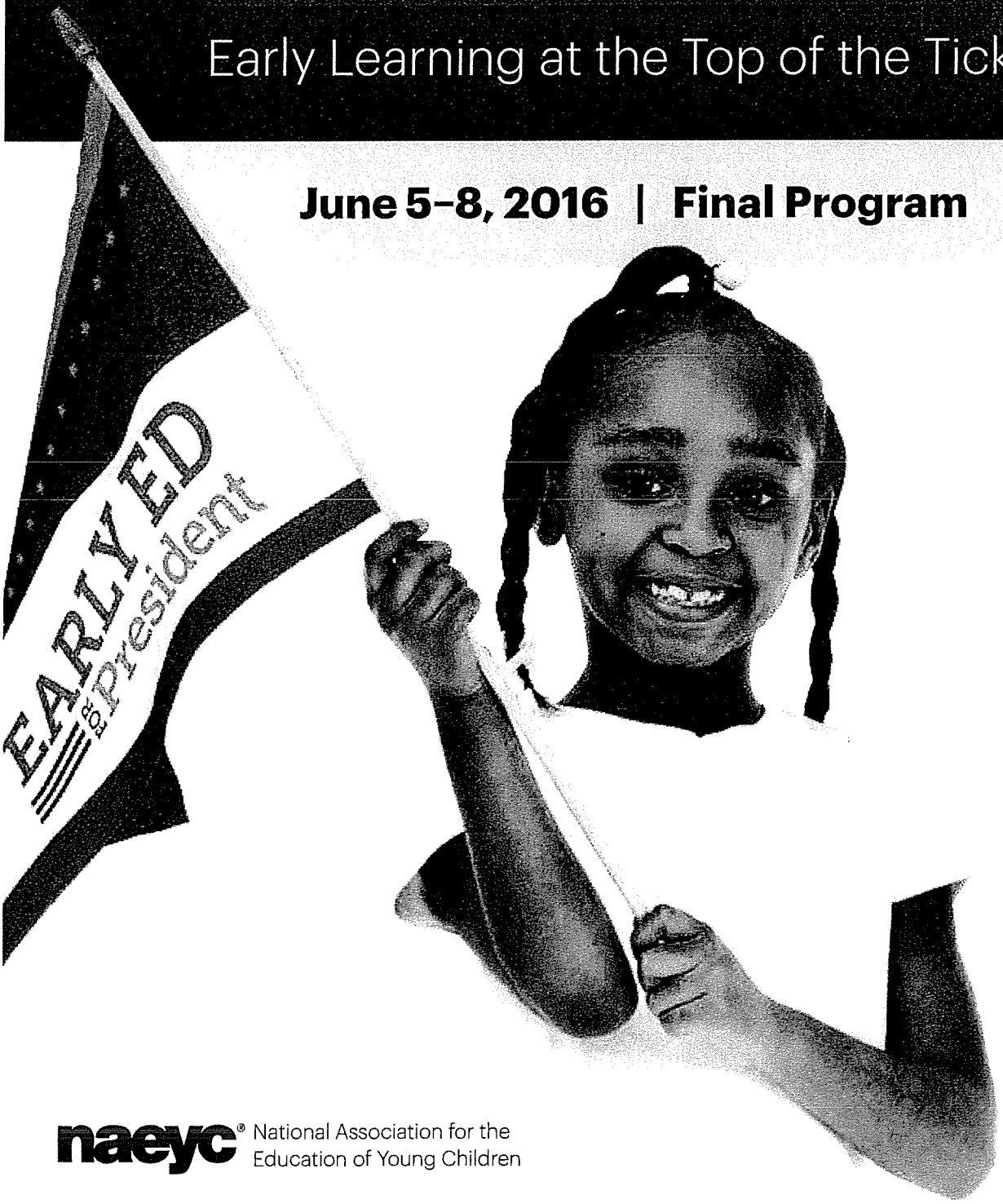
Background: The four-day National Association for the Education of Young Children (NAEYC) 2016 National Institute for Early Childhood Education Professional Development Conference on Early Childhood Education principles will support the Pre-K through 3rd grade level. The SPC, a school administrator, and two Pilot Pre-kindergarten teachers, and a Program Coordinator from the Federal Program Office participated at the Conference from June 5-8, 2016. The purpose of the conference was to expand the understanding of the Early Childhood Education Program amongst Pilot Pre-kindergarten program staff, which will be shared with other educators within the Pre-K-3rd grade level.

DATE	ACTIVITY	COMMENT
1. Sat., June 4, 2016	Departed for Baltimore, Maryland	-Arrived in Baltimore, Maryland Saturday, June 4, 2016
DATE	**ACTIVITY**	**COMMENT**
2. Sun., June 5, 2016	Conference Registration	• Picked up NAEYC Conference Packets
3. Sun., June 5, 2016	Conference Day 1 8:30 a.m. – 10:00 a.m.	During the first day, the team participated at the Opening Plenary Session together: 1. Opening Plenary-Defining Our Profession—This is Our Time. Keynote Speaker: Eugene Robinson, Pulitzer Prize-winning journalist and Washington Post columnist. During the keynote session entitled "Race, Politics and Young

2016 National Institute for Early Childhood Professional Development

Early Learning at the Top of the Ticket

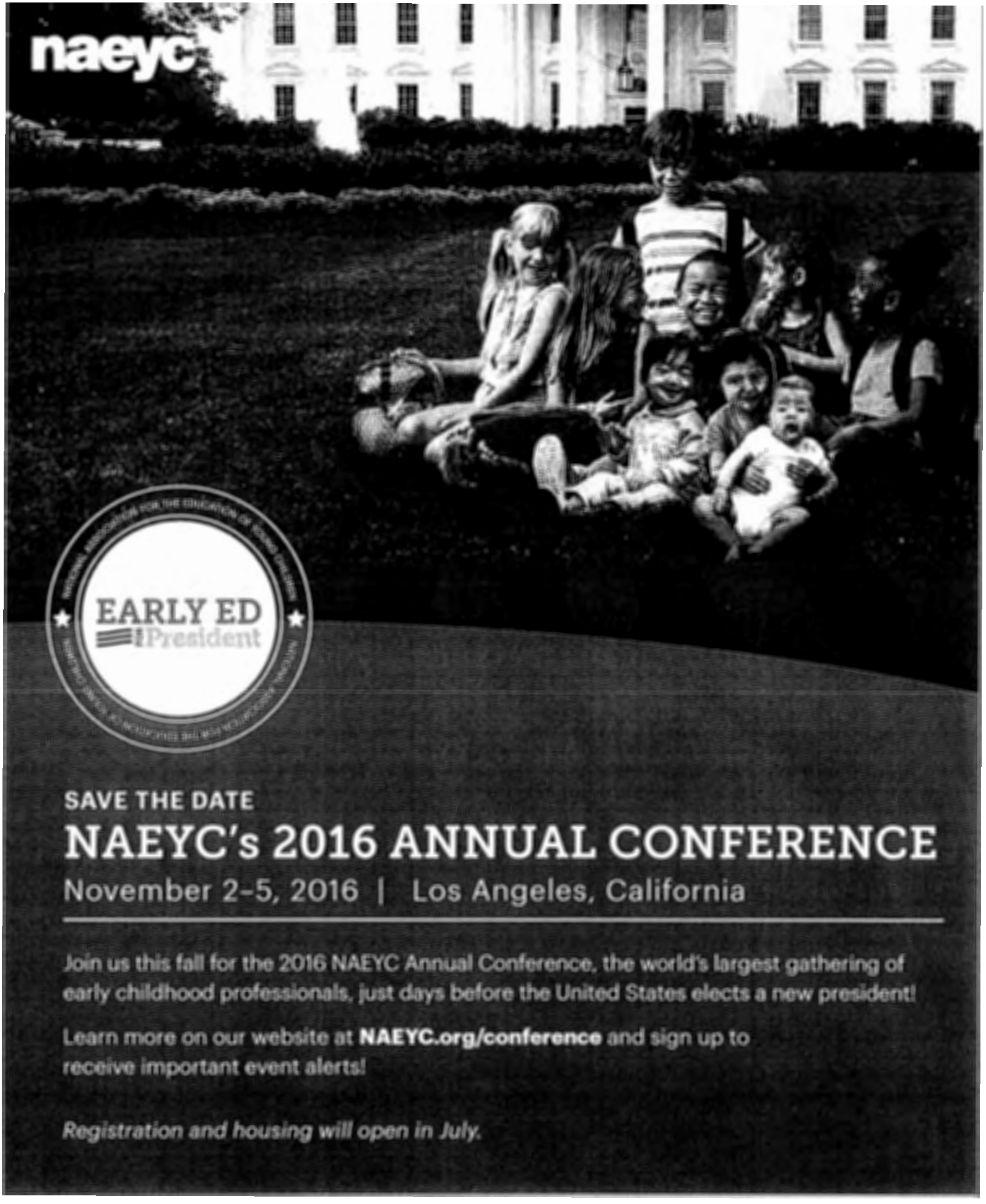
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NAEYC is a high-performing inclusive organization, and we encourage the exchange of diverse opinions at the 2016 NAEYC Institute. It is important for Institute attendees to recognize that the ideas presented at the Institute do not necessarily reflect NAEYC's official position and NAEYC assumes no responsibility for any statement of fact or opinion presented at the Institute. NAEYC does not endorse the products or services of any Institute advertiser, exhibitor, or sponsor.

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Welcome, Early Childhood Professionals and Leaders!

Dear Institute Participants,



Deborah J. Cassidy

On behalf of our entire NAEYC team, we would like to welcome you to the 2016 National Institute for Early Childhood Professional Development. Whether you are a first-time attendee or a seasoned veteran, we are thrilled that you are joining us as we advocate for **Early Learning at the Top of the Ticket.**

NAEYC is dedicated to advancing the early childhood profession, as outlined in the new Strategic Direction adopted and implemented last year. There are many ways that our organization strives to do this—through delivering the latest research and resources directly to your mailbox in the form of our award-winning publications to hosting professional development events like this one, designed to reinvigorate your practice. But that's not all we do.



Rhian Evans Allvin

As your professional membership organization and the leading early childhood association, we have a commitment to elevate our collective voices through public policy and advocacy work. Our nation is preparing to elect a new president and our job is to ensure that all candidates, from both sides of the aisle, are talking about the importance of high-quality early learning and the critical role of early childhood professionals in our society.

We can't do it without you. The work we accomplish and conversations we start at this year's Institute will lay the groundwork for a successful advocacy campaign throughout the upcoming months. We urge you to keep our collective goal in mind during your four days of attending sessions and exciting networking events.

Highlights from this year's program include:

- The Opening Plenary Session, "Race, Politics, and Young Children," delivered by Pulitzer Prize-winning author and *Washington Post* columnist Eugene Robinson
- The latest technology and resources in the Exhibit Hall and NAEYC Shop, including new resources like the revised edition of *Teaching the NAEYC Code of Ethical Conduct* and booklets to help families understand the benefits of developmentally appropriate practice
- Nine featured sessions delivered by thought-leaders such as Samuel Meisels, Marilou Hyson, Carol Brunson Day, and Carmel Martin
- Special networking events, including the Taste of Maryland reception, hosted by MDAEYC

Thank you for joining us this year in Baltimore as we work to advance the early childhood community and your commitment to the #earlyedin16 movement.

Sincerely,

Deborah J. Cassidy
NAEYC Governing Board President

Rhian Evans Allvin
NAEYC Executive Director

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(Ex Officio)

Doc. No. 34GL-17-0777.

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Schedule of Events and Sponsors

2016 Schedule of Events

Saturday, June 4

8:30 a.m.–4:00 p.m. .....Pre-Institute Workshops *(Preregistration required)*
12:00 noon–6:00 p.m. .....Institute Registration

Sunday, June 5

7:00 a.m.–6:00 p.m. .....Institute Registration
8:30–10:00 a.m. .....Opening Plenary Session
10:00 a.m.–7:30 p.m. .....NAEYC Shop
10:30 a.m.–12:30 p.m. .....Sessions
12:00 noon–2:30 p.m. .....Munch & Mingle in Exhibit Hall
12:00 noon–5:00 p.m. .....NAEYC Exhibit Hall
2:00–4:00 p.m. .....Sessions
4:30–5:30 p.m. .....Sessions
6:00–7:30 p.m. .....Networking Reception and Exhibit Hall Reopening

Monday, June 6

7:00 a.m.–3:00 p.m. .....Institute Registration
8:00–10:00 a.m. .....Sessions
9:00 a.m.–7:30 p.m. .....NAEYC Shop
10:00 a.m.–6:00 p.m. .....NAEYC Exhibit Hall
10:30 a.m.–12:30 p.m. .....Sessions
12:00 noon–2:30 p.m. .....Munch & Mingle in Exhibit Hall
2:00–4:00 p.m. .....Sessions
4:30–5:30 p.m. .....Sessions
5:45–7:00 p.m. .....Research Poster Session

Tuesday, June 7

7:00 a.m.–12:00 noon .....Institute Registration
8:00–10:00 a.m. .....Sessions
9:00 a.m.–3:00 p.m. .....NAEYC Exhibit Hall
9:00 a.m.–6:00 p.m. .....NAEYC Shop
10:30 a.m.–12:30 p.m. .....Sessions
12:00 noon–2:30 p.m. .....Munch & Mingle in Exhibit Hall
2:00–4:00 p.m. .....Sessions
4:30–5:30 p.m. .....Sessions

Wednesday, June 8

8:00–10:00 a.m. .....Sessions
10:30 a.m.–12:00 noon .....Closing Plenary Session

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Session location

Sessions take place at the Baltimore Convention Center (One West Pratt Street, Baltimore, MD 21201) and the Hilton Baltimore (401 West Pratt Street, Baltimore, MD 21201).

Institute Registration and *Final Program* pick-up

The Institute badge—which permits admission to sessions and to the NAEYC Institute Exhibit Hall—was mailed in advance to those who registered by May 6, 2016. Those who registered after May 6 must bring their registration receipt to Institute Registration, on the 2nd Floor in the East Foyer of the Hilton Baltimore, to pick up their badge. On-site registration will be available to those who did not preregister. If you did register, you can pick up your copy of the *Institute Final Program* anytime during registration hours.

Registration hours are

Saturday, June 4 ..... 12:00 noon–6:00 p.m.
Sunday, June 5 ..... 7:00 a.m.–6:00 p.m.
Monday, June 6 ..... 7:00 a.m.–3:00 p.m.
Tuesday, June 7 ..... 7:00 a.m.–12:00 noon

NAEYC Headquarters

NAEYC Headquarters will be in the Hilton Baltimore on the 2nd Floor in the Pickersgill room.

NAEYC Shop

Hilton Baltimore
2nd Floor, South Foyer
NAEYC publications are available for browsing, on-site purchases, and bulk orders—all at member prices.

NAEYC Shop hours are

Sunday, June 5 ..... 10:00 a.m.–7:30 p.m.
Monday, June 6 ..... 9:00 a.m.–7:30 p.m.
Tuesday, June 7 ..... 9:00 a.m.–6:00 p.m.

NAEYC Membership

Hilton Baltimore
Registration Area, 2nd Floor, East Foyer
Want to become an NAEYC member? Visit the NAEYC Membership area and join today! Membership hours are

Saturday, June 4 ..... 11:30 a.m.–6:00 p.m.
Sunday, June 5 ..... 7:00 a.m.–6:00 p.m.
Monday, June 6 ..... 7:00 a.m.–3:00 p.m.
Tuesday, June 7 ..... 7:00 a.m.–12:00 noon



NAEYC is looking for book authors!

Are you writing a book? Do you want to talk with an editor about a book you are interested in writing? Editors from NAEYC's books department are available to meet with you. To schedule an appointment, email Kathy Charner at *kcharner@naeyc.org*. Submission guidelines are available at *www.naeyc.org/publications/books/writing*.

NAEYC Exhibit Hall

Hilton Baltimore
2nd Floor, Key Ballroom
Exhibits feature books, training materials, and other professional development resources.

Exhibit Hall hours are

Sunday, June 5 ..... 12:00 noon–5:00 p.m. and 6:00–7:30 p.m.
Monday, June 6 ..... 10:00 a.m.–6:00 p.m.
Tuesday, June 7 ..... 9:00 a.m.–3:00 p.m.

Pick up your complimentary Institute Attaché at a table in the registration area. NAEYC appreciates the support of Teaching Strategies as the Institute Attaché Sponsor.

TeachingStrategies®

Research Posters

Hilton Baltimore
2nd Floor, South Foyer
Stop by the Research Posters to network and exchange ideas with individuals and organizations showcasing effective approaches to professional development, high-quality programs, and new research.

Research Posters hours are
Monday, June 6 ..... 5:45–7:00 p.m.

Business center

Baltimore Convention Center
Pratt Street Lobby, Level 300
The Business Center at the Baltimore Convention Center offers photocopying, fax services, shipping, computer workstations, and Internet access. The hours are Monday–Friday, 8:30 a.m.–4:30 p.m. More information can be found at *www.becenter.org/index.php?target=63*.

Hilton Baltimore
2nd Floor
The UPS Store in the Hilton Baltimore offers photocopying, fax services, shipping, computer workstations, and Internet access. The hours are Monday–Saturday, 7:00 a.m.–6:00 p.m., and Sunday, 10:00 a.m.–2:00 p.m. Hotel guests have 24-hour access to computers, copier, fax, and printers.

Baltimore Info Desk

Hilton Baltimore
Registration Area, 2nd Floor, East Foyer
A knowledgeable concierge will be on hand during the Institute to answer questions and assist with restaurant reservations.
Sunday, June 5 ..... 10:00 a.m.–5:00 p.m.
Monday, June 6 ..... 10:00 a.m.–5:00 p.m.
Tuesday, June 7 ..... 7:00 a.m.–12:00 noon

Internet access

Free WiFi is available in all public lobby areas of the Baltimore Convention Center. The network name is FREE BCC WIFI. There is no password needed. Also, free WiFi is available in the lobby and Diamond Tavern restaurant in the Hilton Baltimore.

CEUs and University Credits offered

Portland State University will offer Continuing Education Units (CEUs) and University Credit for Institute attendees. Sign up online at *www.pdx.edu/ceed/naeyc*. Registration will be available ONLY online.

Continuing Education Units

Conference participants may earn up to two Continuing Education Units (CEUs) *($20 fee)*. Please note that *prior to attending sessions*, participants will need to either download the documentation form online at *www.pdx.edu/ceed/naeyc* or pick up a form at the Registration counters in the Hilton Baltimore on the 2nd Floor in the East Foyer. Please visit *www.pdx.edu/ceed/naeyc* for more information on CEUs and to sign up.

University Credit

Conference participants may earn one or two quarter credits (undergraduate CI 410/or Graduate CI 510) *($80 for one credit and $140 for two credits)*. Participants must track attendance and complete a final assignment. Please visit *www.pdx.edu/ceed/naeyc* for more information on university credit and to sign up.

Endorsement

NAEYC's Institute encourages the exchange of diverse opinions. It is important for attendees to recognize that the ideas presented do not necessarily reflect NAEYC's official position statements. Moreover, NAEYC assumes no responsibility for any statement of fact or opinion presented at the Institute, nor does acceptance of advertising or exhibits imply endorsement by the Association of any products or services.

Doc. No. 34GL-17-0777.

Lost and Found

Please visit the NAEYC Headquarters, Hilton Baltimore, 2nd Floor in Pickersgill, if you have lost an item while attending sessions.

Final Program organization

The Sunday through Wednesday sessions are described on pages 21 to 74. The program is organized by day, time, and location. The description of each session includes location, time, title, presenters, and track. The track defines the session focus.

General consent and release for use of image

Registration and attendance at, or participation in, NAEYC meetings and other activities constitutes an agreement for NAEYC, or anyone authorized by NAEYC, to record and use, as NAEYC may desire in its sole and absolute discretion, all recording and reproductions or depictions of such exhibitor's, or attendee's name, likeness, voice, persona, words, actions, and/or biography, which NAEYC may make, including without limitation, the right for NAEYC, or anyone authorized by NAEYC, to use such recordings, reproductions, or depictions in or in connection with any legitimate purposes, including for advertising, publicity, trade, and editorial purposes, at any time in the future in all media now known or hereafter developed, throughout the world.

Institute Evaluation

Your opinion is important to us!
Please remember to complete the **2016 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

naeyc Accreditation

Early Childhood Higher Education Programs



Reflecting and Building on the First 10 Years

Higher Ed for Early Ed

Congratulations to NAEYC Early Childhood Associate Degree Accredited Programs!

As NAEYC celebrates 10 years of excellence in early childhood higher education accreditation, we are grateful for the support of ACCESS, current and former Early Childhood Associate Degree Accreditation (ECADA) Commission members, peer reviewers, faculty and administrators at accredited programs, and many more. Thank you for all that you have done to contribute to our success over the past decade!

NAEYC congratulates the 177 institutions across the nation that currently have accredited programs! Your dedication to high-quality professional preparation for our future educators is crucial to the early learning community.

Learn more at NAEYC.org/highered

naeyc



EARLY ED FOR President™

GIVE $16 FOR 2016

Help power NAEYC's Early Ed for President campaign. Your monthly, tax-deductible donation of $16 throughout 2016 will help flex the political muscle of the early childhood profession. Make our collective voice ring out loud and clear so that the power of early learning is an important plank in every candidate's platform. Even better, join the **$1600 Club** by pledging to donate $1,600 by the end of 2016.

Learn more at **www.naeyc.org/16for2016**.

Follow the **#earlyedin16** movement!

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earlyedforpresident.org

Doc. No. 34GL-17-0777.

2016 National Institute for Early Childhood Professional Development

June 5-8
Baltimore, Md

VisitBaltimore

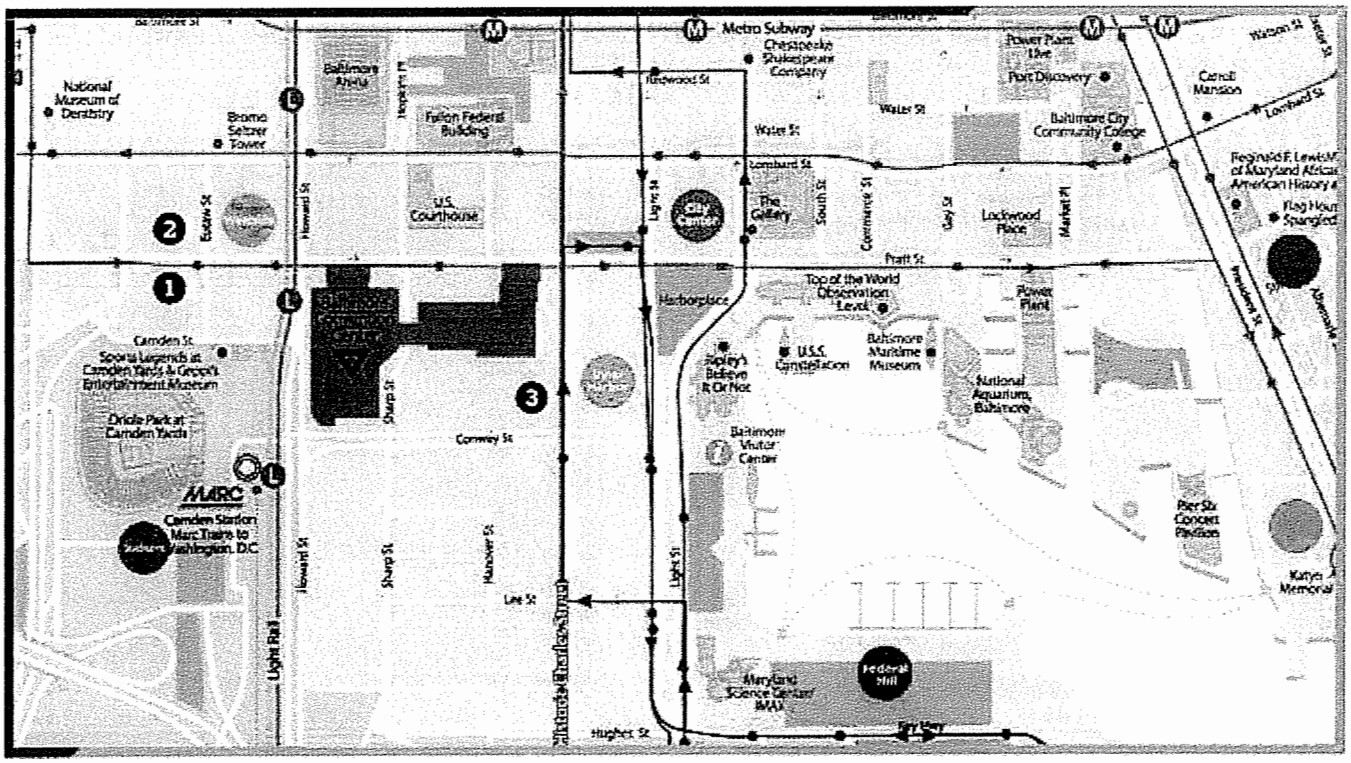
HOTELS

1. Hilton Baltimore Hotel
   401 West Pratt Street, Baltimore, MD 21201
2. Baltimore Marriott Inner Harbor Hotel
   110 S Eutaw Street, Baltimore, MD 21201
3. Sheraton Inner Harbor Hotel
   300 S Charles Street, Baltimore, MD 21201

▽ Baltimore Convention Center
1 W Pratt Street, Baltimore, MD 21201

KEY INFORMATION

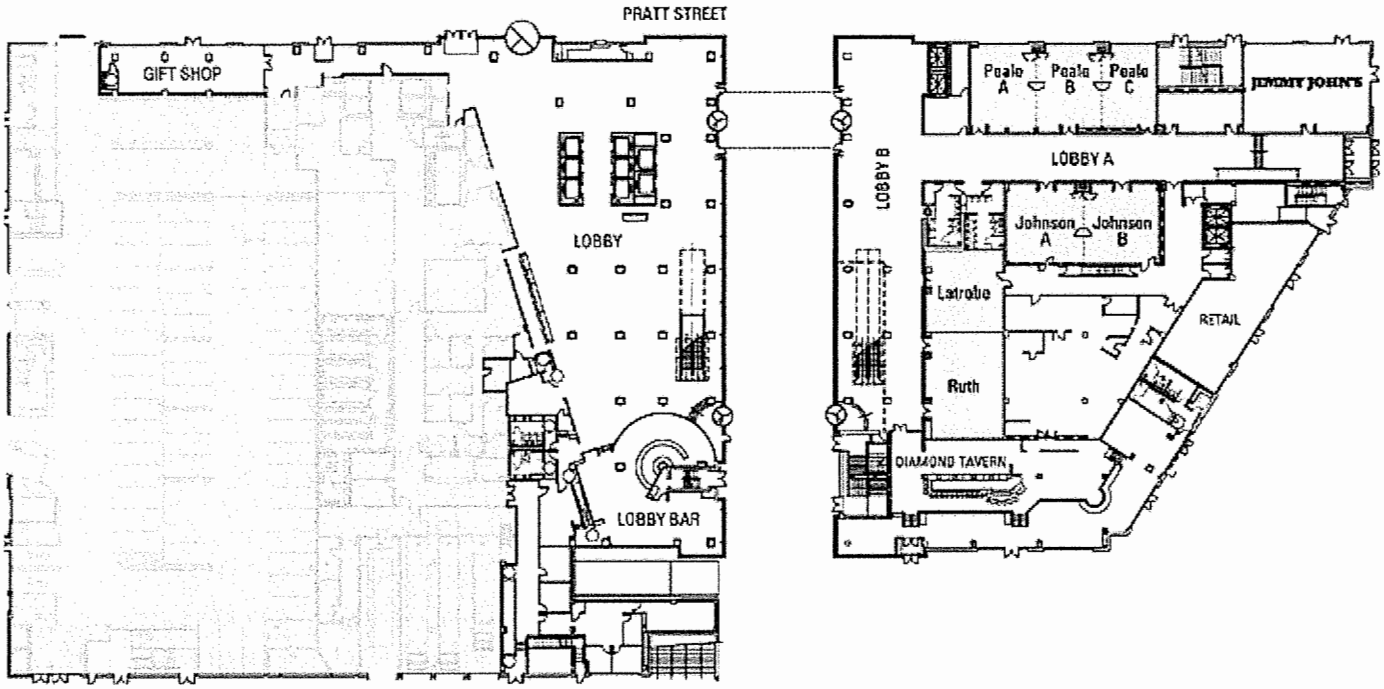
- Metro Line
- Light Rail
- MARC Train
- Water Taxis
- Visitors Center
- Charm City Circulator - Green Route
- Charm City Circulator - Orange Route
- Charm City Circulator - Purple Route
- Charm City Circulator - Banner Route



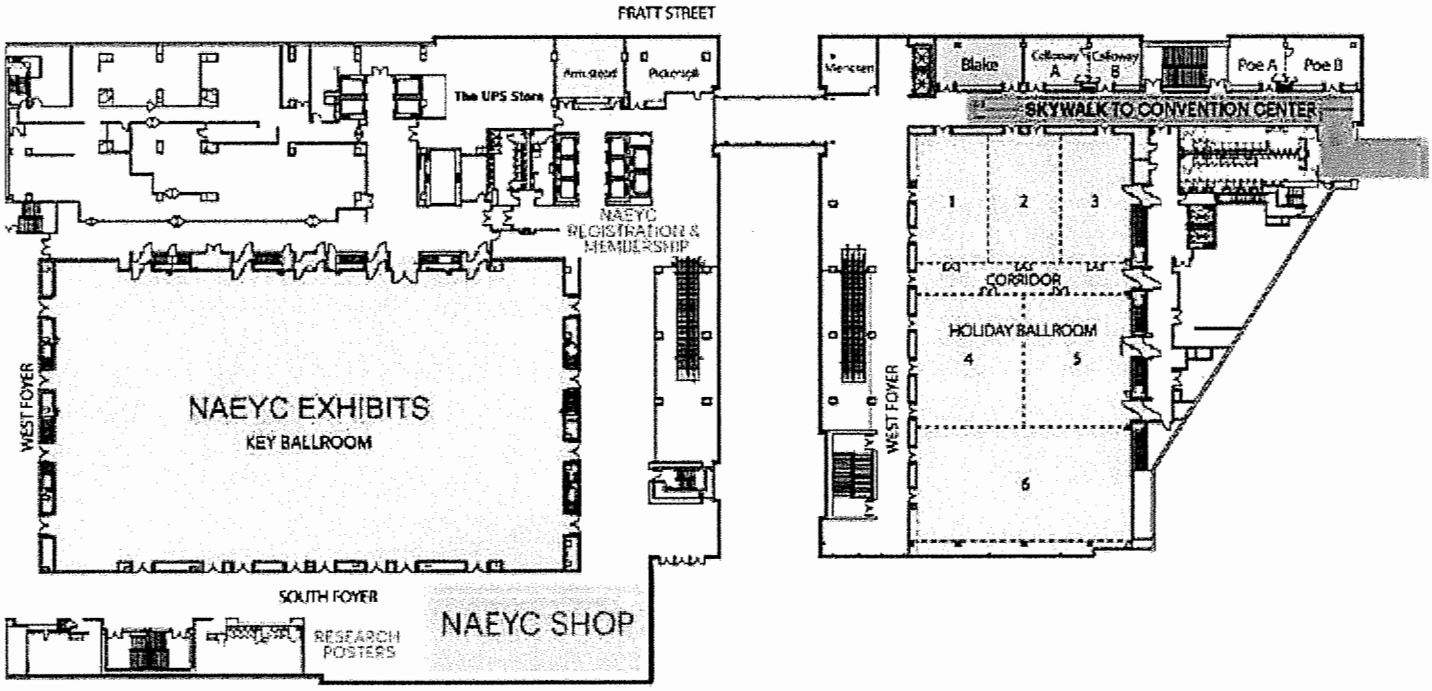
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Hilton Baltimore | First and Second Levels

First Level

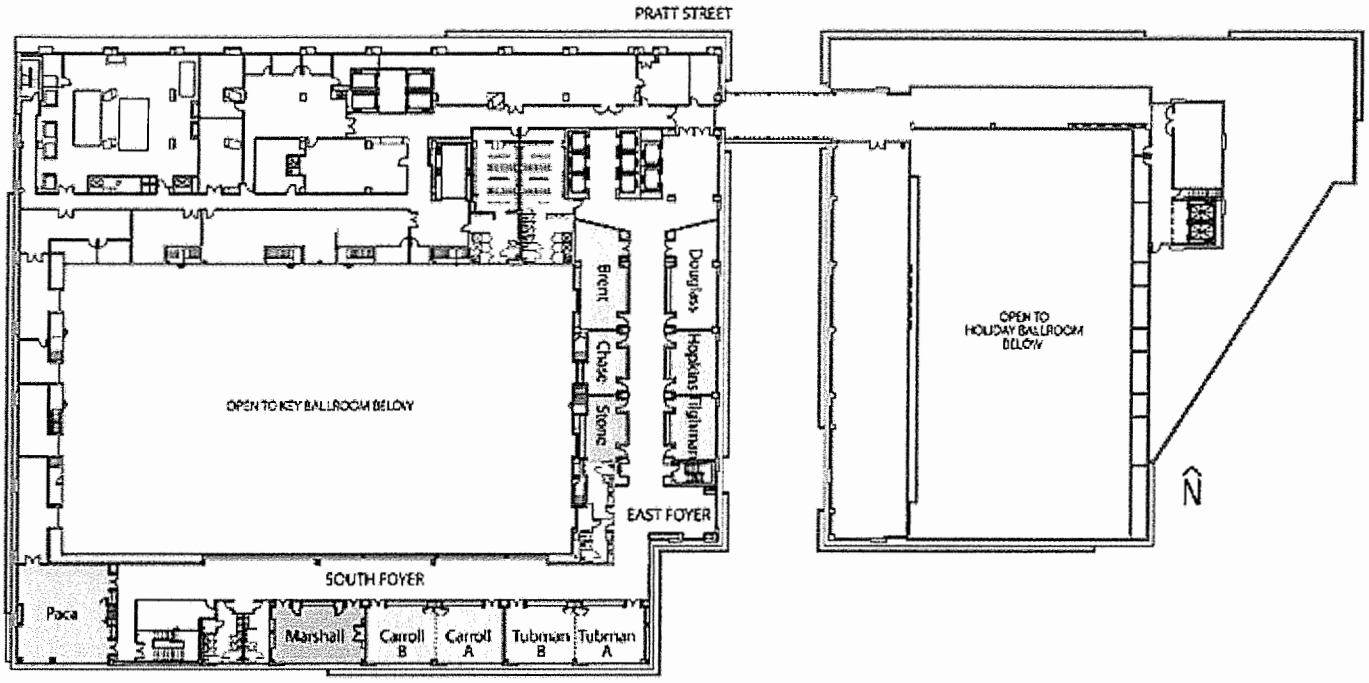


Second Level



Doc. No. 34GL-17-0777.

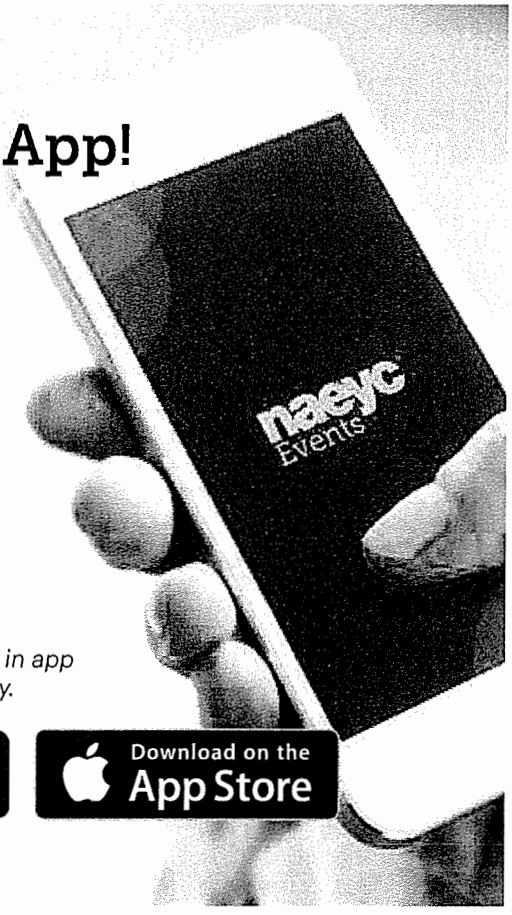
Third Level



Download the Institute Mobile App!

Stay connected, share photos and status updates, and compete on the famous NAEYC Leaderboard! Download the Institute mobile app today to access great electronic features designed to enhance your conference experience, such as:

- **Mobile session planner**
- **Event alerts and chances to win big prizes**
- **Maps and exhibitor information**
- **And more!**



*Search "**NAEYC Events**" in app stores to download today.*

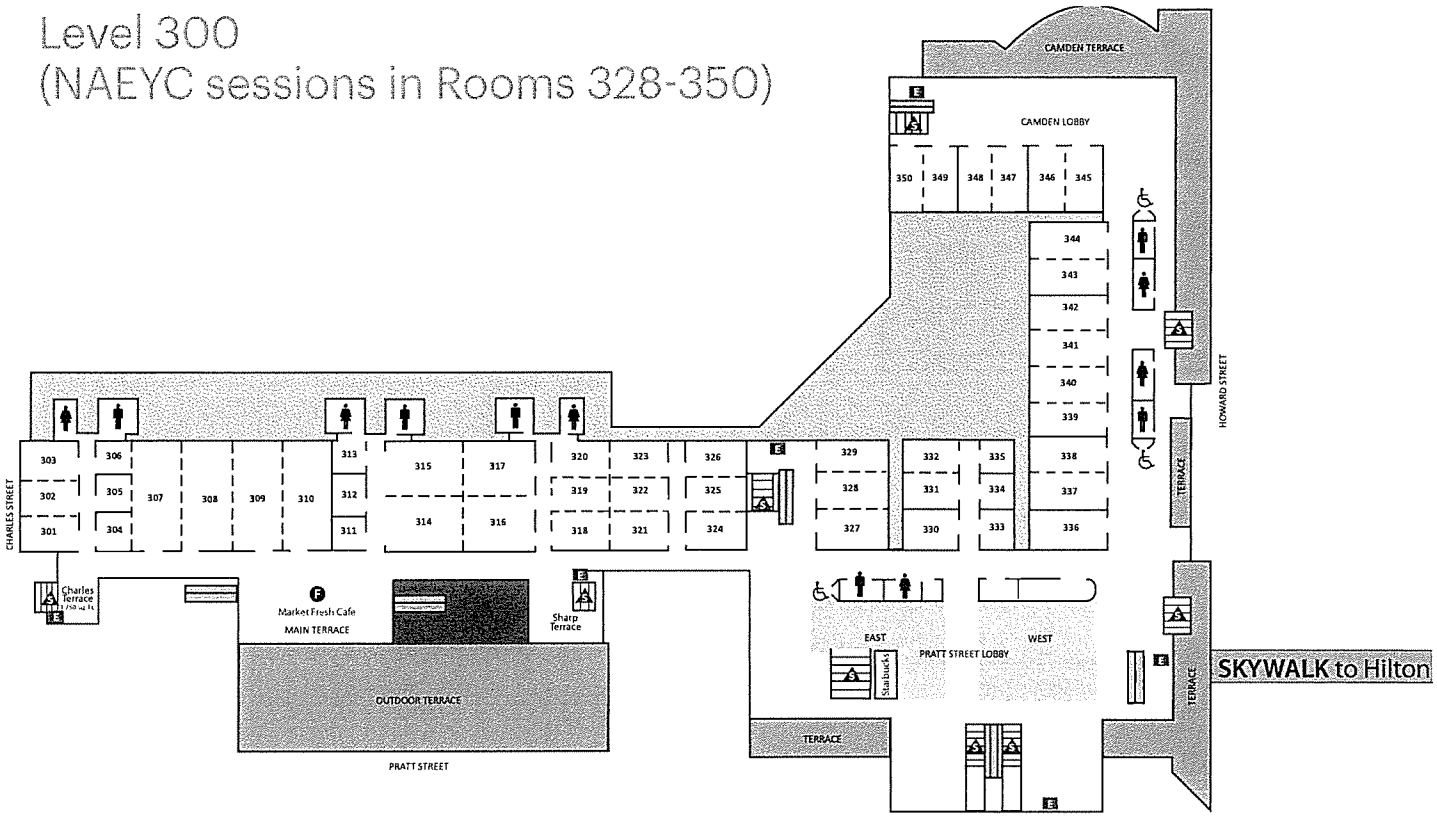
See you on the Leaderboard!

GET IT ON Google play

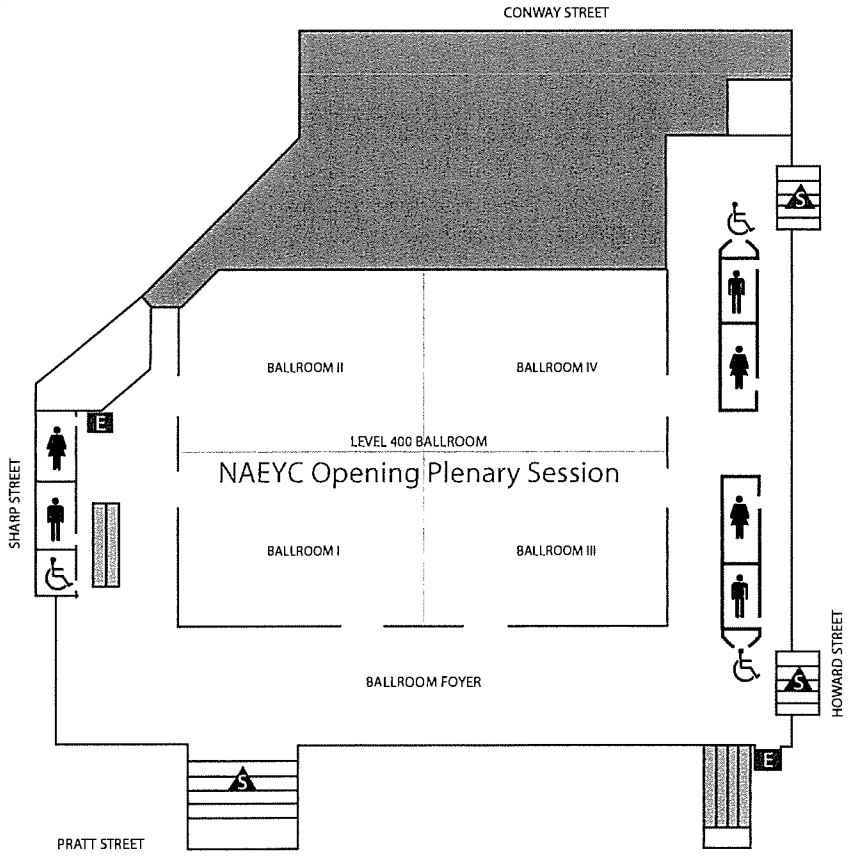
Download on the App Store

Baltimore Convention Center

Level 300
(NAEYC sessions in Rooms 328-350)



Level 400





The NAEYC Shop has everything you need to restock your professional library

Browse our collection of award-winning books and publications and network with colleagues. Don't forget to download the NAEYC Event App for notifications and alerts on giveaways in the shop and meet-and-greets with NAEYC staff.



Don't forget to pick up gifts for your colleagues at home!

Purchase NAEYC water bottles, padfolios, earbuds, lanyards, lapel pins, and much more. Visit the NAEYC Shop to stock up on classic favorites and peruse the latest products!

Doc. No. 34GL-17-0777.

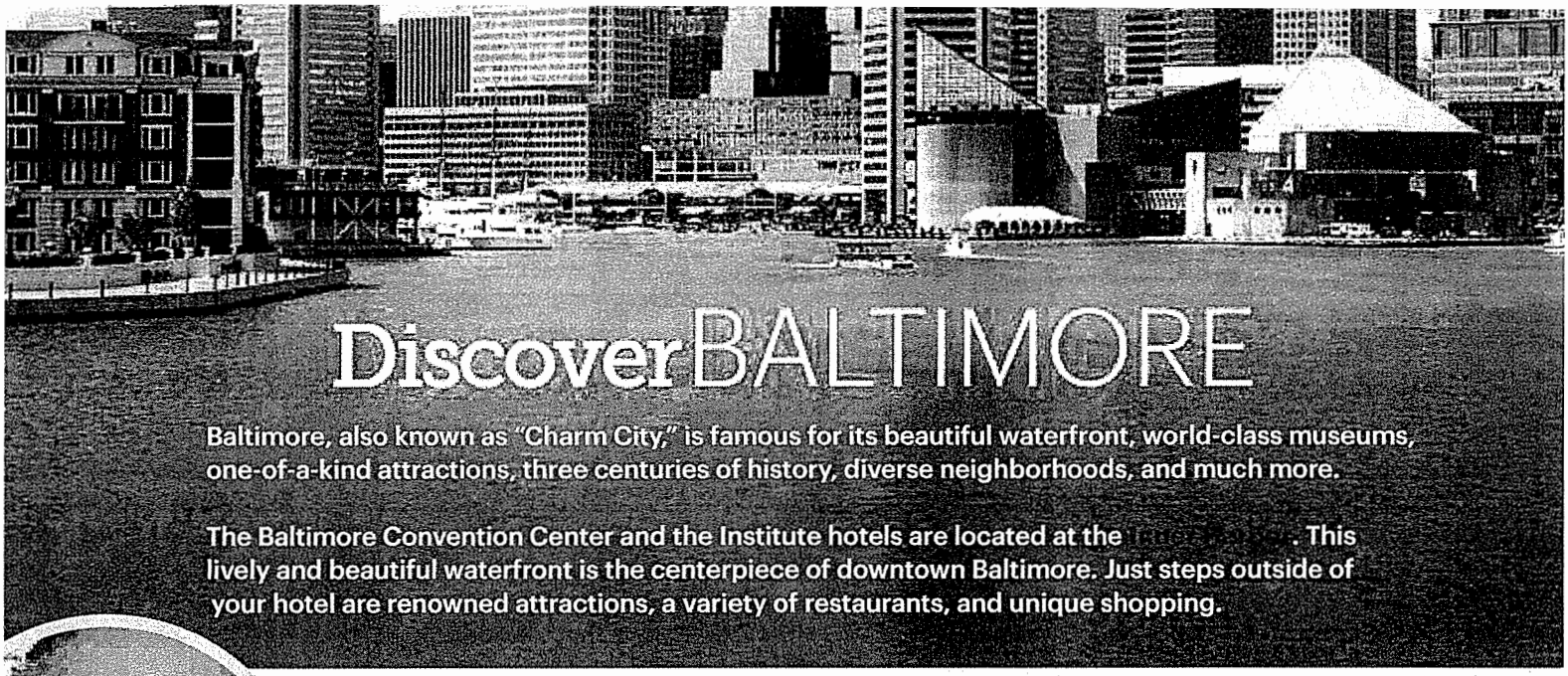
Stop on by!

2016 NAEYC Shop Hours:

Sunday, June 5
10:00 a.m.–7:30 p.m.

Monday, June 6
9:00 a.m.–7:30 p.m.

Tuesday, June 7
9:00 a.m.–6:00 p.m.



Discover BALTIMORE

Baltimore, also known as "Charm City," is famous for its beautiful waterfront, world-class museums, one-of-a-kind attractions, three centuries of history, diverse neighborhoods, and much more.

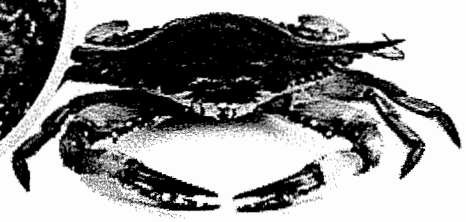
The Baltimore Convention Center and the Institute hotels are located at the [illegible]. This lively and beautiful waterfront is the centerpiece of downtown Baltimore. Just steps outside of your hotel are renowned attractions, a variety of restaurants, and unique shopping.



The Inner Harbor is home to several attractions that inspire learning and adventure! Get close to nature at the **National Aquarium**. The aquarium houses sharks, dolphins, rays, and tropical fish among the more than 17,000 creatures in naturalistic exhibits, including a walk-through rain forest, a 4-D Immersion Theater, the Living Seashore touchpool, and an Australian exhibit featuring a 35-foot waterfall. **Port Discovery Children's Museum** provides experiences that ignite imagination and nurture growth through play. The museum boasts three floors of educational, interactive, and hands-on/minds-on experiences designed for children ages 2 to 10 years old.

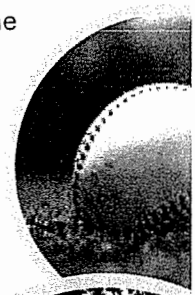
From elegant gourmet cuisine and ethnic foods from around the world to plenty of fresh seafood from Maryland's Chesapeake Bay, you are sure to find something that satisfies your palate at the many Inner Harbor restaurants. A block away from the Inner Harbor is **Power Plant Live!**, a premier dining and entertainment district that features a variety of restaurants and nightclubs surrounding a common plaza. There is also outdoor seating, which often features live performances.





If you're looking to get in some shopping while in Baltimore, you don't have to go far. Located in the heart of the Inner Harbor on Pratt Street, **Harborplace** and **The Gallery** offer unique shopping, diverse dining, and a variety of entertainment right on the picturesque waterfront.

If you're a sports fan, you might want to take in a **Baltimore Orioles** game while in town. The Orioles will be hosting the New York Yankees and Kansas City Royals over the dates of the Institute. **Camden Yards** is just minutes away and an easy walk from the Institute hotels. Also, if you're a true baseball fan, be sure to check out the **Baltimore Orioles Hall of Fame** and the **Babe Ruth Birthplace and Museum** located nearby.



Although nearly everything you may want to do and see is within easy walking distance from the Institute hotels, you can always hop on the fast and free **Charm City Circulator** bus or the **Baltimore Water Taxi** to explore more of the city.



If you want to venture away from the Inner Harbor, Baltimore has several historic, hip, and trendy neighborhoods. **Federal Hill**, **Fell's Point**, **Mount Vernon**, and **Little Italy** are just a few of Baltimore's intriguing and colorful neighborhoods serving up great food, stories from the past, and fascinating things to see and do. The Inner Harbor is Baltimore's heart, but its neighborhoods are its soul.

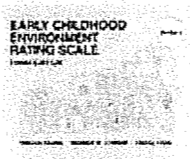
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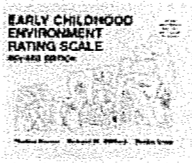
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ITERS-R


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Come Visit Us at the 2016 NAEYC Institute!

Stop by our booth to learn about the
Environment Rating Scales and QRIS Data Systems
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MDAEYC AND KAPLAN HOST:

A TASTE OF MARYLAND

AT THE MARYLAND SCIENCE CENTER







Calling all NAEYC Professional Development Institute Participants!

Join the Maryland Association for the Education of Young Children and Kaplan Early Learning Company on

June 7, 2016 | 6:30–9:30 p.m.

Enjoy a Taste of Maryland Event, which includes rooftop tented party and interactive exhibits along with music, food stations, buffet dinner with Maryland crab cakes, cream of crab soup, Maryland fried chicken, homemade Old Bay chips, Smith Island cake, Berger Cookies, Fishers Popcorn, Natty Boh, and Maryland wines!

Price per person is $30—It's easy to purchase your tickets from our secure link at **www.mdaeyc.com.** A limited number of tickets will be available for purchase on-site at the MDAEYC table located near Institute registration for $45. Registered participants must pick up their event wristbands on-site at the MDAEYC table.

Contact: MDAEYC—Chris Peusch
marylandaeyc@gmail.com, or call (410) 820-9196

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Saturday Pre-Institute Workshops

Hilton Baltimore—Holiday 4/5
7:30 a.m.–4:00 p.m.

NAEYC Affiliate Day

This day is designed for AEYC Board members and staff and will focus on nonprofit management, member recruitment and retention strategies, and the new Affiliate Policies and Procedures and Charter Agreement. An emphasis this year will be on transitioning to the new Affiliate structure and membership. Participants will enjoy small, interactive sessions facilitated by NAEYC Staff, Affiliate Leaders, and members of the Affiliate Advisory Council. This event is by invitation only. Please contact Affiliate Relations at *affiliate@naeyc.org* for additional information or questions.

Pearson

*NAEYC appreciates the support of **Pearson** as the sponsor of NAEYC Affiliate Day.*

Workshops on NAEYC Accreditation Systems

Baltimore Convention Center—Room 337/338
8:30 a.m.–4:00 p.m.

Higher education self-study workshop: Meeting the NAEYC Professional Preparation Standards

Megan Woolston, NAEYC; Mary Harrill, NAEYC; Pamela Ehrenberg, NAEYC; Elisa Huss-Hage, Owens Community College; Reginald Williams, South Carolina State University.

Baltimore Convention Center—Room 343/344
8:30 a.m.–4:00 p.m.

NAEYC Accreditation of Programs for Young Children: Continuous quality improvement through program portfolio creation and revision

Susan Hedges, NAEYC; Katorra Enoch-Longshore, NAEYC; Shantiea Dean, NAEYC.

Workshops by NAEYC Authors

Baltimore Convention Center—Room 328/329
8:30 a.m.–4:00 p.m.

Teaching the NAEYC Code of Ethics, an essential aspect of being an early childhood professional

Stephanie Feeney, University of Hawaii, Manoa; Nancy Freeman, University of South Carolina.

Baltimore Convention Center—Room 339/340
8:30 a.m.–4:00 p.m.

Using Powerful Interactions among adults to promote children's learning and success

Judy Jablon, Jablon & Associates; Diana Courson, Arkansas State University Childhood Services.

Session is part of the Higher Ed initiative. For more information, see page 19.

Research Symposium Sessions

Sunday, June 5

Hilton Baltimore—Holiday 1/2
10:30 a.m.–12:30 p.m.

The data on disparities: Illuminating problems and solutions

Moderator: Laura Speer, Annie E. Casey Foundation; Faith Connelly, Baltimore Education Research Consortium; Tracy R. Rone, Morgan State University; Stephanie Schmit, Center for Law and Social Policy; Margie McHugh, Migration Policy Institute.

Monday, June 6

Hilton Baltimore—Holiday 1/2
8:00–10:00 a.m.

Rethinking the achievement gap: It's real, starts early, is persistent and yet reversible

Maurice Sykes, University of District of Columbia; Adam Alvarez, University of Pittsburgh; Ira Murray, University of Pittsburgh; Ray Hart, Council of Great City Schools; Sharon Ritchie, University of North Carolina; Barbara Bowman, Erikson Institute; Michael Lopez, Abt Associates.

Tuesday, June 7

Hilton Baltimore—Holiday 1/2
8:00–10:00 a.m.

Equity in research, policy, and practice: Beyond the buzzword

Moderator: Carol Brunson Day, NAEYC; Hedy Chang, Attendance Works; Cemere James, National Black Child Development Institute; Kim Turner, National Research Center on Hispanic Children and Families; Lauren Mims, White House Initiative on Educational Excellence for African Americans.

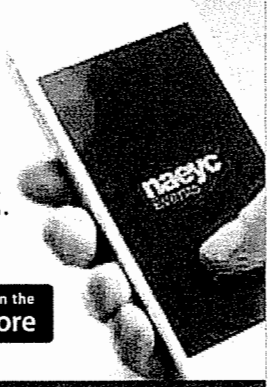
Hilton Baltimore—Holiday 1/2
2:00–4:00 p.m.

Implicit bias: What it is, why it matters, and what we can do about it

Moderator: Shantel Meek, White House Domestic Policy Council; Walter Gilliam, Yale University; Rosemarie Allen, Metropolitan State University of Denver; Lisa Gordon, Bank Street College of Education.

Don't forget to check out the Institute App!

Search "**NAEYC Events**" in app stores to download.

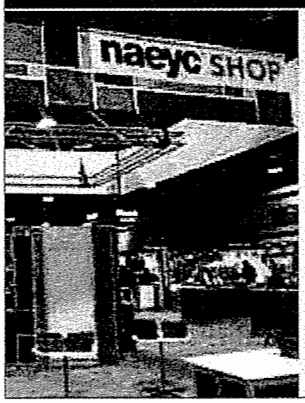


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Follow the conversation on Facebook and Twitter using #naeycINST.

Munch, Mingle, & Shop



Remember to stop by the Exhibit Hall and the NAEYC Shop in the **South Foyer, Hilton Baltimore.** Lunch service will be available in the Exhibit Hall from 12:00 noon–2:30 p.m.

Doc. No. 34GL-17-0777.

Higher Education Initiative

These sessions—including a pre-Institute separate fee workshop—are part of NAEYC's commitment to increasing the quality of higher education degree programs preparing early childhood professionals.

Saturday, June 4

Pre-Institute Workshop

Baltimore Convention Center—Room 337/338
8:30 a.m.–4:00 p.m.

Higher education self-study workshop: Meeting the NAEYC Professional Preparation Standards

Megan Woolston, NAEYC; Mary Harrill, NAEYC; Pamela Ehrenberg, NAEYC; Elisa Huss-Hage, Owens Community College; Reginald Williams, South Carolina State University.
Pre-registration/separate fee required.
Accreditation of Higher Education Programs

Sunday, June 5

Hilton Baltimore—Johnson A/B
10:30 a.m.–12:30 p.m.

A walk through the NAEYC recognition process for baccalaureate and graduate degree programs

Learn the steps involved in seeking NAEYC recognition through the Council for the Accreditation of Educator Preparation (CAEP) accreditation process.
Megan Woolston, NAEYC; Pamela Ehrenberg, NAEYC.
Accreditation of Higher Education Programs

Hilton Baltimore—Johnson A/B
2:00–4:00 p.m.

An overview of NAEYC's Higher Education Accreditation System

Learn more about NAEYC's Professional Preparation Standards, how they can be used for program development and improvement, and the steps involved for programs seeking NAEYC Accreditation of Higher Education Programs.
Megan Woolston, NAEYC; Lisa Stein, Atlantic Cape Community College.
Accreditation of Higher Education Programs

Tuesday, June 7

Baltimore Convention Center—Room 336
10:30 a.m.–12:30 p.m.

Completing the NAEYC Higher Education Accreditation Self-Study Report

Walk through the Self-Study Report template for Higher Education Accreditation with NAEYC staff and Accreditation Commissioners to learn how to complete the report from start to finish.
Pamela Ehrenberg, NAEYC; Bridget Murray, Henderson Community College.
Accreditation of Higher Education Programs

Baltimore Convention Center—Room 336
2:00–4:00 p.m.

Designing higher education rubrics that align with the NAEYC Professional Preparation Standards

Learn from NAEYC staff and Accreditation commissioners about best practices for designing your key assessment rubrics to most effectively demonstrate evidence of meeting the NAEYC Professional Preparation Standards.
Megan Woolston, NAEYC; Margaret Annunziata, Davidson County Community College.
Accreditation of Higher Education Programs



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KinderCare Education impacts the lives of more than 161,000 children every day. We've made it a priority to provide every child in our care the best learning experience possible. With nearly 1,400 nationally accredited sites, KinderCare is proud to be the leader in early childhood education.

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Sunday

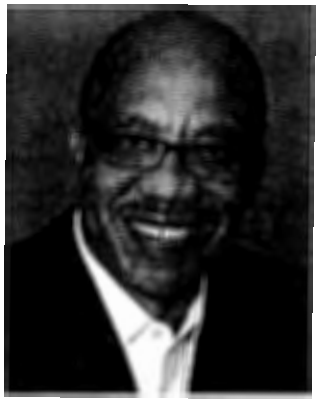
Baltimore Convention Center—Ballroom I–IV
8:30–10:00 a.m.

Opening Plenary Session

Race, Politics, and Young Children

As the race to the White House heats up, it is critical for presidential candidates to acknowledge the importance of early childhood education. In order to effectively advocate for "Early Ed for President," it is essential that we tackle the connections between race, culture and early learning—both in the classroom and on the campaign trail. NAEYC is thrilled to welcome Pulitzer Prize-winning journalist and Washington Post columnist Eugene Robinson to discuss these issues during his opening keynote address at our 2016 Institute.

Eugene Robinson, *The Washington Post*.



Eugene Robinson

TeachingStrategies®

NAEYC appreciates the support of ***Teaching Strategies****, as the sponsor of the Opening Plenary Session.*

Your Lasting Legacy Gifts at Work



2015 NAEYC Institute scholarship recipients: front row, left to right: *Rebecca Cirzan, Johnna Haggerty, Christina Koutsourades;* back row: *Felicia Owo, Connie Davis, Benjamin Planton.*

When you give to NAEYC's **Building a Lasting Legacy Campaign**, you help develop a new generation of diverse, effective, emerging early childhood leaders.

For more information and to make a contribution, please visit www.naeyc.org/legacy.

10:30 a.m.–12:30 p.m.

Baltimore Convention Center—Room 328/329
10:30 a.m.–12:30 p.m.

Connection-based practices: Working smarter, not harder, to strengthen attachments and boost brain processes through social play with young children

Learn an innovative approach that maximizes meeting the attunement needs of children in group care and engages adults and children in intentional one-on-one activities involving touch, eye contact, presence, and play. Daily connections are then relived in guided group play with baby dolls, thus reactivating and reinforcing the neural pathways initiated during face-to-face interactions.

Anna Katja von Elbe, Conscious Discipline.

Social/Emotional Development

Baltimore Convention Center—Room 331/332
10:30 a.m.–12:30 p.m.

Turn research into reality via Vroom resources, brain development, and family empowerment: Join the momentum—a culture shift to change how we think about infant and toddler brain development using ordinary moments to create extraordinary learning opportunities

Join Vroom—be a part of a national effort to launch a new approach to thinking, understanding, and validating how young children learn and how WE as adults are the mapmakers for each child's brain. Vroom is about enriching your work with children and families, supplementing your resources with research-based materials, and refining professional development to meet the needs of staff, providers, and families.

Mary LaMantia, Child Care Aware of America; Patience Hill, Child Care Aware of America.

Family Support and Engagement

Baltimore Convention Center—Room 336
10:30 a.m.–12:30 p.m.

Early childhood education: Using museum inquiry to develop arts integration practices

Using the University of Wyoming Art Museum's collection and inquiry model, participants will examine co-equal arts integration as a means to develop best practices and educational leadership in the early childhood classroom. Participants will be led through an interactive session that includes discussion, art making, and reflective activities.

Heather Bender, University of Wyoming.

Curriculum-Theories and Approaches

Baltimore Convention Center—Room 337/338
10:30 a.m.–12:30 p.m.

Early intervention for sensory integration challenges: Recognizing red flags that signal sensory motor issues and learning differences, what you can do in the classroom to help, and treatments and strategies that work

Learn the facts on sensory integration challenges, how to recognize developmental red flags and patterns, and what can be done in the classroom to maximize learning. The cognitive, physical, and emotional issues that children with sensory challenges experience will be discussed. Strategies to address these issues effectively will be explored.

Sally Dietz, Integrative Pediatric Therapy.

Children with Disabilities/Early Intervention

Baltimore Convention Center—Room 339/340
10:30 a.m.–12:30 p.m.

Taking your advocacy from ideas to action: Building confidence, skills, and tools

Our field depends on advocacy. It is the key to enacting the changes we need. High-quality ECE professionals advocate for children, teachers, and families. In this session you will learn skills to (1) make your voice heard in the political field, (2) develop a plan to share these skills with your staff and families, and (3) create your own Speakers Bureau to advocate for ECE in your community.

Paula Landis, YWCA of Minneapolis; Debra Ziesmer, YWCA of Minneapolis; Mary Muhs, Rasmussen College.

Advocacy/Public Policy

Baltimore Convention Center—Room 341/342
10:30 a.m.–12:30 p.m.

Translating the basic principles of intentional teaching to intentional coaching

Discuss and understand the term "intentional teaching" as it applies to teaching and learning focused on child outcomes. Discover parallels that can be drawn to coaching teachers. Deepen your understanding of intentionality and how it applies to teaching and professional development. Apply basic concepts and guidelines of intentional teaching to working with teaching staff.

Christine Maier, Oakland Schools Intermediate School District.

Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)

Doc. No. 34GL-17-0777.

Baltimore Convention Center—Room 343/344
10:30 a.m.–12:30 p.m.

Strengthening AEYC leadership at the Affiliate level in times of transition

In this year of transition for NAEYC and our Affiliate structure, Affiliate components are engaged in developing strong, viable, and sustainable organizations; inspiring members and developing leaders; and advocating for early learning to stay at the top of the national and state agendas. Join the leadership of an Affiliate as we share opportunities to engage our profession and state decision makers.

Mary Airy, Grant Wood Area Education Agency; Thomas Rendon, Iowa Department of Education; Dr. Brian Kingrey, Sigourney Schools; Rick Roghair, Iowa AEYC; Barb Merrill, Iowa AEYC.

Leadership

Baltimore Convention Center—Room 345/346
10:30 a.m.–12:30 p.m.

Compensation and QRIS: Challenges and possibilities as seen through the lens of one state's journey from developing standards through the recent publication of a workforce study five years after implementation—a Wisconsin story

Do you believe that improved compensation is essential to sustaining quality improvements? Join us in this must-have conversation for our profession as we take you through one state's journey over the first five years of its QRIS. Bring your story to this session, and together we will explore both the challenges and possibilities posed by QRIS and recommit to the urgency of bringing voice to this issue.

Peggy Haack, Wisconsin Early Childhood Association; Ruth Schmidt, Wisconsin Early Childhood Association.

Quality Initiatives-QRIS, Compensation, and Licensing

Baltimore Convention Center—Room 347/348
10:30 a.m.–12:30 p.m.

Building from the top: How do we build pedagogical leadership capacity?

Realizing the many demands placed on program leaders, how do we ask administrators to think about one more thing? Being the pedagogical leader isn't just one more role for an administrator—it is THE role. Pedagogical leadership permeates every aspect of a program: from the classroom environment, to the teaching staff, to our families, and ultimately to the quality of care we provide our youngest learners.

Jill Gunderman, Arkansas State University Childhood Services; Nichole Parks, Arkansas State University Childhood Services.

Leadership

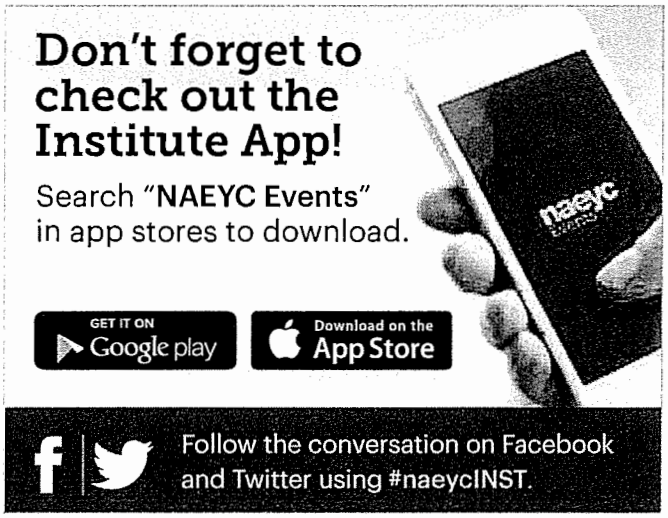
Baltimore Convention Center—Room 349/350
10:30 a.m.–12:30 p.m.

Music for all ages: Using music to support cognitive development

Discuss the importance of music to children's learning and cognitive development from birth through third grade, specifically to content knowledge such as reading and STEM.

Eugene Geist, Ohio University; Kamile Geist, Ohio University.

Creative Arts



Research Symposium Session

Hilton Baltimore—Holiday 1/2

10:30 a.m.–12:30 p.m.

The data on disparities: Illuminating problems and solutions

Data can shine a critical light on existing disparities and also identify a path to eliminating them. Join the conversation with these experts about what the data says now, and how we can respond to the data with strengths-based solutions.

Moderator: Laura Speer, Annie E. Casey Foundation; Faith Connelly, Baltimore Education Research Consortium; Tracy R. Rone, Morgan State University; Stephanie Schmit, Center for Law and Social Policy; Margie McHugh, Migration Policy Institute.

Pearson

*NAEYC appreciates the support of **Pearson** as the sponsor of the Research Symposium.*

Hilton Baltimore—Holiday 3

10:30 a.m.–12:30 p.m.

Accelerating vocabulary and comprehension skills of diverse learners: The positive impact of World of Words (WOW)

Review most recent study and cost benefits for early intervention. Discuss outcomes of scaffolded instruction of complex, content-rich words in early literacy. Learn new strategies for teaching dual language learners using authentic literature and rich vocabulary.

Susan Neuman, NYU Steinhardt School of Culture, Education, and Human Development; Karen Nemeth, Language Castle, LLC.

Language & Literacy

Hilton Baltimore—Holiday 4

10:30 a.m.–12:30 p.m.

The leadership learning gap: Aligning professional preparation and recruitment with the realities of teaching and leading in ECE today

Despite the call for a more integrated birth-to-8 educational system, a structural divide in teacher and leader preparation runs counter to this call as our latest Early Childhood Higher Education Inventory studies reveal. Help identify strategies to ensure that ECE teachers and leaders have what they need to help children succeed.

Lea Austin, Center for the Study of Child Care Employment, University of California, Berkeley; Marcy Whitebook, Center for the Study of Child Care Employment, University of California, Berkeley.

Professional Development Systems

Hilton Baltimore—Holiday 5

10:30 a.m.–12:30 p.m.

Changing the culture of your program: Build a strong and supportive early childhood community by moving from frustration to hope

Hope is the intangible factor that keeps people moving forward. Without hope, there is no future. If that thought is to be believed, then hope must be at the root of any successful early childhood program, as we are contributing to the future. This session is designed to help programs rechannel staff frustration into hope. Learn how to use your program's strengths to create an effective and hopeful team.

Amy Weaver, Amy E. Weaver-Educational Consulting.

Administration/Management

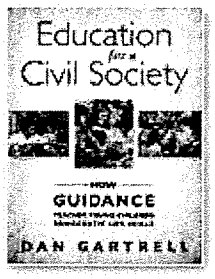
Available at the NAEYC shop!

Education for a Civil Society

How Guidance Teaches Young Children Democratic Life Skills

The social-emotional skills children need to learn democratic life skills

Item 356 | List $35 | Institute Price $28



Featured Session

Hilton Baltimore—Holiday 6

10:30 a.m.–12:30 p.m.

Moving forward: Expanding the conversation of anti-bias work in ECE settings

Building on the energy and momentum from the President's Seminar at NAEYC's 2015 Annual Conference & Expo, this session aims to continue the conversations—both difficult and hopeful—on how the profession needs to take action in a changing world, adapt to new realities, and scaffold the foundation of anti-bias education in the movement for social justice and action.

Luis Hernandez, TTAS/Western Kentucky University; Carol Brunson Day, NAEYC; Julie Olsen Edwards, Cabrillo College; Megan Madison, Brandeis University.

Available at the NAEYC shop!

Anti-Bias Education for Young Children and Ourselves

Practical guidance to become a skilled anti-bias teacher and confront and eliminate the barriers of prejudice, misinformation, and bias



Item 254 | List $35 | Institute Price $28

Hilton Baltimore—Johnson A/B

10:30 a.m.–12:30 p.m.

A walk through the NAEYC recognition process for baccalaureate and graduate degree programs

Learn the steps involved in seeking NAEYC recognition through the Council for the Accreditation of Educator Preparation (CAEP) accreditation process.

Megan Woolston, NAEYC; Pamela Ehrenberg, NAEYC.

Accreditation of Higher Education Programs

Hilton Baltimore—Paca

10:30 a.m.–12:30 p.m.

Improving teacher education programs through teacher research

Examine the impact of using teacher research as part of professional preparation programs.

Heather Collick, NAEYC; Deanna Ramey, NAEYC; Barbara Henderson, San Francisco State University; Debra Murphy, Cape Cod Community College; Frances Rust, Penn Graduate School of Education; Mary Harrill, NAEYC; Jamie Solomon, early childhood educator.

Professional Development-Education Programs

Hilton Baltimore—Peale A/B/C

10:30 a.m.–12:30 p.m.

From survival to resiliency: How guidance and liberation teaching empower young children to build democratic life skills

Explore how to use guidance leadership to help young children make stress levels manageable and progress in resiliency and healthy executive functioning. With friendly humor, Dan uses the construct of democratic life skills to illustrate this arc of this emotional-social progress. Video clips and two handouts, including a Young Children "Guidance Matters" column, facilitate discussion and follow-up.

Daniel Gartrell, Bemidji State University.

Guidance for Children with Challenging Behaviors

Hilton Baltimore—Tubman A/B

10:30 a.m.–12:30 p.m.

Advancing early childhood workforce policy, leveraging family child care's strengths

Family child care is an essential sector of ECE, with relationship-based assets that can be leveraged as part of elevating election-year conversations. Join this interactive session focused on a strengths-based policy approach to explore opportunities and strategies to advance policy changes that leverage family child care's unique contributions.

Sarah LeMoine, ZERO TO THREE; Mandi Schill, National Association for Family Child Care; Mary Beth Salomone Testa, National Association for Family Child Care.

Professional Development Systems

Session is part of the Higher Ed initiative. For more information, see page 19.

2:00–4:00 p.m.

Baltimore Convention Center—Room 328/329
2:00–4:00 p.m.

Supporting preschool teachers to implement STEM education

Developmentally appropriate STEM education ideas for preschoolers will be shared. Attendees will participate in a STEM activity in small groups, hear about teachers who have successfully incorporated STEM education in their classrooms, and brainstorm goals to include STEM learning in their own programs and support teachers in the future.
Linda Whitehead, Bright Horizons Family Solutions; Deborah Hoppy, Bright Horizons Family Solutions.

Science/Environment/Nature Education

Baltimore Convention Center—Room 331/332
2:00–4:00 p.m.

Supporting emergent literacy and early literacy behaviors in the preschool classroom

Review the instructional processes of shared and interactive read-alouds and shared/interactive writing for the preschool classroom. Participate in the analysis of video vignettes and then apply the practices by planning a lesson using these instructional approaches in a small group. Learn new strategies for promoting early literacy behaviors in the DAP emergent literacy environment.
Jeff Leffler, University of Southern Mississippi.

Language & Literacy

Baltimore Convention Center—Room 337/338
2:00–4:00 p.m.

Exploring the SKILL and the WILL to close the achievement gap: Courageous conversation about supporting children of color

The goal of pre-K–grade 3 education is to ensure that *all* children enter the fourth grade having confidence that school is a good place; that what they know, say, and feel is valued; and that they can be successful. Participate in discussions that explore ways to examine, question, and change practices and policies that perpetuate inequity.
Sam Oertwig, University of North Carolina; Sharon Ritchie, University of North Carolina.

Diversity & Equity

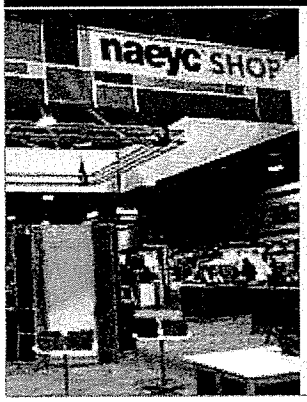
Baltimore Convention Center—Room 339/340
2:00–4:00 p.m.

Talking WITH children versus talking AT children: What is the difference, why is it important, and how do quality conversations with children build school readiness skills? Conversations provide an opportunity for children to build social skills and vocabulary

Talking with children rather than at them helps build relationships and conversational skills. When program staff and families are engaged as partners, they commit to working together on children's behalf. Learn strategies for teachers and families to strengthen children's ability to have conversations. Identify how to use CLASS feedback loops to build stronger conversations with children.
Leanne Hilligas, Family Conservancy; Nancy Heathman, Family Conservancy.

Language & Literacy

Munch, Mingle, & Shop



Remember to stop by the Exhibit Hall and the NAEYC Shop in the **South Foyer, Hilton Baltimore.** Lunch service will be available in the Exhibit Hall from 12:00 noon–2:30 p.m.

Baltimore Convention Center—Room 341/342
2:00–4:00 p.m.

A call for developmentally appropriate third grade: Protecting the right to be 8 (in a world that says, "Grow up, already!")

Experience the narratives of parents, children, teachers, and others involved in public school third grade classrooms across the U.S. Participate in reflective discussion about the common experiences of many modern-day 8-year-olds and the political expectations placed on their teachers. Review examples of DAP innovations from progressive classrooms. Develop a collaborative call to action.

Nicole Mitchell, Auburn University; Sean Durham, Auburn University; Angela Love, Auburn University.

Advocacy/Public Policy

Baltimore Convention Center—Room 343/344
2:00–4:00 p.m.

Using media from PBS KIDS to help young children acquire and apply science knowledge

Discover engaging media resources from PBS KIDS that help children acquire science knowledge. Find out how to analyze the resources to identify learning opportunities. Get hands-on experience with PBS KIDS' ScratchJr, an innovative new app that helps children learn core computer coding concepts as they create interactive stories and games to demonstrate acquired knowledge.

Sarah Blodgett, Boston University School of Education; Jean Crawford, Public Broadcasting Service.

Technology and Young Children

Baltimore Convention Center—Room 345/346
2:00–4:00 p.m.

Developing pre-K–3 leaders to improve student outcomes through high school graduation

Understand a collaborative approach to developing a pre-K–3 leadership program, including module topics, learner goals, and sample content lessons centered on curriculum and instruction; assessment and evaluation; and leading for equity, excellence, and early success. Learn marketing and recruitment strategies. Apply advocacy strategies and learnings from this session to unique state contexts.

Andrea Brinnel, Connecticut Office of Early Childhood; Karen List, University of Connecticut, Neag School of Education.

Leadership

Baltimore Convention Center—Room 347/348
2:00–4:00 p.m.

Case study: Improving literacy scores of prekindergarten children in high-poverty communities through family engagement

Case study review of parent outreach program that proved an effective model for improving early literacy scores in high-poverty preschoolers, including 2015 randomized control trial results. Analyze curriculum, outreach strategies, and both public and private collaborations instrumental to successful outcomes. Collaborative brainstorming on resources and action steps for achieving similar results.

Joanna Flaten, Children's Reading Foundation; Janice Fox, Tennessee Department of Education Upper Cumberland Center for Regional Excellence; Rick Donahoe, Children's Reading Foundation.

Family Support and Engagement

Baltimore Convention Center—Room 349/350
2:00–4:00 p.m.

Promoting school readiness: Supporting staff in child care, Early Head Start, and Head Start

This session will illustrate ways that school readiness goals align with the principles and guidelines of developmentally appropriate practice, as well as explore strategies for using elements of implementation science in providing support to teaching staff.

Peter Pizzolongo, ZERO TO THREE; Allyson Dean, ZERO TO THREE.

Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)

Hilton Baltimore—Holiday 1/2
2:00–4:00 p.m.

Writing for NAEYC publications and blogs

Be an NAEYC author! Interested in writing an article for *Young Children, Teaching Young Children* or the NAEYC for Families website? Or maybe you're thinking about writing a book or being a guest blogger? Join the editors as they discuss what they're looking for, how to submit, and the review process.

Susan Friedman, NAEYC; Kathy Charner, NAEYC; Deanna Ramey, NAEYC; Heather Collick, NAEYC; Anthony Durborow, NAEYC; Michael Coventry, NAEYC; Holly Bohart, NAEYC; Georgi-Ann Clarke, NAEYC.

NAEYC Activities

Hilton Baltimore—Holiday 4
2:00–4:00 p.m.

How to win them over: Using your voice to advance early education in policy and politics

Learn effective tactics and strategies for expanding early education within government, including quality standards, availability of resources, and the development of smart early education policy. Participate in developing individual action plans that are proven to win over the strongest opposition and get results in tough political climates.
Kimberly Kofron, Texas AEYC; Sally McClellan, South Carolina AEYC; Chad Cantella, Texas Star Alliance; Aaron Carrara, Metropolitan Montessori Schools, Inc.

Advocacy/Public Policy

Hilton Baltimore—Holiday 5
2:00–4:00 p.m.

When teachers face themselves: Learning what makes us tick emotionally when we discipline young children

Teachers' emotions affect their interactions with children. Participants will learn how to uncover their own feelings as they consider managing children's behavior. They also will discover strategies that work for them or the teachers or students they teach.
Tamar Jacobson, Rider University.

Social/Emotional Development

Featured Session

Hilton Baltimore—Holiday 6
2:00–4:00 p.m.

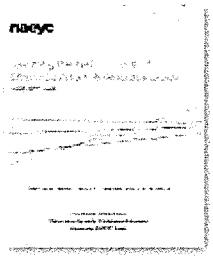
School as hub for birth through grade 3: Innovative leadership to re-envision the school role in promoting high-quality, collaborative early learning systems

Metro Omaha districts and the Buffett Early Childhood Institute are partnering to end achievement gaps by starting early. Schools serve as hubs for collaborative early learning and family engagement systems starting at birth. Explore how re-envisioning schools as early childhood hubs requires new leadership roles and responsibilities. Critique strategies for cultivating new leadership approaches.
Samuel Meisels, Buffett Early Childhood Institute at the University of Nebraska; Dalhia Lloyd, Buffett Early Childhood Institute at the University of Nebraska; Kim Bodensteiner, Bellevue Public Schools; Cama Charlet, Buffett Early Childhood Institute at the University of Nebraska; Brian Ferguson, Mockingbird Elementary, Ralston Public Schools; Christine Maxwell, Buffett Early Childhood Institute at the University of Nebraska; Molly Colling, Buffett Early Childhood Institute at the University of Nebraska.

Available at the NAEYC shop!

Teaching the NAEYC Code of Ethical Conduct
2005/2011 Code

Information and guidance to help you teach new and experienced educators about professional ethics and the NAEYC Code of Ethical Conduct



Item 1181 | List $20 | Institute Price $16

NAEYC appreciates the support of ***The Source for Learning*** *as the sponsor of this session.*

Hilton Baltimore—Johnson A/B
2:00–4:00 p.m.

An overview of NAEYC's Higher Education Accreditation

Learn more about NAEYC's Professional Preparation Standards, how they can be used for program development and improvement, and the steps involved for programs seeking NAEYC Accreditation of Higher Education Programs.
Megan Woolston, NAEYC; Lisa Stein, Atlantic Cape Community College.

Accreditation of Higher Education Programs

Hilton Baltimore—Paca
2:00–4:00 p.m.

Reimagining the "why" for state professional development systems

A movement to fully professional ECE is gaining momentum. Participate in examining and reimagining the role of state professional development systems in helping ECE achieve status as a profession. Come prepared to think in new ways and engage in lively debate.
Susan Perry-Manning, Delaware Office of Early Learning, Department of Education; Stacie Goffin, Goffin Strategy Group.

Professional Development Systems

Hilton Baltimore—Peale A/B/C
2:00–4:00 p.m.

The NAEYC Code of Ethical Conduct: An essential part of your professional toolkit

This session is designed to introduce participants to the NAEYC Code of Ethical Conduct. It will help them identify their ethical responsibilities and to systematically resolve the kinds of ethical dilemmas they are likely to encounter in their work with young children and families.
Stephanie Feeney, University of Hawaii; Nancy Freeman, University of South Carolina.

Professional Development-Education Programs

Session is part of the Higher Ed initiative. For more information, see page 19.

4:30–5:30 p.m.

Baltimore Convention Center—Room 328/329
4:30–5:30 p.m.

Build it better: Indicators of progress to support integrated early childhood PD systems

Review and use NAEYC's new PD system indicators to build a better system—one that can integrate PD regulations and initiatives, raise quality, support workforce equity and diversity, and make a case for compensation parity. Participate in activities to draft goals and benchmarks that align with the Institute of Medicine's Transforming the Workforce report recommendations, and build a stronger profession.
Lauren Hogan, NAEYC.

Professional Development Systems

Baltimore Convention Center—Room 331/332
4:30–5:30 p.m.

Preparing the infant/toddler workforce: The CUPID project and implications for higher education

This session will introduce the work of CUPID (Collaborative for Understanding the Pedagogy of Infant/Toddler Development) in the context of ensuring high-quality care and education for infants and toddlers through an effective and qualified workforce. Consideration will be given to the challenges and opportunities for higher education emerging from the work of this collaboration.
Jennifer Henk, University of Arkansas; Martha Buell, University of Delaware; Carla Peterson, Iowa State University.

Professional Development-Education Programs

Baltimore Convention Center—Room 336
4:30–5:30 p.m.

Seamless transitions: Early childhood education and elementary schools

Recognize effective transition practices for young children, families, schools, and communities, and examine how your program can help families become advocates for their children as they transition to kindergarten. Review strategies, data, and lessons learned from our program's transition journey. Evaluate your current transition practices and create action steps to share with your program.
Amy Fain, CAP Tulsa; Swanner Soderstrom, CAP Tulsa.

Program Quality, Evaluation, and Accountability

Baltimore Convention Center—Room 337/338
4:30–5:30 p.m.

Center readiness: Center climate and professional development efficacy

Identify and evaluate center-level influences on center climate and their power to impact professional development programming. Share and reflect on center ecology and professional development experiences. Gain insights into promoting professional development efficacy through center readiness.

Sandra Linder, Clemson University; Andrea Emerson, Clemson University.

Research

Baltimore Convention Center—Room 339/340
4:30–5:30 p.m.

Technology and interactive media for young children: A whole-child approach connecting the vision of Fred Rogers to research and practice

This research panel presentation advances the vision and mission of Fred Rogers by identifying and describing innovative and evidence-based uses of technology and media that promote positive social and emotional development for young children. The researchers studied the role and impact of technology and digital media on young children's social and emotional development.

Kathleen Paciga, Columbia College Chicago; Chip Donohue, Erikson Institute; Tanya Baronti, Fred Rogers Center.

Research

Baltimore Convention Center—Room 341/342
4:30–5:30 p.m.

"My favorite subject is gym!": Physically active literacy instruction

Physical activity has a place in early childhood literacy classrooms. In this session we will look at several examples of effective literacy activities that can be readily incorporated into a classroom setting. These activities will be distributed throughout the room so there is space to move to each activity and discuss ways to adapt the activity for particular learners.

Brenda Rosler, Ashland University.

Language & Literacy

Baltimore Convention Center—Room 343/344
4:30–5:30 p.m.

Taking quality to scale from the bottom up: California's QRIS expansion

California's common QRIS framework is locally implemented with $100 million in annual state funding, allowing every county in the state to join the QRIS movement. State-level resources support this locally driven model in areas including systems development, outreach and communications, and evaluation. Local and state leaders will share how they are leveraging the CA-QRIS Framework to take quality to scale and build a coherent system in the world's eighth largest economy.

Sarah Neville-Morgan, First 5 California; Cecelia Fisher-Dahms, California Department of Education; Lani Schiff-Ross, First 5 San Joaquin; Debra Silverman, First 5 California; Katie Fallin, First 5 Los Angeles.

Quality Initiatives-QRIS, Compensation, and Licensing

Baltimore Convention Center—Room 345/346
4:30–5:30 p.m.

Digital Badges: Advancing the early childhood workforce

Digital badges have the potential to bridge gaps and provide recognition for training and skill acquisition that is otherwise not recognized in the current early childhood professional development ecosystem. Hear from some of the advisors behind the recent release of the National Workforce Registry Alliance's digital badging white papers.

Anthony Durborow, NAEYC; Phyllis Kalifeh, Children's Forum/National Workforce Registry Alliance; Mary Beth Salomone Testa, Consultant; Tara Orlowski, National Association for Regulatory Administration.

Technology and Professional Development/ Management

Institute Evaluation

Your opinion is important to us!
Please remember to complete the **2016 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

Baltimore Convention Center—Room 347/348
4:30–5:30 p.m.

Practicum experiences in early childhood teacher education: A systems perspective

Using a systems perspective, this presentation focuses on critical components of practicum experiences. Participants will discuss practicum experiences in terms of cooperating teachers and students' relationships, communication, and beliefs and knowledge, and develop action plans to explore practicum experiences in their programs. Implications for teacher preparation programs will be summarized.
Karen La Paro, University of North Carolina at Greensboro; Amy Johnson, University of North Carolina at Greensboro; Elizabeth King, University of North Carolina at Greensboro.

Professional Development-Education Programs

Baltimore Convention Center—Room 349/350
4:30–5:30 p.m.

Helping dual language learners: How adult English learners can encourage children to become bilingual

This session emphasizes the benefits of bilingualism. Learn classroom activities that promote bilingualism among adults and children. These activities from college-level English for Child Development curriculum inform adult learners about the importance of a child's home language, while providing them with English language instruction within the context of child development.
Marsha Chan, Mission College; Julaine Rosner, Mission College.

Professional Development-Education Programs

Hilton Baltimore—Holiday 3
4:30–5:30 p.m.

Watch me! Celebrating milestones and sharing concerns: A professional development training from CDC's "Learn the Signs. Act Early." program

Observe a new free, interactive online training tool that will help early care and education providers better identify and monitor developmental milestones, recognize signs of potential delay, and share observations with parents. Ideas for using materials to develop better observation skills and monitor children's development within classroom settings will be provided.
Julia Abercrombie, Centers for Disease Control and Prevention; Julie Whitney, Centers for Disease Control and Prevention.

Professional Development Systems

Hilton Baltimore—Holiday 4
4:30–5:30 p.m.

Intersubjectivity and the formation of the social brain

The historical significance of the concept of intersubjectivity has been presented in various fields of study. However, the application of the notion that a social being—a social brain—is formed as the result of, or in tandem with, the interactions and relationships that are created early on is a more contemporary profound notion. Specific examples and practices that encourage nurturance will be addressed.
Keith Pentz, Kaplan Early Learning Company.

Social/Emotional Development

Hilton Baltimore—Holiday 5
4:30–5:30 p.m.

Electing to collaborate: How teacher educators can work together to promote social justice in the classroom

In this interactive session, teacher educators will share their collaborating experience around issues of social justice in early childhood teacher education. We aim to build strategies for strengthening social justice practices and to build relationships with other teacher educators committed to doing similar work—the goal being to foster advocacy for social justice policies within the field.
Toni Miguel, University of North Carolina at Chapel Hill; Beth Coleman, University of North Carolina at Chapel Hill.

Diversity & Equity

Hilton Baltimore—Holiday 6
4:30–5:30 p.m.

Kindergarten curriculum and teaching: Keeping "development" in developmentally appropriate practice while implementing the Common Core State Standards

Learn about the ways that developmentally appropriate practice can be maintained in kindergarten while implementing the Common Core State Standards. Participate in a discussion about the ways that effective teaching strategies can be used to ensure that high academic standards are maintained in kindergarten while being developmentally sensitive to the individual needs of children.
Dominic Gullo, Drexel University.

Standards-Early Learning/Content Standards, Common Core Standards

Hilton Baltimore—Paca
4:30–5:30 p.m.

Addressing all: Serving children with special needs

Participants will discover specific ways to incorporate learners with special needs. Differentiation of theme during small group instruction will be discussed, as well as ideas to help promote individual growth.

Julie Toscano, Read to Succeed, United Way of Nashville.

Children with Disabilities/Early Intervention

Hilton Baltimore—Peale A/B/C
4:30–5:30 p.m.

Building effective classroom teams or herding cats: Communication at the heart of teamwork

A classroom teaching team can make or break the quality of the classroom and children's experiences. What makes this important relationship work in some rooms and not in others? Learn strategies for affecting change and impacting teams through problem solving, intervention, and building effective communication skills.

Holly Seplocha, William Paterson University.

Leadership

Hilton Baltimore—Tubman A/B
4:30–5:30 p.m.

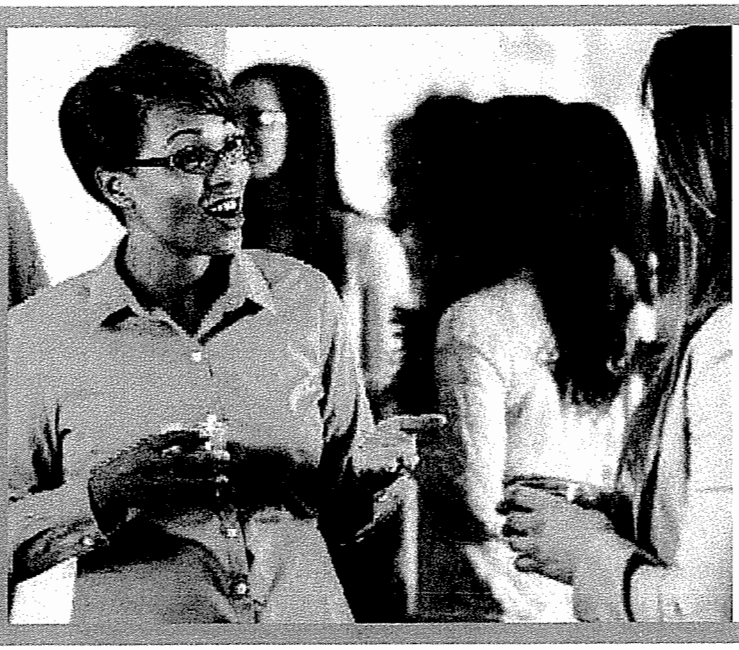
Improving progams through data-driven decisions: The journey from critical questions to data visualization

States must use high-quality data to answer critical policy questions that promote the well-being of children and families. The journey from the development of critical questions to a usable form of data need not be difficult to navigate. This session will provide states with a road map for identifying, organizing, and visually displaying the data elements needed to answer state-prioritized questions.

Colleen Murphy, Applied Engineering Management Corporation (AEM); Robert Ruggerio, Applied Engineering Management Corporation; Nancy Copa, Applied Engineering Management Corporation.

Program Quality, Evaluation, and Accountability

6:00–7:30 p.m.



Hilton Baltimore—2nd Floor, Key Ballroom
6:00–7:30 p.m.

Networking Reception and Reopening of NAEYC Exhibit Hall

Join early childhood colleagues, exhibitors, and NAEYC staff for networking, fun, complimentary hors d'oeuvres, and a cash bar at the Institute's Networking Reception and reopening of the Exhibit Hall.

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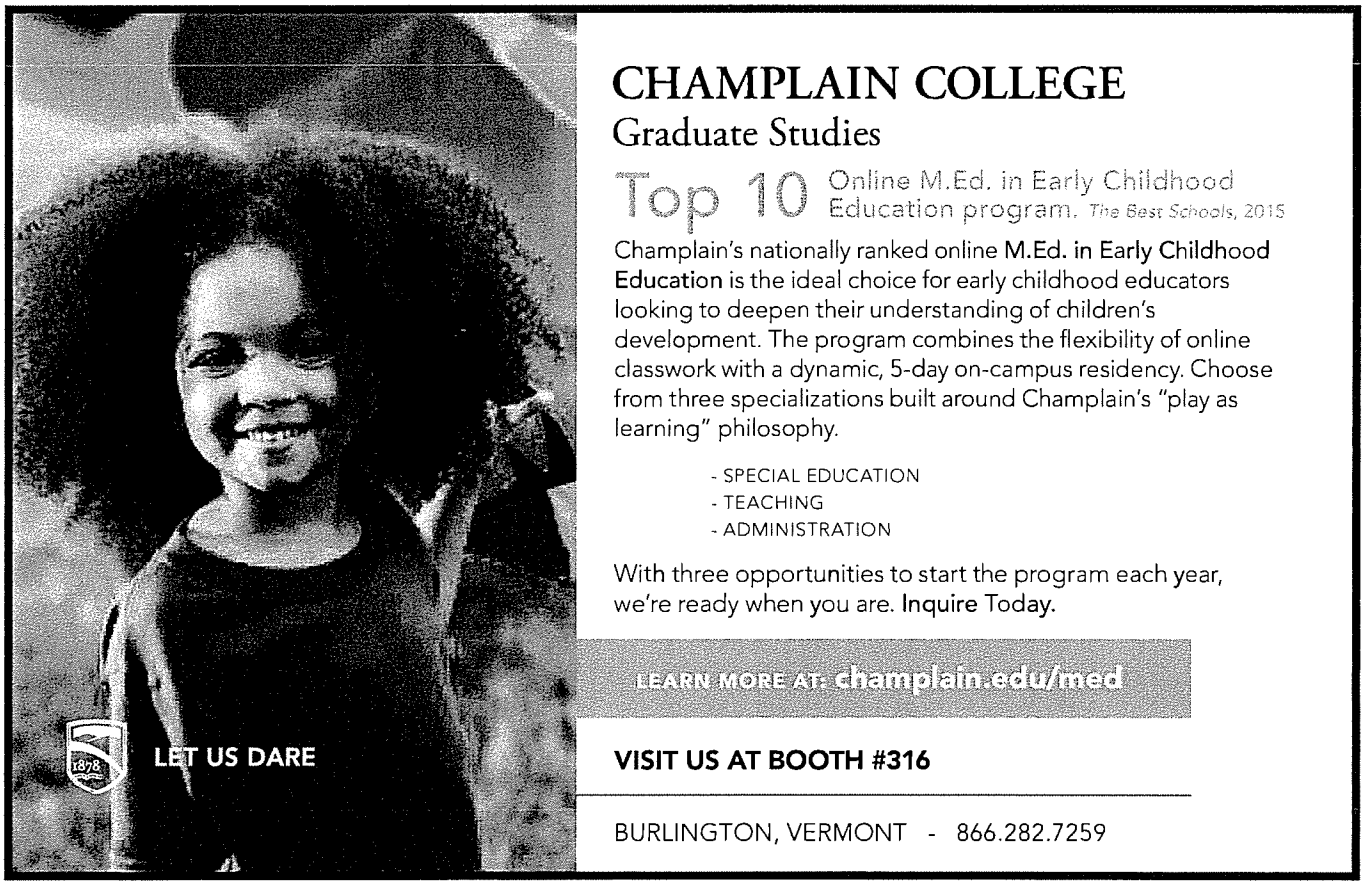


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Guam Early Learning Guidelines

for Ages Three to Five

Doc. No. 34GL-17-0777.



BISITA I FAMILIA



GUAM CEDDERS

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GUIDING PRINCIPLES

All children deserve equal opportunity and access to high quality early care and educational programs provided in a healthy and safe environment. These programs will ensure a good foundation for academic success and lifelong learning by:

- nurturing overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening relationships between parents, teachers, providers, and administrators; and
- preparing children to enter school ready to learn and be successful individuals in life.

The following guiding principles combine what is understood about how young children learn. Early childhood programs and settings are encouraged to use the *GELGs: 3 to 5* and embrace these principles:

1. Families are the primary caregivers and teachers of young children, and should be respected and supported as partners in the care and education of their children. Teachers, caregivers, and administrators should work together with families to make sure that children are given the best learning experiences and provide families with good information needed to support learning.

2. All children will be respected as able and unique individuals who have different learning styles, home environments, and needs. Teachers, caregivers, and administrators will respect the entire well-being of all children and will be open to their needs, interests, and learning styles. This will allow children to develop their sense of self; which is the way that they understand and represent their world.

3. Programs should be designed to support the development of the whole child by providing experiences that are fun, healthy, and safe; and by ensuring that children are given the opportunity to enhance their overall growth in social, language, emotional, cognitive, and physical development. Teachers, caregivers, and administrators will ensure that they provide a developmentally appropriate program that includes well-designed indoor and outdoor learning environments which are accessible to all children to actively engage in while learning new skills.

How To Use This Book

The *GELGs: 3 to 5* are divided into five broad developmental domains, or categories of development. Each of the five domains contains general areas of learning and are further divided into separate subject areas. Each domain is equally important in the development of the child's learning. All domains are connected as they represent the "whole child."

Domain 1: Physical Development and Health & Safety

This domain refers to physical well-being, use of the body, muscle control, and good nutrition, exercise, hygiene, and safety practices.

Domain 2: Self-Concept and Social Emotional Development

This domain refers to the skills necessary to support secure attachment with adults, maintain healthy relationships, control one's behavior and emotions, and develop a healthy concept of self.

Domain 3: Cognitive Development - Math (Numeracy), Science, & Social Studies

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making. Cognitive development in math refers to the conceptual understanding of numbers, relationships, combinations, and operations. Cognitive development in science refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories. Cognitive development in social studies refers to understanding people and how they relate to others and the world around them.

Domain 4: Communication, Language Development, and Literacy

Communication is the ability to pass on thoughts, information, or feelings through verbal or nonverbal means. Language Development refers to the emerging ability to understand others (receptive language) or to share information (expressive language). Literacy refers to the knowledge and skills that set the foundation for reading and writing, such as understanding basic concepts about books or other printed materials; the alphabet, and letter-sound relationships.

Domain 5: Creative Development

This domain refers to the participation in a range of activities that allow for creativity, imaginative expression, and aesthetic, or artistic, appreciation of music, art, creative movement, and drama.

Each domain is presented as a color-coded section in the *GELG*. Each section is organized into three columns:

First Column: What the Child Learns:

This column contains the content standards that offer guidelines for teaching and learning opportunities that should be used to help children develop knowledge, skills, and attitudes about a specific domain. Based on developmentally appropriate child development, the knowledge and use of these content standards will help to ensure that children will have a balanced educational experience which can prepare them for school readiness.

This column also includes the alignment of domain elements from *The Head Start Child Development and Early Learning Framework*. The framework reflects the core value of the Head Start program to promote all aspects of child development and learning in early childhood programs. It outlines eleven domains of development and learning to help establish school readiness goals, monitor progress, align curricula, and assist in program planning.

How To Use This Book

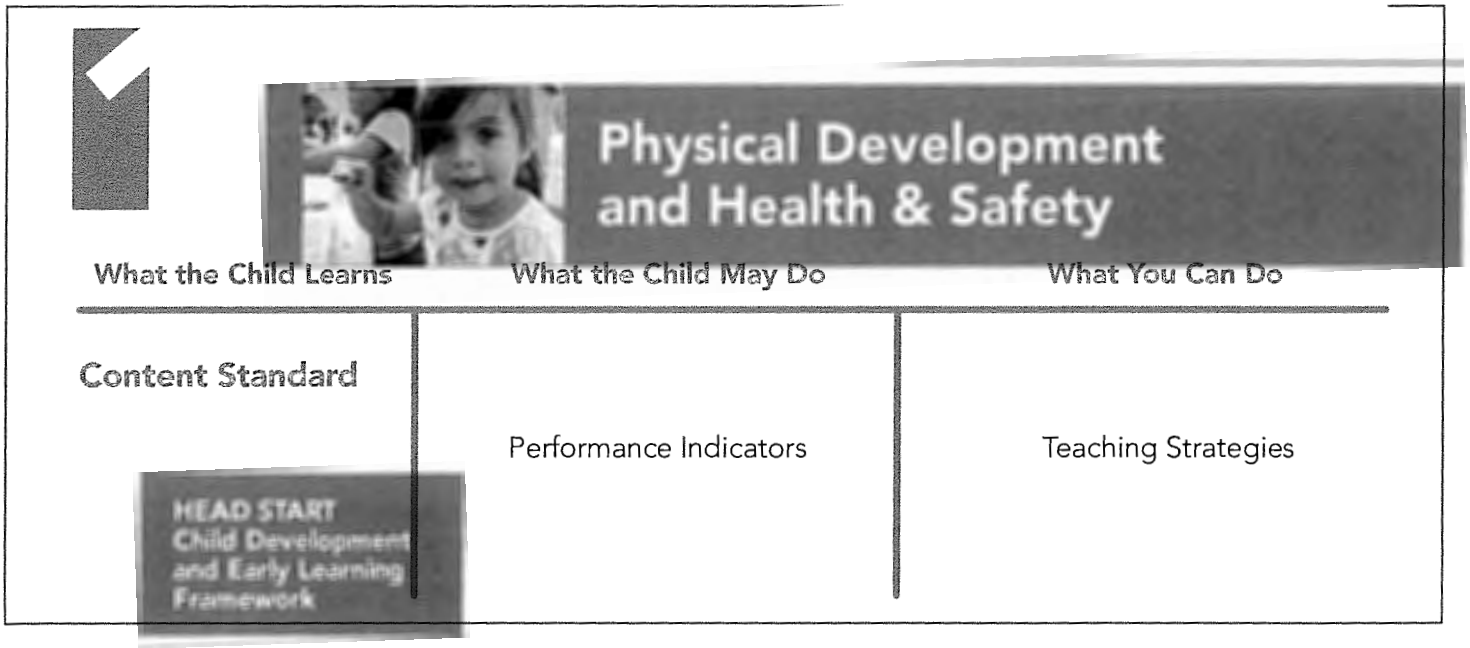
Second Column: What the Child May Do:

This column contains performance indicators, which are examples of child actions, behaviors, and skills that may indicate that the child has acquired knowledge, skills, and attitudes related to the standard addressed. It is here where teachers, caregivers, and families can observe the children's behavior, play experiences, work, and conversations, and understand the children's levels of preparedness in relation to the standards. Through their observations of the children with respect to the performance indicators, teachers, caregivers, and families can develop school readiness goals specific to each child.

Third Column: What You (the responsible adult caregiver or parent) Can Do:

This column contains suggested strategies that can be used by teachers, caregivers, or families. These activities can help support children's learning of the performance indicators related to the specific standard addressed. These activities were gathered from participating child care centers and preschool programs on Guam, national parenting programs, and other resources. The activities reflect culturally diverse practices and knowledge and can serve as a starting point for other developmentally appropriate and culturally diverse activities that can be used for children.

SAMPLE FORMAT



Teachers, caregivers, and administrators should not separate learning or activities strictly according to domains. Knowledge of the domains should guide their integration throughout instructional activities. Knowledge of developmental learning levels within each domain will also enable teachers, caregivers, and administrators to enhance, modify, or concentrate on activities in support of developmental learning.

Acknowledgements

The Project Tinituhon - Guam Early Learning Guidelines Workgroup is comprised of public and private stakeholders including center and home-based child care providers, teachers, social workers, coordinators, and administrators. Facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS), the workgroup met on a monthly basis over a period of six months to revise and update the guidelines. Additionally, child care centers were invited to contribute to the revision by sharing their experiences and expertise related to: child care, education, child growth & development, and developmentally appropriate practices for children from diverse cultures, backgrounds, and abilities.

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Accommodations, Modifications, & Adaptations



All children need a natural environment that continues to invite them to explore and learn. Natural environments are homes, child care centers, and other places that are open to all children of differing abilities. Children with special needs may need an environment that is tailored to their needs and strengths. Changes, called accommodations, modifications, or adaptations, may need to be made to environments, materials, people, activities, or other useful elements that affect learning. Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different.

Accommodations are supports put in place that will allow children to access their environment to help their learning process. For example, a child with a hearing impairment is taught simple sign language; a child who has low vision is provided sensory items to touch and explore.

Modifications are adjustments made to an activity or material to make things accessible for a child to understand and/or be able to do an activity. An example is to provide a quieter environment with soft lighting for a child who takes longer to focus and play, or provide foam grips on handles of learning tools, such as scissors, for a child who may have fine-motor difficulties.

Adaptations are adjustments to the method of instruction or the difficulty of tasks for the child. An example is to use hand-over-hand assistance to physically guide or support movement, and using verbal prompts to encourage children's verbal or motor responses.

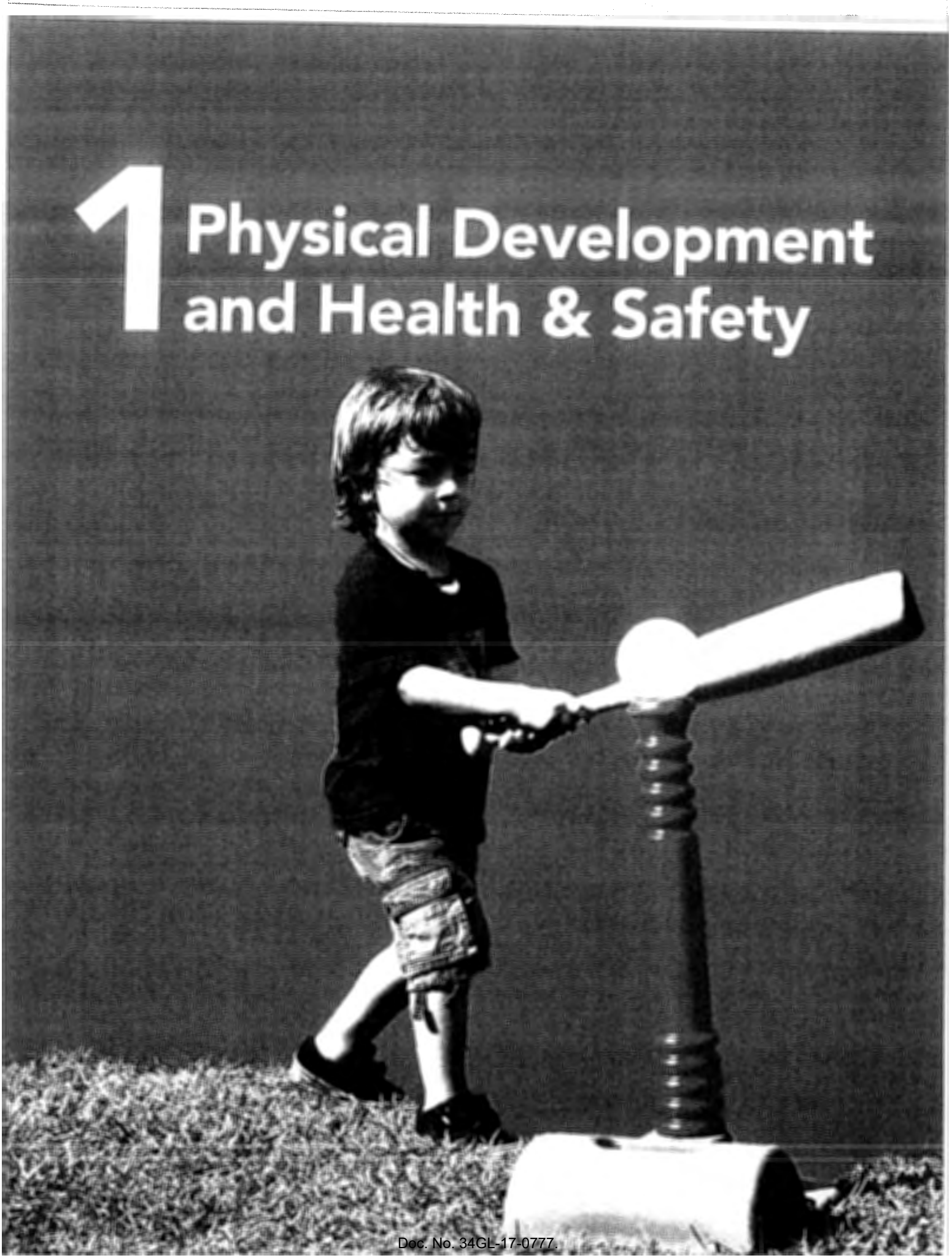
It is important to note that children who may benefit from accommodations, modifications, or adaptations, are not necessarily in need of special education services.

Through early intervention systems, children may be identified as having a disability and accompanying special needs. If a child is determined to be eligible for special education services, specific intervention is identified for the child birth to three years in an Individualized Family Service Plan (IFSP); or if the child is between three to five years in an Individualized Education Plan (IEP) formed by a team of professionals and the family. The IFSP or IEP will specify the interventions to be made with goals, timelines, strategies, and resources to help the child with a disability meet the same expectations as his/her peers. Families and caregivers will need to refer to a child's IFSP or IEP to help plan his/her routines, daily schedules, and special events to ensure that the child's educational goals are addressed.

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Notes

1 Physical Development and Health & Safety



Doc. No. 34GL-17-0777.

1 Physical Development and Health & Safety

Children use their senses and bodies to explore their physical environment. They investigate and practice the motions that develop their small and large muscles such as holding a crayon or pencil (small muscles) and walking or jumping (large muscles). Children enthusiastically explore how to move their bodies and need encouragement so they can appreciate and learn how to build up their strength, balance, muscle control, and coordination.

According to Maslow's Hierarchy of Needs, safety is the second most important need of all human beings. Children need to be nourished in a healthy and safe environment where they can grow and develop.



Physical Development and Health & Safety

What the Child Learns | What the Child May Do | What You Can Do

Standard 1

Develop health awareness and skills.

HEAD START Child Development and Early Learning Framework:

- The maintenance of healthy and age appropriate physical well-being.
- The understanding of healthy and safe habits and practicing healthy habits.

Positive Health and Safety Practices

- Wash hands when appropriate and necessary (such as before eating and after using the toilet).
- Use toilet independently.
- Cover mouth when coughing and sneezing; use tissue as needed and wash hands afterwards.
- Brush teeth, comb hair, take a daily bath, and wear clean clothes.
- Clean work and play area, take care of personal belongings.
- Demonstrate awareness that foods from the food pyramid help the body to grow and be healthy.
- Indicate awareness that the body needs exercise (indoor & outdoor) and rest.
- Choose challenging new physical activities.

- Sing a song while washing hands such as "The Alphabet Song" or "Twinkle, Twinkle Little Star."
- Create and consistently use a visual schedule/routine to show the steps needed for using the toilet and washing hands.
- Place pieces of toilet tissue in the toilet bowl for boys' target practice when toilet training.
- Use a "cover, pinch, pull down" routine for wiping nose with a tissue. Bring up neckline of shirt to mouth to contain cough or sneeze; or cough/sneeze into sleeved arm.
- Label learning areas, such as the toy shelf, with pictures & words to make it easier to return items to their proper places. Establish procedures for clean up and use a buddy system to check on completeness.
- Display the food pyramid and talk about it at each mealtime. Show pictures of healthy food ads such as the "Milk does a Body Good" campaign.
- Tell children that exercise keeps their bodies in good condition. Exercise "warms up" the body and "cool down" allows the body to rest.

At exercise time, provide different exercise equipment to choose from and use with a partner. Rotate the choices periodically. Challenge children to make up a new game using the same equipment in a different manner, and to explain to his/her peers how to do it.



Physical Development and Health & Safety

What the Child Learns	What the Child May Do	What You Can Do
Standard 2 Learn, acquire, and follow basic self-help and safety rules.	✱ Seek help from caregiver in emergencies. ✱ Know how and when to call "9-1-1." ✱ Demonstrate awareness of emergency procedures and drills for disasters such as fire, earthquake, tsunami, typhoon, and lightning storms. ✱ Know safety procedures for travel (use seat belt in a car, look both ways and cross street with an adult), field trips (hold hands, stay with the group), and water recreation (an adult must be watching at all times). ✱ Recognize everyday dangers such as the stove, electrical outlets, knives, matches, medicines, and poisons and follow basic safety rules regarding them.	✱ Teach children what different types of emergencies there are, who can be called for specific emergencies, and how to notify the person that he/she needs help. ✱ Establish emergency procedures and practice them at regular intervals. Make visual schedules, do actual demonstrations, and use a signal for alarms. Contact Guam Homeland Security, Office of Civil Defense for materials and videos that can be used. ✱ Use scenarios and reminders to help the children know the difference in emergency and practice procedures. ✱ Verbally remind the children about emergency practice by saying, "Show me or tell me how we can be safe when…" ✱ Introduce the universal "no" symbol. Help children cut out a universal "no" template to place over all the items in the environment that are not safe. Help children look for the universal "no" in the environment. ✱ Teach safety rules in a positive way. Remind children of what they should do, instead of what they shouldn't do. For example, "Let's walk," instead of "Don't run," to stay safe.



Physical Development and Health & Safety

What the Child Learns | **What the Child May Do** | **What You Can Do**

Standard 3

Develop strength and coordination of small muscles.

HEAD START Child Development and Early Learning Framework:

- The control of small muscles for such purposes as using utensils, self-care, building and exploring.



- Manage routines such as dressing self, using toilet independently, and using eating utensils.
- Follow routines for the care of personal belongings and materials.
- Follow classroom routines for clean-up.
- Participate and demonstrate increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks).
- Show beginning control of manual tools (scissors, pencils, brushes, markers, tongs).
- Demonstrate increasing skill in hand-eye coordination in activities like puzzles, stringing beads,and tracing shapes and letters.

- Allow the child the time to practice self-help routines on his/her own. Provide materials such as dress-up clothes with various types of fasteners and child-sized utensils for practice. Praise the child for his/her efforts and resist the urge to help unless absolutely necessary.
- Label learning areas (cubbies, baskets, boxes, etc.) with words and pictures to help the child know where things are to be kept, and provide a consistent routine for properly putting things away.
- Set a reasonable time frame for cleaning up and have a transition song when doing so.
- Provide pictures of "finished products" as guides. Provide the child various tools to create similar products, and when done he/she can talk about what he/she created.
- Have a "show and tell" to introduce different types of tools and explore their uses. Make the tools available with other materials for the child to practice or to create things using them.
- Provide a variety of materials for the child to manipulate with his/her hands and fingers such as puzzles, blocks, beads, etc.
- Prepare small squares of sturdy metal screen by bending in the edges and taping over them. Give the child a few lengths of yarn (one end stiffened with tape), and other decorations. The child can weave the yarn in and out of the screen to create a design.



Physical Development and Health & Safety

What the Child Learns	What the Child May Do	What You Can Do
Standard 4 Develop strength and coordination of large muscles. **HEAD START Child Development and Early Learning Framework:** • The control of large muscles for movement, navigation, and balance.	☆ Demonstrate increasing skills in balancing, such as walking a balance beam, jumping and landing on two feet, hopping on one foot. ☆ Display increasing strength and coordinated use of upper body and arms such as throwing and catching a large ball, climbing a play structure. ☆ Show increasing strength and coordinated use of lower body and legs such as running, galloping, skipping, kicking a ball, and creative movement. ☆ Control body in movement activities.	◦ Lay a line of blue painter's tape on the floor and encourage the child to walk or hop on the tape when it is time to line up. ◦ Pretend that the tape is a "river" or a "snake" and ask the child to jump over it. ◦ If available and in a safe location, assist the child in balancing on sidewalk curbs or raised pathways. ◦ Provide a trash can with an easily removable lid. Have the child squeeze his/her paper waste into a "ball" and practice throwing it into the trash can. ◦ Toss the child's pillow, blanket or clothes to him/her before he/she uses them. ◦ Play a gentle game of tug-of-war by holding on to the above items while having the child pull them from you. ◦ Have the child help to roll up a garden hose - stretch it out fully and have him/her pull and coil the hose in one spot. ◦ Play the "Simon Says" game, and have the child copy your motions. ◦ Teach the child precursor skills (the motions that happen before a target motion). For example, when teaching the child how to run, tell him/her to walk faster and faster, pump his/her arms, and lift his/her feet higher and higher off the ground. ◦ Establish boundaries (such as a spot on the floor for jumping up and down, a line to run to, how high to kick, etc.) for large muscle movement.



2 Self-Concept and Social Emotional Development



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Self-Concept and Social Emotional Development

What the Child Learns	What the Child May Do	What You Can Do

Standard 1

Understand and express feelings appropriately.

HEAD START Child Development and Early Learning Framework:

- The ability to recognize and regulate emotions, attention, impulses, and behavior.
- A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- Use, express, and recognize feelings with actions and words appropriately.
- Understand personal characteristics (self-image).
- Express emotions through appropriate actions and words.
- Recognize and describe own feelings.
- Begin to show self-control in handling frustration and disappointment with self or others.

- Sing the "If You're Happy and You Know It" song and use facial expressions and actions. Create similar verses for other emotions with actions and facial expressions.
- Help to label the child's emotions and encourage "emotion checks" by asking the child how he/she is feeling at various times of the day or during specific activities.
- Be the model. Verbalize your emotions throughout the course of the day so the child can see how you handle your emotions.
- Have child look at himself/herself in a full-length mirror while you give him/her directions to do things with his/her body such as stomp feet or stick out tongue. Can he/she show what his/her body would look like if he/she was feeling a certain emotion?
- Have two children face each other, each one takes a turn to do something and the other copies the action.
- Help the child to say or show what is causing his/her frustration or disappointment. Let him/her know that it is okay to feel the way he/she feels but he/she can do something else to make himself/herself feel better. Offer, or help him/her to think of, alternate choices or activities to help him/her let go of his/her frustration or disappointment.
- Display pictures of the child or other children showing different emotions. Have child express his/her feelings by showing the appropriate facial expression or pointing to the picture of the facial expression which matches his/her feelings, from among those displayed.



Self-Concept and Social Emotional Development

What the Child Learns	What the Child May Do	What You Can Do
Standard 2 Continue to develop a sense of self. **HEAD START Child Development and Early Learning Framework:** • The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	* Show satisfaction in accomplishments. * Show knowledge of own characteristics such as name, gender, age, physical traits, and family membership. (I am a son/daughter, brother/sister, etc.) * Identify self in the family, structure, and roles and responsibilities.	- Help the child to label his/her feelings for his/her accomplishment such as, "You must be so proud that your tower did not fall!" - Give children opportunities to evaluate their own accomplishments in positive and constructive ways. - Teach and practice "Give yourself a pat on the back for your good work." - Create a fillable form and place on a clipboard. Ask the child questions such as name, age, etc., and write down his/her responses (assisting or correcting as necessary). - Make a mock passport, complete with photo, which includes all the information from the mock interview. - Ask for or take pictures of the child and his/her family. Display the pictures and ask who the family members are and what they do for the family. - Make a family tree mobile with parents at the top of the tree, and the children as branches. Label each person with name and position(s) in the family. - When talking about himself/herself, help the child reference his/her relationship to other family members (For example, I am Keisha's brother. I am mommy's son.) - Create and sing a version of "The Farmer in the Dell" song using family members and what they do. For example, "The daddy in my family, the daddy in the family, hi ho the derry-o the daddy in my family. He takes me to the beach, he takes me to the beach, hi ho the derry-o he takes me to the beach."

2 Self-Concept and Social Emotional Development



What the Child Learns	What the Child May Do	What You Can Do
Standard 3 Acquire behaviors and skills expected in different environments. **HEAD START Child Development and Early Learning Framework:** • The healthy relationships and interactions with adults and peers	★ Participate in positive ways with peers and adults of different cultures and community settings. ★ Follow rules of conduct established by the caregiver or teacher. ★ With a few reminders, use classroom materials appropriately. ★ Follow schedule and typical classroom routines and transitions.	◦ Encourage exposure to other cultures by providing relevant experiences such as dressing up in cultural costumes or eating ethnic foods using appropriate utensils such as fingers, chop sticks, fork and spoon, etc. ◦ Show acceptance of diversity in different settings by explaining to the children that "This is how it is done in …(this culture)." Talk about how it may be done the same or differently in the children's own culture. ◦ Develop rules for the classroom with the children, if possible, and explain the reasons for the rules. Display a visual reminder of the rules and practice them consistently with the children. ◦ Develop procedures for the use and care of classroom materials. Provide visual reminders of the procedures and practice them consistently with the children. ◦ Post a visual schedule of daily routines and consistently follow them. Refer to the next activity in the routine before it happens. Prepare the children beforehand if there will be a change in routines such as for an outing, etc. ◦ Provide a variety of transition signals between activities such as a bell to signal mealtime or singing a clean-up song after playing with toys.



Self-Concept and Social Emotional Development

What the Child Learns	What the Child May Do	What You Can Do

Standard 4

Interact, develop, and maintain appropriate relationships with others.

HEAD START Child Development and Early Learning Framework:

- An interest and engagement in group experiences

- Participate in small and large-group activities.
- Use simple negotiation skills to solve conflicts.
- Play cooperatively with others.
- Develop friendships.
- Interact with ease with familiar adults and peers.
- Take turns in maintaining a conversation and in playing with others.



- With children seated in a circle, roll a ball to a child and tell him/her that it is his/her turn. The child will say or signal, "My turn." When he/she is done, he/she rolls the ball to another child and tells that child, "Your turn."
- Ensure that there are a variety of activities and materials to choose from so that when there is a conflict, the child is able to tell his/her peer that he/she can have a turn when he's/she's done or try another activity.
- Draw straws to practice turn taking. Place straw pieces of differing lengths in a cup. Have each child close his/her eyes before drawing a straw. The child who draws the longest straw has the first turn, the child who draws the shortest straw goes last.
- Have children hold hands making a circle. Have them walk or slide side to side while singing the song, "Ring around the Rosie," and fall to the floor together when they sing, "We all fall down."
- In every interaction the child makes, make him/her feel valuable for his/her role in contributing to the interaction. He/she will begin to participate more often.
- Adult sings, "Who took the cookie from the cookie jar?"

  "(Name a child) took the cookie from the cookie jar."

  Child says - "Who me?"

  Group says - "Yes, you."

  Child says - "Couldn't be."

  Group says - "Then who?"

  Child names someone else and that person tries to defend himself/herself and names someone else, until everyone is called. End by saying, "No one took the cookie because no one put one in the jar!"



2 Self-Concept and Social Emotional Development

What the Child Learns	What the Child May Do	What You Can Do

Standard 5

Takes initiative and responsibility for own actions.

HEAD START Child Development and Early Learning Framework:

- The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
- The ability to begin and finish activities with persistence and attention.
- An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

- Show increasing self-direction in the use of materials.
- Participate willingly in school activities.
- Try more than one way to solve a problem.
- Persist in solving a problem or completing a task.
- Seek help and assistance when needed.
- Choose new as well as familiar activities.
- Follow logical consequences of inappropriate behavior.
- Show signs of empathy or remorse.

- Provide many opportunities for activities to be chosen by the child rather than by the teacher.
- Encourage the child to create a work plan and praise him/her for working on it and completing it.
- Encourage the child to "think outside the box" and suggest other possibilities for solving a problem without actually solving it for him/her.
- Let the child know that he/she can ask for help. Model how he/she can do it and be responsive to his/her requests.
- Introduce new activities and materials periodically. Allow the child to explore the new additions on his/her own, but be available to assist if needed.
- Allow the child to put away or walk away from the task that he/she is having difficulty with and come back to it when ready. Provide assistance only as necessary to avoid having the child give up. Congratulate the child for his/her persistence. If he/she wants, allow him/her to share with others how he/she accomplished his/her task.
- Work with the child on the rule that was not followed and consequences. Let the child know that he/she is responsible for the consequences of not following rules. For example, if he/she pushes a child who does not want to share his/her drink and causes a spill, he/she needs to clean up the spill and apologize sincerely to the other child.
- Remind the child of the "golden rule" of treating others how he/she wants to be treated. When he/she upsets another child, point out the emotions of the other child and ask him/her if these are good feelings. Have him/her apologize to the other child for what he/she did and praise him/her for doing so.



Self-Concept and Social Emotional Development

What the Child Learns	What the Child May Do	What You Can Do
Dramatic/ Symbolic Play **Standard 6** Represent fantasy and real-life experiences through pretend play. **Standard 7** Engage in sustained symbolic play with other children.	☆ Pretend to be a character by talking, moving, and acting like that character. ☆ Participate in pretend play and interact with another child who is also in a pretend role. ☆ Create play scenarios with other children, helping to decide who performs roles and which materials or props will be used.	◦ Provide a variety of dress-up costumes and props in a dress-up area. ◦ Play the "Mother May I?" game by designating a child to be the mother and other children to be the kids. The mother tells each kid to do something and each kid must ask, "Mother may I?," and mother responds, "Yes, you may," before the kid can perform the action. ◦ Play "What does it sound like?" games. Label the sound that the child tries to imitate. ◦ Read books that have characters that are easy to imitate such as "The Three Bears." Model actions for the child. Help to re-tell the story by having different actors. ◦ Help the child to select props or materials from his/her environment which closely match those in the story. Suggest other items that can be substituted for props that aren't available. ◦ Have the child make up a twist on the story by creating a new character such as a gecko, or a pig, etc.

HEAD START Child Development and Early Learning Framework:

- The use of symbols or objects to represent something else



3 Cognitive Development

3 Cognitive Development

Children are constantly receiving new information every day. Cognitive development is an on-going process of interaction between the child and the way he or she views objects or events in the environment (Allen and Marotz, 2003). It involves the development of the brain and the way a child learns through recognizing, processing, and organizing information, and the way the information is used. According to Allen and Marotz, the cognitive process includes mental activities such as discovering, interpreting, sorting, classifying, and remembering. All the interactions that a child experiences during his or her daily activities contribute to his or her cognitive development.

3 Cognitive Development Mathematics (Numeracy)



What the Child Learns	What the Child May Do	What You Can Do

Standard 1

Learn about numbers, numerical representation, and simple numerical operations.

HEAD START Child Development and Early Learning Framework:

- The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
- The use of numbers to describe relationships and solve problems.

- Use counting and numbers as part of play.
- Identify and name some number symbols.
- Show understanding of number concepts by counting up to 10 objects meaningfully, using one number name per object.
- Begin to show one-to-one correspondence when counting out and pairing objects.
- Demonstrate the idea of adding more or removing (subtracting) using fingers or objects in meaningful situations.

- When beginning an activity or competition, count out loud, "One, two, three, GO!"
- Have the child count out materials as they are being used, such as beads when stringing or toy cars as they are being lined up.
- Have the child count as he/she pairs items in one-to-one correspondence (For example, counts "1-2-3" as he/she puts one spoon next to each plate on the table.)
- Model meaningful counting when giving the child finger foods. For example, "Here are 1,2,3 banana chips for you, and 1,2,3 banana chips for me."
- Mealtime is a great time to talk about "adding" and "taking away." As an example, place one grape on the child's plate and tell him/her that you are going to "add" one more grape; how many grapes does he/she have now? What if you add one more grape? After getting a total count of grapes, inform the child that you can take away one grape… by eating it! Remind the child that he/she had a total of five grapes and you took away one grape. How many grapes are left (remaining)? Use the vocabulary words often and matter-of-factly; familiarity with them helps to learn their meaning.
- Encourage the child to count out objects rather than counting by memory. Challenge the child to count out items using a familiar tune, such as counting out blocks to the tune of "Happy Birthday." The child will not only practice his/her counting, but learns musical concepts (such as beat and tempo) at the same time.

3 Cognitive Development Mathematics (Numeracy)



What the Child Learns	What the Child May Do	What You Can Do

Standard 2

Recognize and create patterns and become aware of relationships.

HEAD START Child Development and Early Learning Framework:

- The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

- Sort and classify objects by their properties (such as size, number, color, what it can do, and what it is made of) in a meaningful way.
- Arrange objects by order of their properties /patterns (from small to large, hot to cold).
- Explain why and how objects are organized in a particular way.
- Notice patterns in the environment and can describe, repeat, and extend patterns.
- Anticipate the pattern in a repetitive book, poem, or song .
- Create patterns in self-directed activities.

- Start from broad categories that the child is familiar with such as sorting clothes - all the dirty clothes go in the hamper or basket. Then, you can narrow the category into all the dirty white clothes get washed first, then all the dirty colored clothes get washed.
- Teach children about recycling. Label bins with words and pictures for recycled items such as plastic, aluminum, and paper and have children practice recycling.
- Get cups of different sizes. Show the child how to stack the cups from smallest to tallest. Model the sequence, then have the child follow what you've done.
- Visit the produce section of the grocery store. Ask the child to find fruits and veggies of the same color, or shape, or size.
- Help the child learn how to categorize by having him/her sort through the shopping cart at the cashier and place all the canned goods on the counter, then all the produce, then all the boxed items, etc.
- Point out patterns in the environment such as the red, white, and blue of the American flag. Have him/her say, "Red, white and blue, stars over you," as he/she points out the stripes and stars on the flag.
- Sing a predictable song and pause for the child to complete the verbal pattern, such as, "The wheels on the bus go round and round; round and round; round and _____."
- Provide a limited number of art materials for the child to use and encourage him/her to create a pattern. Model a pattern for him/her if needed.
- Take a piece of paper and write down number patterns (e.g. 123, 123, 123). Give the child another piece of paper and ask him/her to show what comes next. Mix the numbers up for a challenge. You may use objects such as colored blocks or cut-up shapes.

3



Cognitive Development Mathematics (Numeracy)

What the Child Learns	What the Child May Do	What You Can Do

Standard 3

Develop concepts of shape and space.

HEAD START Child Development and Early Learning Framework:

- The understanding of shapes, their properties, and how objects are related to one another.

- Identify, name, create, and compare some 2-dimensional and 3-dimensional shapes.
- Use 2-dimensional and 3-dimensional shapes to measure and make predictions of things in the environment.
- Demonstrate spatial understanding in play.
- Describe, name, and interpret the relative positions of objects in a meaningful way.
- Create art using geometric shapes and symmetry.
- Identify geometric shapes in books, artwork, and the environment.

- Have the child match pictures of shapes with corresponding 3-dimensional shapes.
- Use a large shape such as a hula hoop to emphasize shape names. Encourage activities for the child to do with his/her body such as "jump in the circle," "put your foot in the circle," or "walk around the circle."
- Have the child guess how many wooden blocks it would take, end to end, to get from where he/she is standing to the front door. Count the blocks and lay them end to end to see if his/her estimate was correct.
- Show the child a puzzle that has one or two pieces removed. Show him/her one puzzle piece and ask him/her where it fits in the puzzle.
- Create an obstacle course for the child. For example, climb over the box, jump through the hula hoop, run around the tree, go under the clothesline, etc. Emphasize the spatial concepts as the child goes through the course. The story "We're Going on a Bear Hunt" offers an imaginary obstacle course that children can pretend to go through together.
- After learning the established rules for putting things away, ask the child to tell you where a specific item goes, such as books go on the bookshelf, chairs go under the table. Play a game of nonsense and put things in the wrong place. See if the child can tell you what is wrong.

  Provide various colored shapes and ask the child if he/she can use the shapes to make a house, a boat, a tree, etc.
- Play "I Spy." For example, tell the child "I spy with my eye something shaped like a circle." The child looks around his/her environment and names every circle-shaped object such as a clock, plate, etc.



Cognitive Development Mathematics (Numeracy)

What the Child Learns	What the Child May Do	What You Can Do
Standard 4 Develop and use measurement concepts. **HEAD START Child Development and Early Learning Framework:** • The understanding of attributes and relative properties of objects as related to size capacity, and area.	☆ Demonstrate awareness of measurements such as length, volume, weight, area, and time. ☆ Compare measurements such as length, size, weight, and age in a meaningful way. ☆ Measure using standard and non-standard units.	Have the child follow a simple recipe to make something such as play dough. Have him/her measure ingredients, mix them together, and talk about the changes in the physical properties of the ingredients when done. Provide opportunities for the child to explore measuring with real measuring tools such as cups and spoons, scales, measuring tapes or rulers, and timers. Allow him/her to measure sand, beans, water, rice, blocks, etc. Maintain a height chart and measure the child's height at various times of the year. Point out that he/she gets taller as he/she gets older. Use a different color for each child and compare who is the tallest or shortest. Show the child that he/she can measure with other things around him/her such as his/her footstep or arm length. Use a timer as an audible signal that a specified time has passed. Make sure to tell the child the amount of time that is counting down. Point out comparisons whenever possible such as portion sizes at mealtime (half a pizza slice); body size comparisons at playtime (you're smaller than me so you can fit in the hole); comparing lengths of paper at art time.



Cognitive Development
Mathematics (Numeracy)

What the Child Learns	What the Child May Do	What You Can Do
Standard 5 Represent and interpret data.	✱ Gather information about self and surroundings. ✱ Contribute data for simple graphs. ✱ Look at organization of data on a graph he/she helped create and discuss what was observed.	◦ Prepare a large generic graph form on tag board or foam board. Create 4-5 blank columns with a line next to each column to write descriptions or values. Cover the board with clear contact paper or plastic sheeting. Input collected information to produce a finished visual for comparison. ◦ Have the child collect information from others such as "favorite ice cream flavors." Have the child create a visual for each different data piece collected, such as a white ice cream cone for vanilla, pink ice cream cone for strawberry, and brown ice cream cone for chocolate. ◦ Using the ice cream poll above, the children place all the same selections in a separate row or column on the graph, and when done can compare the results to see which was the most liked flavor and which was the least liked flavor. ◦ Use the graph to show the concept of "more" or "less" by choosing something that each child has, such as number of buttons on their clothes. Write each child's name next to a column or row and have that child draw circles in the row or column to represent the number of buttons he/she has. When done, have children talk about the graph and who has the most/least amount of buttons.



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Cognitive Development Science

What the Child Learns	What the Child May Do	What You Can Do
Standard 6 Increase sensory awareness. **HEAD START Child Development and Early Learning Framework:** • The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	☆ Explore and experiment using various sensory media in play. ☆ Use different senses to explore.	Place a large, shallow plastic tub on an existing table, hard-surface floor or outside on the ground to create a sensory bin. You can vary the sensory "filling" with sand, water, oatmeal, beans, rice, packing peanuts, or yarn pieces. You can also vary the toys or objects that the child can use to explore the filling. Use sand dough for sand castles or for forts or just tracing letters in the sand. Combine the exploration of multiple senses by making scented play dough, stepping on packing bubble sheets, tasting frozen popsicles, shining a flashlight toward a sound made in a darkened room. Create a sticky collage by leaving out a length of clear contact paper, sticky side out, on a table or on a wall. Encourage the child to find items to stick on to the collage. If the paper is on the wall, the child can see what can stick and what falls off. "Disguise" a food by presenting it in a different form to the child. For example, peel and freeze a banana and cover it with peanut butter and granola so it doesn't look like a banana. Can the child use his/her senses to tell you what it is? Have the child take a "taste test" or a "sniff test" by tasting or smelling something without seeing it, and guessing what it is.





Cognitive Development Science

What the Child Learns	What the Child May Do	What You Can Do
Standard 7 Engage in scientific inquiry.	☆ Show curiosity and ask questions in play when exploring objects and materials. ☆ Ask scientific questions. ☆ Use observations in making predictions and formulating theories about how things work. ☆ Use tools including equipment like magnifying glasses, binoculars, scales, and toys to solve problems and explore the environment. ☆ Be able to draw, write, explain, build, role play, or construct what happened or what was learned.	• Encourage and model exploration of cause and effect by posing play-by-play questions about what is happening: "If I let go of this ball when it's up here, what will happen? If I let it go down here, what will happen?" • When the child predicts a result, encourage him/her to perform the action to see if his/her prediction is correct. If it is not, why not? Assist in posing other questions to help him/her understand. • Model questions about cause-and-effect events. Pose them according to effect. For example, "What do you think will happen if...?" "There is water on the floor. What do you think happened?" • Show videos about other children asking scientific questions and see if the child can answer any of the questions. • Create your own "Discovery Box." Place a tool in it and have the child open the lid and discover what it is. If it is something the child may not have seen before, encourage him/her to answer questions such as, "What can you do with it? Where do you use it?" • Place an object in the Discovery Box that is familiar to the child such as a lid to a container. Suggest some nonsensical uses for the item, such as "Oh, yes, this is a Frisbee, or a hat, or a plate" (everything that it is not). The child will correct you by telling you what it really is, but learns to think of other possibilities in the process. • Observe the child in play, or when he/she is creating something. Ask him/her, "Can you tell me how you did that?" Assist the child in talking about what he/she did. • Have the child tell you how to make a peanut butter sandwich. Be very careful to follow every direction literally, even though it is out of sequence or missing something or doesn't make sense. For example, if he/she tells you to put peanut butter on the bread, put the jar of peanut butter on the bread.



3 Cognitive Development Science



What the Child Learns	What the Child May Do	What You Can Do
Standard 8 Explore physical properties of the world. **HEAD START Child Development and Early Learning Framework:** • The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.	• Describe, compare, and sort objects based on how they look, feel, smell, sound, taste. • Explore and begin to identify changes that occur in natural and man-made materials over time. • Experiment with the effect actions on the objects.	• Take the child on a scavenger hunt to find something that matches every color in his/her crayon box. • Take a nature walk every week, if possible. Look for plants that are about to change from bud to flower or flower to fruit. Take pictures and compare the pictures with how the plant currently looks. • Have the child draw a picture with water-based markers. Tape the picture outside where it is exposed to sun, wind, and rain. Take a "before" picture and compare it to a "1 week after" picture. Does it look different? What caused the changes? • Using the generic chart (see Standard 5), place a symbol for each of the five senses in each of five columns (For example, picture of eyes for "see," picture of nose for "smell"). Provide a variety of objects for the child to explore and ask him/her to place each object in the column that matches his/her favorite sense he/she used for that object. For example, he/she can place a plumeria flower in the "smell" column because he/she likes how it smells. • Offer a variety of manipulative materials for the child to experiment with. Observe how he/she interacts with them. Suggest other things to do with the materials and see if the child follows your lead. For example, "See if it's easier to pull the wagon when it's not full. How many blocks can you stack before they fall?" • Model scientific commenting or questioning for the child. For example, "These rocks have sparkles and these rocks don't. This leaf is smooth, shiny and smells like a lemon and this one is rough and has lines. What happened to the puddle that was here the other day? Why are these coconut leaves brown?"



Cognitive Development Science

What the Child Learns	What the Child May Do	What You Can Do

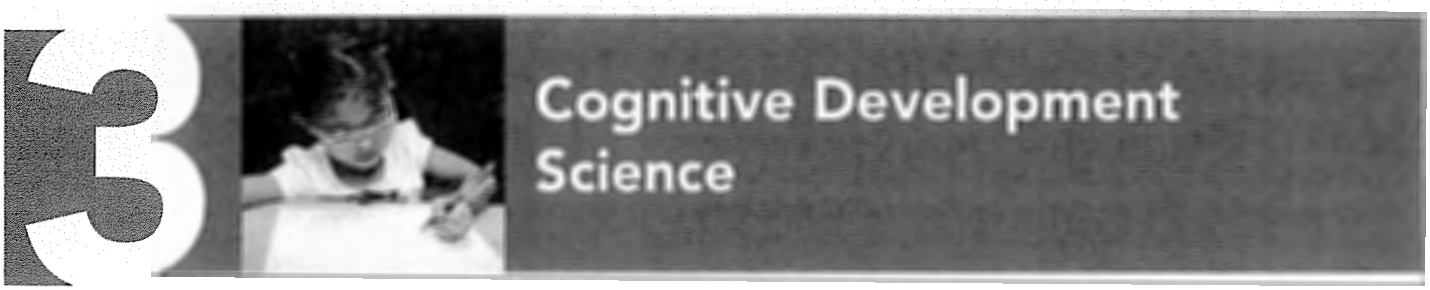
Standard 9

Explore characteristics of living things.

- Explore natural things found in the environment.
- Identify similarities, differences, and categories of plants and animals, as well as appearances, behaviors, and habitats.
- Ask questions about growth and change in plants and animals.



- Give the child a real or homemade magnifying glass. Tell him/her that he/she will look more closely at things that he/she finds on his/her nature walk. If he/she needs help finding things, play "scavenger hunt" and suggest things close by that he/she can find and explore with his/her magnifying glass such as bugs, caterpillars, butterflies, geckos, toads/tadpoles in puddles, sleeping grass, tangantangan in pods, coconut seeds sprouting, roots, and flowers in fruit trees.
- At gross motor time, have the child stretch or move his/her body like a specific animal. There are many songs that children can follow along with for this type of activity.
- Starting with what the child knows (his/her own body), compare his/her body traits to those of animals. Does he/she have a tail like a monkey? Can he/she climb like a monkey? Can he/she eat a banana like a monkey? Point out how the child is the same and also different from other animals and plants.
- Eric Carle's book "The Very Hungry Caterpillar" shows the life cycle of a butterfly. Celebrate the metamorphosis, or change, of the caterpillar by making a coffee filter butterfly- cinch the middle of a round filter with a pipe cleaner to make butterfly "wings" and have the child color them with markers. If the paper butterfly is thrown in the air, can the child catch the butterfly?
- Have the child eat dry cereal from a saucer without using his/her hands. Have him/her try to lap up water or milk from a shallow bowl without using his/her hands. What part of his/her body was important in order to eat this way? How did it feel?
- Place some soil in an empty egg shell (3/4 intact), and plant grass seeds in the soil. Have the child draw a face on the egg, and use a dropper to drop some water on to the egg pet's "head." Take a series of pictures to document the growth of the egg pet's grass "hair." Have the child give his/her egg pet a "haircut" using scissors. Print out the pictures and have the child place them in correct sequence and recount what he/she did.



3 Cognitive Development Science

What the Child Learns	What the Child May Do	What You Can Do
Standard 10 Learn about the earth and sky.	☆ Investigate the properties of rocks, dirt, sand, shells, and water. ☆ Talk about and/or draw observations of the characteristics and movement of shadows and the sun, moon, stars, and clouds. ☆ Observe and discuss changes in the environment including weather. ☆ Describe environmental changes.	◦ Place glow-in-the-dark stickers on walls and ceiling, and alternately turn the light on and off. Compare the light to the sun and the stickers to the stars/moon and how visibility is affected. ◦ Share the book "It Looked Like Spilt Milk" by Charles G. Shaw. Have the child make his/her own cloud blots by folding a sheet of blue paper to crease it, opening it up and dripping a minimal amount of white paint on the paper, closing it up, patting it lightly, and opening it up again to see the resulting blot. What does he/she think his/her blot looks like? This activity can set the stage for actually observing clouds in the sky (using appropriate eye protection). ◦ Shadow play can be done outdoors in the sun or inside using a bright lamp with supervision. What images can the child make with his/her hands or body? ◦ If possible, help the child plant papaya seeds in the ground using appropriate tools: garden gloves, rake, shovel, watering can. Have him/her build a simple rock wall to protect his/her seeds as they grow. ◦ A sensory bin with sand, shells, shovels, buckets, and rakes can be made more interesting with the addition of water. ◦ An everyday routine can be checking the weather. How does the weather affect the child? He/She can talk about what to wear, whether to use an umbrella, whether he/she can go out to play, or what he/she can play with. ◦ Have the child act out what major weather disturbances might feel in order to distinguish between them. For example, an imitation typhoon could be prolonged wind from fanning a large piece of cardboard, an earthquake can and be the physical shaking of table legs, an imitation tsunami can be demonstrated in a sensory table with water.



Cognitive Development Science

What the Child Learns	What the Child May Do	What You Can Do
Standard 11 Have a variety of educational experiences that involve technology.	☆ Pretend to use everyday technology in play. ☆ Use real technology with guidance.	◦ While there are toy versions of everyday technology available, actual items like discarded phones (rotary dial ones are great for fine motor practice) can be used in pretend play. Another option is to create a model of the item using cardboard boxes and drawing materials. ◦ As the child matures, he/she will learn to make one object represent another such as using a block as a cell phone or a plastic plate as a steering wheel for a car. Encourage this abstract thinking by modeling possible suggestions for the child. ◦ Find out what type of technology the child has been exposed to and is very good at using. Brainstorm ways for the child to demonstrate his/her skill in ways that might help others or help expand his/her own learning. For example, can he/she play a game with a peer and show turn-taking skills? Can he/she help a nonverbal child make a choice? ◦ Allow the child to access technology as much as possible. Provide instruction on how to use the technology, and supervise as necessary when the child is using it. Establish rules on how to use the technology to include choices, time limitations, and taking turns.



3 Cognitive Development Social Studies



What the Child Learns	What the Child May Do	What You Can Do
Standard 12 Learn about self and others. **HEAD START Child Development and Early Learning Framework:** • The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity. • The understanding of the relationship between people and the environment in which they live.	• Tell what is the same and different among people, such as height, hair color, eye color, skin color, language, etc. • Use dramatic play to understand different roles. • Use art to express different characteristics of self and others. Discuss how families are the same or different from their classmates (I have two dads; I don't have a dad but I have a papa).	• Provide a dress-up area that contains various male and female adult costumes and appropriate props for pretend play. Dolls can be babies. Encourage the child to take on a pretend role or to assign a pretend role to someone else. ("I want to be the mommy. You can be the daddy.") • Have the child go through pictures in magazines and cut out members of his/her family. Have the child glue each picture to a craft stick to make a puppet stick. Label each puppet stick. Have him/her compare his/her family puppets with a friend's puppets. Encourage puppet play using dialogue appropriate for each family member and taking turns in talking. • Put all the puppet sticks together and have the child separate (categorize) them according to all the mommies, all the daddies, all the grandmas, etc. Talk about the different names we have for each family member, such as mama, mom, mommy; papa, pop, daddy; nene, boboy, baby. • Show pictures of all different kinds of people. Allow enough time between slides for the children to talk about the picture. Ask the children questions regarding the pictures. "What color is his/her skin? Is he/she taller than you?" Provide information to the child such as, 'She's Japanese and she is wearing a kimono." • Ask the child who he/she sees when he/she leaves his/her home and goes to places with his/her family. Talk about relatives, neighbors, friends, community helpers, and people of other ethnicities. Talk about the events that they attend when they leave home like going to the store, to the doctor, to church, to the park, to the mall, etc.



Cognitive Development
Social Studies

What the Child Learns	What the Child May Do	What You Can Do

Standard 13

Know and accept their own culture and others.

- Discuss family practices and traditions related to culture.
- Share stories from different cultures.
- Tell how different practices identify with a family's culture.

- Obtain information regarding cultural family practices and traditions through parent interviews or surveys. Ask parents if it is okay to observe specific cultural practices with their child such as showing respect to elders through "manginge" - bringing an elder's hand to a younger person's nose or forehead; or referring to one's grandma as "Nana" (in Chamorro culture), "Oba-chan" (in Japanese culture), or "Lola" (in Filipino culture).
- Invite guest storytellers to tell stories from their own culture, such as the story of Sirena from Guam. Ask guests to explain terms that may not be understood. Have guests ask the children if they have any questions about the story.
- Feature a specific ethnicity for a day or a week and include culturally diverse activities such as making kelaguen (spicy chopped chicken) for Guam, lumpia (spring rolls) for Philippines, fafa (soft sweet taro) for Kosrae.





3 Cognitive Development Social Studies

What the Child Learns	What the Child May Do	What You Can Do
Standard 14 Know how things, people, and places change over time. **HEAD START Child Development and Early Learning Framework:** • The understanding that events happened in the past and how these events relate to one's self, family, and community.	☆ Explain the growth process, how they are similar or different. ☆ Talk about events that happened or will happen- yesterday, today, and tomorrow. ☆ Discuss how past events might affect future activities.	Help the child to think about the growing-up process by asking questions such as "How did you drink milk when you were a baby?"(I used to drink from my mommy's susu [breast] or from a bottle.) "Why don't your shoes fit you anymore?"(My feet got bigger.) Have the child finish the sentence "When I grow up, I _____." Have him/her draw a picture to go with his/her statement. A "Yesterday, Today, Tomorrow" chart can be helpful in visually reminding the child what happened already, and what will happen today and in the future. Create three rectangles side by side, labeling the left one "Yesterday," the middle one "Today," and the right one "Tomorrow." Write, show a picture, and tell the child what he/she will be doing today and tomorrow. For example, "Yesterday we went walking. Today we are having a birthday party at snack time. Tomorrow will be water play day." As a daily routine, have the children see that the "today" schedule gets shifted over to the "yesterday" box and the "tomorrow" schedule shifts over to the "today" box. CAUTION: If there is a change in the "today" or "tomorrow" schedule, inform the children that it is going to be different and explain why. Children feel secure in routines and some children may have difficulty changing routines suddenly. As events happen ("There's no water today."), provide the child with a consequence ("We can't use the bathroom.") and how it may affect future events ("If it doesn't get turned on, you might have to go home early.") Discuss events that happened. ("The typhoon blew down a lot of trees in the yard.") Ask the child how the event might affect his/her regular schedule. ("We can't play outside yet.")



Cognitive Development
Social Studies

What the Child Learns	What the Child May Do	What You Can Do

Standard 15

Find out why people need things (goods) and how they depend on each other for help (services).

- Identify jobs at school and home.
- Talk about things that everyone needs.
- Show awareness that people's jobs are important for our needs.
- Talk about ways that people get the things they need.
- Demonstrate awareness of money and how it is used.



- Establish a job chart to show children how taking care of their environment is a shared responsibility. For non-readers, use pictures of the child along with his/her name, to show which job he/she is responsible for. Rotate the jobs daily or weekly, and allow for a designation of "day off" to mimic adult jobs.
- Maintain a variety of costumes in a "dress up" area that will allow children to pretend to be different community helpers. This type of dramatic play will help children to develop an awareness of the importance of specific jobs.
- Create a "Help Me" box. Assist children in writing or drawing common or unique problems on index cards. Create some cards that show problems that adults might encounter, such as "I have a flat tire!" On a regular basis, have the children pull a card from the box and discuss how to fix the problem. Guide the conversation by asking who can help, how they can help (service), what is needed (goods) and how do they get them?
- Provide children paper strips recycled from scrap paper. Provide writing materials and have children create their own paper money to use in dramatic play. Assist the children to write numbers on the paper strips to show denominations. Remind them that it is play money. Where do they think real money comes from?
- Have children pretend that they are part of a fast-food restaurant. Allow them to choose or assign roles. Have "customers" pay for their order with play money. How can customers show that they liked the service?
- Talk to the children about the difference between what they need versus what they want. Use examples in their environment such as drinking water is a need and soda is a want.



Cognitive Development
Social Studies

What the Child Learns	What the Child May Do	What You Can Do
Standard 16 Understand what people need to do to work and live together in a community.	✱ Demonstrate awareness that everyone deserves to learn, be safe, respected, and listened to. ✱ Participate in creating/ following rules to ensure that everyone is safe, respected, and listened to. ✱ Identify the role of authority (leaders) and what leaders do. ✱ Participate in group decision making.	✱ Post and discuss with the children the golden rule: treat others the way you want to be treated. ✱ Guide the children to talk about rules that are important to them and have them agree that everyone will follow the rules. Rules might include waiting for a turn, helping others, and telling a trusted adult when someone is hurt or treated inappropriately. ✱ Confirm your role as a trusted adult by being available, understanding, nurturing, and trustworthy to the child. Do what you say you will do. ✱ Create opportunities for cooperation. For example, ask two children to do a task together such as carrying in the tub of toys from outdoors.





Cognitive Development
Social Studies

What the Child Learns	What the Child May Do	What You Can Do

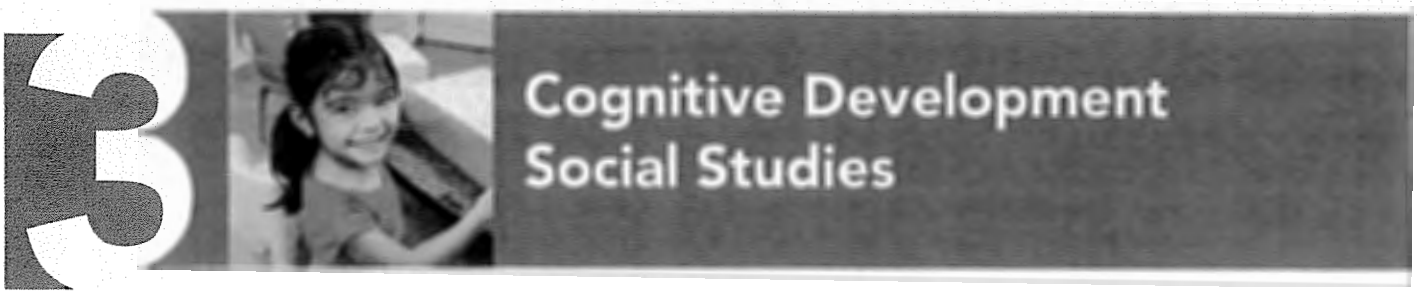
Standard 17

Develop awareness of where they live and location of places or things.

- Tell the distance of objects and how they are related to one another.
- Describe and/or draw different things in the environment.
- Use blocks, clay, or other materials to make things (models) in the environment.
- Create a simple map of the home, classroom, school, or neighborhood.



- Place toy houses or representations of buildings or objects (such as blocks, triangles, etc.) on a piece of paper. Have child draw around the objects, then draw streets or pathways to connect the objects. Remove the objects and you are left with a very simple map. Help the child label each location.
- Show the child an actual map. There are several that can be found in the Guam phone directories. Help the child find his/her village and street, if possible.
- Show the child a globe, or create one on a beach ball or other type of ball. Indicate general locations of continents and land masses to show an overall perspective of how far the United States is from Guam; how close Saipan is to Guam, etc.
- Use a computer program such as Google Earth to show the child different views and perspectives of land masses and locations.
- Ask the child how color is used in actual maps. What are the blue areas on the map? Green areas?
- Provide materials such as clay, wooden blocks, and Legos for children to create models of buildings that they have seen or been in. Grass, leaves, rocks, and dirt can be used to provide realism to the models.



3 Cognitive Development Social Studies

What the Child Learns	What the Child May Do	What You Can Do
Standard 18 Develop awareness of the natural environment and how it can be protected.	✲ Demonstrate respect for the place we live in. ✲ Talk about how people can take care of or harm the environment.	✲ Introduce the child to the universal recycle sign by having him/her recreate it and explaining its design. Take three narrow strips of paper and fold the top third of each of them at about a 60 degree angle. Arrange the strips so that they form a triangle in the center. Add a triangular arrow point to the end of each strip to indicate direction. Have the child follow the strips with his/her finger in the direction that the arrows are pointing, and show that the child is going in a repeated cycle. ✲ Now that the child knows what the recycled sign looks like, play scavenger hunt and have him/her look for the recycled sign everywhere in his/her environment. ✲ Be a "litterbug" and litter the child's environment with "trash". Designate a sorting bin for aluminum, plastic, and paper. Ask the children to clean up by recycling their trash and placing it into the correct recycle bins. As they recycle, have them sing the "We're Not Litterbugs" song (to the tune of Skip to My Lou): "We're not litterbugs, no sir-ee, we're not litterbugs, no sir-ee, we're not litterbugs, no sir-ee, we pick up our trash, you see." ✲ Lead a discussion of the consequences of littering. Show pictures if available. For example, don't throw plastic soda can rings into the ocean because a sea creature might get tangled in it; don't throw trash on the side of the road because boonie dogs can come around and tear open the bags and make a mess.



4 Communication, Language Development, & Literacy



4 Communication, Language Development, & Literacy

Children need to interact and grow in an environment that is rich in language and that allows them to enhance their communication skills. It is important for children to learn language and practice communication skills so they can express themselves in different ways and in various settings. Children increase their language and communication skills by engaging in meaningful experiences where they can express their ideas, feelings, and thoughts effectively. They should be allowed to communicate both verbally and nonverbally.

Teachers, providers, and caregivers should respect and incorporate the rich diversity of children who may come from different cultural backgrounds and who may speak languages other than English, while ensuring they get a good foundation of the English language. This is important so children can communicate effectively with others in their community and most especially their preschool setting.

Children should be provided a foundation rich in literacy to ensure they are prepared for Kindergarten. Preschool settings should utilize the abundance of materials, activities, and resources available for nourishing literacy in young children.

4



Communication, Language Development, & Literacy

What the Child Learns	What the Child May Do	What You Can Do

Standard 1

Use language in a variety of ways.

HEAD START Child Development and Early Learning Framework:

- The ability to comprehend or understand language.
- The ability to use language.

- Tell a story or relate an experience.
- Talk about thoughts, feelings, and opinions.
- Ask questions.
- Communicate in a clear and understandable manner.

- Have child provide a picture of himself/herself and his/her family participating in an activity, and allow him/her to talk about it. Model for his/her peers how to ask questions regarding his/her experience. For example, "When did he/she go to the party? Where did he/she go last weekend? Who went to the movies with him/her? What movie did he/she watch?" Alternatively, the child can describe his/her experiences using photos in magazines.
- Create feelings cards to help the child express his/her emotions. Use pictures or illustrations and label each card with the appropriate emotion being displayed. (Make two sets of the cards to encourage matching.) Have the child select a card that best shows how he/she is feeling; have the child state his/her feeling, and why he/she feels that way. For example, "I'm mad because my mom didn't want me to bring my iPad!"
- Puppet play: Have the children use puppets to stage a question and answer session. Let the puppets ask and answer questions. The children may be more comfortable talking through a puppet so that they don't feel pressured or singled out to respond.
- Read a story about emotions such as "How are you Peeling?" by Joost Elffers and Saxton Freymann, and encourage children to describe the feelings artfully shown in the book.
- For show and tell time, prompt audience participants by asking, "Can you ask a question about it, using a question word like why, how, where, when, or who?" Encourage conversational turn-taking, as in the following example:
  - Child in audience (raising his/her hand): "I have a question."
  - Child with object: "What's your question?"
  - Child in audience: "Who gave that to you?
- Provide a "sound check" by repeating what the child says. "You said you want more juice. Is that what you said?" You can also ask another child to repeat what another child says. Prompt the child to include more information by telling him/her," Show me what you mean or tell me more about it."

4 Communication, Language Development, & Literacy



What the Child Learns	What the Child May Do	What You Can Do
Standard 2 Listen and understand different ways people speak and communicate.	• Tell what happened in a story that was told or read aloud. • Show that they are actively listening (nod head, say "okay" use eye contact, smiles). • Explain things that happened in the past. • Use gestures/movements and facial expressions. • Follow simple directions. • Share information and ideas using words and actions.	• Re-tell a story and purposely mix up events or make errors and have the children "catch you" making a mistake. Ask them to tell you how it really happened. • Sing an attendance song to the tune of "Where is Thumbkin?" The child needs to listen to his/her name and take turns on cue: Adult: Where is ____, where is ____ ? Child (raising his/her hand): Here I am! Here I am! Adult: (shaking hands with child) How are you today? Child: Very well, thank you. Adult: Have a good day! Have a good day! • At the end of each day, sing a song about "What did we do today?" and help child recall things he/she did. Allow for recall time and use minimal visual prompts. Ensure that parents are made aware of the last activity of the day via calendars or schedules, so that they can talk about it and help support their child's learning. • Basic sign language can be used with children, and many signs are understandable. Signing includes the use of appropriate facial expressions which enhance the message that is being conveyed. Incorporate signs as often as possible and on a consistent basis. • Play "Simon Says" and provide one-step directions. The child must perform the direction only if it was preceded by "Simon Says." • Provide a series of one-step directions that must be followed concisely in order to achieve a goal, such as a simple recipe. • After creating something, such as a block tower, remove the creation and ask the child how he/she did it. It's easy to recreate it physically but harder to explain without the materials on hand.

4 Communication, Language Development, & Literacy



What the Child Learns	What the Child May Do	What You Can Do

Standard 3

Gradually produces more vocabulary and correct sentence structure.

- Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts.
- Use a variety of sentence structures, from simple to more complex, in meaningful ways.



- Challenge the child to tell you 1, 2, or 3 more things about an item. Assist by asking leading questions like "What color is it?" or "What size is it?"
- Provide verbal practice by singing to the tune of "Peter Hammers": "Jesse has a red shirt, red shirt, red shirt. Jesse has a red shirt. Yes he does!"
- Play a game of "sabotage." If you know what the child wants, purposely give him/her or something that he/she doesn't want. This forces the child to provide more information regarding his/her request. Before the child becomes frustrated, model the request or statement for him/her using more complex sentence structure "I want the big red fire truck."
- Play a game of "What did baby say?" Have one child pretend to be the baby. Challenge the other child to tell you what the baby said. The baby uses simple 1 to 2 word "baby-talk." The adult tries to interpret what the baby is saying but gets it wrong. Can the interpreting child "translate" it correctly and turn it into a more complex sentence that gives more information? For example, the baby says "up" and the adult incorrectly looks up at the ceiling. The interpreting child tells the adult, "She/He wants you to carry him/her."
- Other examples:

Simple	More Complex
Off the light.	Turn off the light.
Up!	Can you pick me up?
Come!	Come and play with me.
Eat, eat!	I want to eat.

4 Communication, Language Development, & Literacy

What the Child Learns	What the Child May Do	What You Can Do
Standard 4 Recognize and use symbols.	☆ Use toys as symbols in play. ☆ Identify picture symbols in the environment. ☆ Identify symbols in the environment.	◦ Provide a surprise box which the child opens as everyone says, "Surprise!" Each day, place in the box a simple object that the child can name, such as a paper plate. Ask "What is it?" Before the child can answer, make up a name for the object such as, "Oh it's a Frisbee!" and fling it in the air. "Or maybe it's a hat!" and put it on your head. Most children will shake their head "no" and tell you what it really is. After several days of doing this, choose a child to "guess" what the object is by offering other uses or names for it instead of the correct name. ◦ Label learning areas (such as cubbies, bins, shelves, etc.) with pictures of what belongs there, and the written name of the intended contents. At clean-up time, give the child an object and ask him/her, "Where does it go?" Encourage him/her to tell you where it goes. ◦ Act out scenarios and provide various picture symbols from which to choose. Ask the child which symbol is appropriate. For example, "I need to use the bathroom. Which sign should I look for?" (show pictures of restroom doors with male/female symbols) or "I need to buy soap. Where do I go to buy it?" (show pictures of a grocery store and a shoe store).



4



Communication, Language Development, & Literacy

What the Child Learns	What the Child May Do	What You Can Do

Standard 5

Enjoy and understand books.

HEAD START Child Development and Early Learning Framework:

- The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Demonstrate interest in books and stories read aloud.
- Choose to look at books and pretend to read a book.
- Participate in book reading.
- Respond and make connections to story events and characters by relating personal feelings and experiences.
- Show awareness and appreciation of the different parts of literature (plot, story, character, language).

- Schedule time everyday to read with the children. Make book reading comfortable, fun, exciting, and relaxing.
- Provide a variety of books that will interest the child such as colorful books and books with sounds, lift-the-flap books, repetitive books, scented books, textured books, etc.
- At the reading center, offer the child the choice of reading a book to someone (a friend) or something (a doll).
- Encourage the child to make connections with the story read to him/her by asking pertinent questions. For example, "Do you have a dog? Does it look like Clifford?"
- Provide pauses at strategic points of a story to allow the child to "fill in" with the appropriate phrase or gesture.
- Re-enact a story that requires a predictable response, such as "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle.
- Make it your story - have the child use the words "my" or "I" to personalize a story patterned after a story just read to him/her. For example, Brown Bear, Brown Bear, What Do You See? can be changed into, "Mommy, mommy, what do I see?"
- When reading to the child, be expressive and use intonation. Point to pictures, describe events, ask questions, give examples, and make comments and connections to life experiences.
- Act out the book. Talk about the main characters; dress up and act out the parts, using similar language from the book.
- If there is a movie available of the book, have the child watch it and compare it to the book.

4 Communication, Language Development, & Literacy



What the Child Learns	What the Child May Do	What You Can Do
Standard 6 Show interest in writing. **HEAD START Child Development and Early Learning Framework:** • The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	☆ Draw, scribble, and pretend to write. ☆ Ask how to write a word or a letter. ☆ Ask adult to write what he/she says.	• Make a light box: Put a long strand of clear miniature lights into a large, see-through plastic storage container. Turn it over and plug in the lights. Tape a template sheet containing letters, words, or drawings on the top of the container, and place a blank sheet of paper over the template. The light will allow the child to trace what is on the template. • Recycle the blank side of discarded printing paper into smaller sheets and bind the sheets into memo pads with binder clips. Attach a pencil or pen to the binder clip with string. Place these memo pads in different locations to encourage writing. The child can: - "Sign in" to a desired activity center - Take an order or prescribe medicine in pretend play - Write notes to a friend, mom or dad, or himself - Copy something he has seen or done for future reference In the art center, encourage the child to talk about what he/she has created and write down his/her comments for him/her to see. Provide an area to put his/her name to show ownership. Use a variety of sensory materials for the child to practice his/her writing: finger paint, shaving cream, play dough, sand, rice, pudding. Use a highlighter to write out the child's name and encourage him/her to trace the letters using a pencil or pen. Whole body strokes: Have the child write in the air holding a writing implement. Talk about the strokes that he/she is making as he/she writes out giant letters. ("Up, down, round and round.") Place two tablespoons of chocolate pudding in a zip-lock sandwich bag. Smooth it out and have child trace a letter with his/her finger on the plastic. Smooth pudding out to erase and start again.

4 Communication, Language Development, & Literacy



What the Child Learns	What the Child May Do	What You Can Do
Standard 7 Understand that print has meaning. **HEAD START Child Development and Early Learning Framework:** • An awareness that language can be broken into words, syllables, and smaller pieces of sound. • The names and sounds associated with letters.	• Begin to demonstrate an understanding of the concept of a letter, a word, and a sentence. • Use symbols, scribbles, and letter-like forms to express ideas or words.	• Keep a set of magnetic letters on the refrigerator. Display a target letter and give the child a set of old magazines or newspapers to hunt through, and a magnifying glass if possible, to add to the "Sherlock Holmes" experience. As the child finds his/her letter, he/she should highlight it. • When the child is able to find single letters, put two letters together to form a simple word like "it" or "no"; then three letter words like "yes", and have the child find them. Finally, put two to three words together to form a sentence. (You might have to create word magnets at this point.) • Read labels from food packages for the child. Have him/her guess what certain words are, based on the pictures, symbols, and clues on the labels. • Sing Barney's "Apples and Bananas" song that playfully focuses on changing vowel sounds: - I like to eat, eat, eat, apples and bananas (x2) - I like to ate, ate, ate, ayples and banaynays (x2) - I like to eat, eat, eat, eeples and beeneenees (x2) - I like to ight, ight, ight, ighples and bighnighnighs (x2) - I like to oat, oat, oat, oaples and bononos (x2) - I like to oot, oot, oot, ooples and boonoonoos (x2) • Provide lined paper and writing implements for the child to write and write whatever he/she wants. Ask him what he/she has written and document it on the back of his/her paper, to remind you of his/her comments. Encourage and accept all his/her writing efforts. Remember, practice makes perfect.

4 Communication, Language Development, & Literacy



What the Child Learns	What the Child May Do	What You Can Do
Standard 8 Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment. **HEAD START Child Development and Early Learning Framework:** • The concepts about print and early decoding (identifying letter-sound relationships).	☆ Begin to read familiar, meaningful print in the environment such as labels and personal names. ☆ Pretend to read familiar books. ☆ Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables. ☆ Match some letters with their sounds. ☆ Hold a book correctly (turn pages from right to left, and reads from front to back, top to bottom, left to right).	Label as many things as possible in the child's environment such as safety signs (stop, caution, exit), girls and boys bathroom signs, personal belongings, and names of objects (microwave, refrigerator). Read labels for the child as often as possible. Pretend that you "forgot" and ask the child if he/she can name some of them for you. Place or draw a small happy face sticker right side up on the spine or front of books. Demonstrate and inform the child that if the face is happy, he/she is holding the book the right way. If it is sad (upside down), he/she is holding the book the wrong way. Have child create his/her own book using recycled paper, zip-lock bags, old magazines, and newspapers or old pictures. Help child bind the book and have him/her dictate words from the book. Place his/her books in the library for everyone to see. Use a variety of songs, finger plays, and nursery rhymes to expose children to rhyming sounds and intonation. A sound blending song can be created by adapting the B-I-N-G-O song. For example, "There was a boy whose name was Johnny and this is how you say it - Juh ah nnn ee, Juh ah nnn ee, Juh ah nnn ee, and Johnny's how you say it." You might have to repeat some syllables to match the beat. Model appropriate book handling skills during story time. Place your finger on words and follow along from left to right. Practice turning pages one at a time. Shared reading using multiple copies of the same book allows the child to follow along appropriately. Create bingo cards with letters of the alphabet. Create "covers" for each letter that match the letters on the card. The bingo caller picks a letter (without showing it to the child) and makes the letter's sound. The child must find the letter on his/her card that makes the caller's sound, and cover it with his/her matching letter cover. When the child covers a predetermined number of letters, have him/her verify his/her work by making the letter sound back to the caller.



5 Creative Development Visual Art



What the Child Learns	What the Child May Do	What You Can Do

Standard 1

Create and express themselves through a variety of art experiences.

HEAD START Child Development and Early Learning Framework:

- The use of a range of media and materials to create drawings, pictures, or other objects.

- Explore and experiment with a variety of materials.
- Begin to select different art materials to express thoughts and ideas.
- Use art materials to explore and express moods and feelings.
- Use art materials to explore and expand topics being learned.

- Stock your art center with a variety of materials, including paint, chalk, crayons, pencils, markers, scissors, clay, different kinds of paper, glitter, glue, fabrics, magazines, recycled items.
- Encourage the child to plan for his/her art project. Ask questions such as "Why are you making this?" "What materials do you need for it?" "Who is it for?"
- Create an art gallery by using display panels made of cardboard boxes, and artfully display the children's creations that were produced based on a common theme. Invite parents to take a walk through the gallery with the children as guides. If possible, go on a field trip to a local gallery so the children can understand the concept of art displays.
- Show children that art can be created in many different ways. A few examples are marble painting (rolling marbles over paint on a paper in a box); bubble art (blowing through a straw into a cup of water, tempera paint and dish washing liquid and making a print from the overflowing bubbles); or a collage made from items collected on a nature walk.
- Provide examples of art and explain how or why they were created. This could include paintings, storyboard carvings, sculptures, floral arrangements, woven baskets, jewelry. Encourage the children to comment on the artwork.
- Create shared art. Place a long piece of butcher paper on the wall or floor and invite the children to create a finished piece of art together. Allow several days for this activity.
- Suggest materials for the child to use to express his/her emotions such as play dough or clay to pound on when frustrated or angry; bright colored finger paint for happier moods. Background music can also help set the mood.

5 Creative Development
Visual Art



What the Child Learns	What the Child May Do	What You Can Do
Standard 2 Begin to learn the basics about art.	✻ Use art elements (line, form, value, texture, design, and pattern). ✻ Identify a variety of colors and shapes. ✻ Talk about art work.	✻ Share the book "Harold's Purple Crayon" by Crockett Johnson. As the character in the book creates his/her environment by drawing with his/her purple crayon, have the child follow along and create the same drawings with his/her own purple crayon. Talk to the child about the designs and patterns he/she may choose to use in his/her drawings. ✻ A natural progression in teaching colors is to first teach the basic or primary three colors: red, blue, and yellow. Progress to the blending of two primary colors to create the secondary colors purple, green, and orange. ✻ Use a variety of activities to demonstrate the magic of color change. Some examples are: - Place shaving cream in a zip-lock bag, Place several drops of one food color on one side of the shaving cream, and several drops of another food color on the other side of the shaving cream. Seal the bag and allow the child to squeeze the mixture together, creating a new color. - Place drops of different color tempera paint on a sheet of paper. Have the child connect the drops using a paintbrush and see what the resulting colors are. ✻ Encourage the child to describe objects in his/her environment or in his/her artwork in relation to colors and shapes. For example, "I drew a triangle that is red like an apple." "The clock is shaped like a circle." "I painted lots of circles by going around and around like a typhoon." "This is blue like the ocean." ✻ Turn the ordinary into a piece of art transforming the child's white footprint on black paper into a whimsical ghost with just a few artistic flourishes. The child's fingerprints on paper can be converted to bugs by drawing antennae and legs.



5 Creative Development Music



What the Child Learns	What the Child May Do	What You Can Do

Standard 3

Begin to learn the basics about music.

HEAD START Child Development and Early Learning Framework:

- The use of voice and instruments to create sounds.

- Participate in musical experiences that may include singing, games, and using musical instruments.
- Independently sing songs or make or listen to music.
- Show awareness of musical elements such as tempo, rhythm, pitch, and dynamics.

- Show the child a video of people playing a variety of different instruments and name them for the child. Challenge the child to find or create things in his/her environment that can produce similar sounds. For example, place rice or beans in an empty plastic drink bottle to make a Mexican maracas; make a drum by using an empty plastic container; bang two pot lids together to create cymbals.
- Using his/her homemade instrument, allow the child to participate on cue with accompanying music.
- Create a pretend microphone for the child to sing a solo portion of a favorite song sung by the group. For example, as a group, the first two verses of "Happy Birthday to You" are sung, the microphone is then handed to a child to sing the next verse "Happy Birthday, dear _____."
- Use a song or finger play that the child is familiar with, and purposely change the speed that it is sung or recited. Sing it slowly and gradually sing it faster and faster. Use body motions that also start out slow and end up being fast. Good songs to do this include "Do Your Ears Hang Low?" and "Head and Shoulders, Knees and Toes."
- Play music that inspires the children to clap to the beat. Find music from other cultures to share. Model clapping to the music and invite the children to join in. Clapping can be done with the hands or other body parts.

5 Creative Development Music



What the Child Learns	What the Child May Do	What You Can Do
Standard 4 Create and express themselves through a variety of musical experiences.	☆ Express emotions through music using body motions and props. ☆ Explore and play a variety of rhythm instruments including those in different cultures.	☆ Provide a variety of culturally different musical instruments for children to explore, such as bamboo sticks, coconut shells, and dried gourds. Also provide music in which the instruments are used. Can the children identify the instrument played in the music? ☆ Create ribbon streamers by recycling newspapers. Using a pencil, tightly roll several sheets of newspaper pages diagonally to create a long "wand." Have the child tear additional sheets of newspaper lengthwise to create long "streamers." Staple several streamers to the top of a wand. Play background music and encourage the child to twirl the streamers, moving his/her wand up and down, round and round, back and forth, zigzag, etc., according to his/her interpretation of the music he/she hears. Vary the music from soft, slow music to loud, fast music, etc., to allow the child opportunities to move his/her streamers in different ways. Provide a variety of props for the child to use in other interpretive ways with music. These could include scarves, ribbons, hats, bells, etc. Read a familiar story to the children like "Goldilocks and the Three Bears." Have children use instruments to create sound effects for appropriate places in the story. For example, a child can bang cymbals or two pot lids together at the point in the story when Goldilocks breaks Baby Bear's chair.



5 Creative Development
Creative Movement & Drama



What the Child Learns	What the Child May Do	What You Can Do
Standard 5 Begin to learn the basics about movement. **HEAD START Child Development and Early Learning Framework:** • The use of the body to move to music and express self.	✱ Respond to music through rhythmic body movements (clapping, stomping, etc.) ✱ Participate in guided movement activities such as moving at different positions with different amounts of force and at different speeds.	◦ Combine art and music appreciation by creating music-inspired art. In this activity, the child creates abstract art with a rhythmic flair resulting in swirls, bounces, and moves around the paper. Play the child's favorite songs or introduce him/her to new ones as he/she paints away. ◦ Read and act out the book "We're Going on a Bear Hunt" and match movements with those in the story. Label the movements as they are done: "squish, squish, squish" as they stomp through the mud, etc. At the end of the story, when the bear chases the explorers, the actions are repeated in reverse order and at a higher rate of speed. ◦ Help the children create their own version of "We're Going on a Bear Hunt." For example, use a local animal like a boar, and local elements like sword grass and red dirt. Label all the actions involved in the hunt, like stomping, tiptoeing, squatting, standing, stretching, reaching, etc. Vary the movements from slow to fast, etc. ◦ Have children stand shoulder to shoulder and create two lines facing each other, leaving a large gap between the two lines. Play music and model the activity by dancing between the two lines from end to end and remaining at the end of the line. The children at the head of the line take turns dancing while moving through the dance line while everyone in line claps in rhythm for them.

5 Creative Development
Aesthetic Appreciation



What the Child Learns	What the Child May Do	What You Can Do
Standard 6 Develop appreciation for natural and cultural beauty.	• Demonstrate appreciation for the beauty in cultural artifacts and communications.	• Take a nature walk outdoors and collect objects such as leaves, twigs, pebbles, shells, petals, butterfly wings, etc. Display pictures or actual objects made of these materials and talk about how the artists began with similar objects and turned them into a work of art for all to appreciate. • Leaves, flowers, or petals can easily be converted into a crown using a simple technique of creating a slit at the base of the leaf, pushing through another leaf, and repeating. This is a great introduction into fiber arts and basic stitching using natural materials.
Standard 7 Develop appreciation for visual and performing arts. **HEAD START Child Development and Early Learning Framework:** • The portrayal of events, characters, or stories through acting and using props and language.	• Look at and respond to works of visual art. • Listen and respond to different kinds of music. • Show an aesthetic response to music through movement/dance. • Show a developing appreciation for visual and performing arts.	• Encourage the child to comment on another person's work of art. What does it look like? How do you think it was made? What do you like about it? • Provide a variety of styles of music and model ways to move with the music. For example, marching to parade music, tiptoeing to waltz music, following movements stated in a song, etc. • Ask the child for his/her opinion of the music that you play. "Does he/she like it? Why or why not?" Express your opinion of music as a model for the child to express his/her opinion. For example, "I like to listen to this music at the end of the day because it makes me feel calm and relaxed." • Provide props that the child can use for performances. If possible, include objects from other cultures such as costumes like grass skirts, sarongs and kimonos; and other objects like Japanese fans, bamboo sticks, and masks. Allow the child to choose his/her music and props and to express himself/herself through movement/dance. • Offer the child his/her choice of music and/or dance at various times of the day. Don't discourage him/her if he/she wants to hear the same thing over and over.

The Alignment of Guam Early Learning Guidelines for Young Children Ages Three to Five with Teaching Strategies Gold, Common Core State Standards, and Guam D.O.E. Kindergarten Content Standards

This document was developed to show the alignment of objectives and standards of other documents with the *GELG*s. It should be used as a reference tool to help provide a more global view of educational comprehensive while working with young children. It contains the same domains and Content Standards from the *GELG*, and aligns them with the Objectives, Dimensions, and Indicators from Teaching Strategies GOLD®; Common Core State Standards; and Guam DOE Kindergarten (KG) Content Standards.

The following sample shows the two-column format use in the document:

3. Cognitive Development - MATHEMATICS (Numeracy)	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 4: Develop and use measurement concepts. 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	K.MD.1 - Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. NOTE: Limit category counts to be less than or equal to 10. MATHEMATICS- MEASUREMENT **Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.** K.12.1 - Identify, describe, compare, and classify objects by common attributes (e.g., color, size, shape). K.12.2 - Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, year).

Column 1: Early Learning Guidelines Content Standards and Teaching Strategies GOLD® Objectives, Dimensions and Indicators

The Content Standards, highlighted and numbered, correspond to the Content Standards as they appear in the *GELG*s.

Teaching Strategies GOLD® is a research-based observational assessment system for children from birth through kindergarten that may be implemented with any developmentally appropriate curriculum. It presents 38 objectives that are aligned with the Head Start Child Development and Early Learning Framework; Common Core State Standards; and early learning standards for each state, including the Territory of Guam.

Caregivers, teachers, and administrators should be aware that Teaching Strategies GOLD® is not intended to be used as a screening or diagnostic tool, an achievement test, or a program evaluation tool. Rather, the information obtained from observational assessments should be used as part of a wide-ranging system of data collection for curriculum planning and decision making purposes.

Column 2: Common Core State Standards and Guam DOE KG Content Standards

The Common Core State Standards (CCSS) are intended to establish clear and consistent educational goals designed to allow children nationwide to be successful in college and careers. The National Governors Association Center for Best Practices and the Council of Chief State School Officers sponsored the development of the CCSS. The CCSS are for school-aged children from kindergarten through twelfth grade. There are no CCSS for preschool-aged children at this time. Kindergarten level CCSS correspond to the *GELG* cognitive domain, and the communication, language development, and literacy domain. There are no CCSS that address the other three domains contained in the *GELG*.

The Guam Department of Education (DOE) recently aligned its kindergarten content standards with the CCSS. There are no DOE kindergarten content standards that correspond to the Self-Concept and Social Emotional Development Domain of the *GELG*; however, there are content standards that correspond to the other four *GELG* domains. Additionally, DOE kindergarten standards include World Languages. There are no DOE content standards for preschool-aged children at this time.

Both CCSS and Guam DOE KG Content Standards are provided as a reference tool for caregivers, teachers, and administrators to be able to plan for a continuum of learning and development rooted in developmentally, culturally, and linguistically meaningful and appropriate learning foundations.



1. Physical Development and Health & Safety

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) **Guam DOE KG Content Standards**
Standard 1: Develop health awareness and skills. 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self	HEALTH EDUCATION **Standard 1: Core Concepts** Comprehend concepts related to health promotion and disease prevention to enhance health. K.1.1 - Name healthy behaviors. K.1.2 - Recognize the 3 dimensions (physical, mental/emotional, and social) of health. K.1.3 - Tell ways to prevent the spread of germs. K.1.4 - State behaviors to prevent or reduce childhood injuries. K.1.5 - Tell why it is important to be checked by a doctor or dentist. **Standard 2: Analyze Influences** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. K.2.1 - Recognize how the family influences personal health practices. K.2.2 - Recall what the school can do to support personal health practices. K.2.3 - State how the media influences behaviors.
Standard 2: Learn, acquire and follow basic self-help and safety rules. 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 30. Shows basic understanding of people and how they live	**Standard 3: Access Valid Information** Demonstrate the ability to access valid information, products, and services to enhance health. K.3.1 - Name a person who can help promote health and wellness. K.3.2 - Name ways to locate a school helper for a health-related situation. **Standard 5: Decision Making** Demonstrate the ability to use decision making skills to enhance health. K.5.1 - Identify health-related situations. K.5.2 - Recognize when assistance is needed for health-related situations. **Standard 6: Goal Setting** Demonstrate the ability to use goal setting skills to enhance health. K.6.1 - Recognize personal health goals. K.6.2 - Name adults who can help achieve a personal health goal. **Standard 8: Health Advocacy** Demonstrate the ability to advocate for personal, family, and community health. K.8.1 - Recite rules that promote personal health. K.8.2 - Recognize positive choices.

1. Physical Development and Health & Safety

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) **Guam DOE KG Content Standards**
Standard 3: Develop strength and coordination of small muscles. 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 1a. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	PHYSICAL EDUCATION **Standard 1: Motor Skills and Movement Patterns** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. K.1.1 - Perform basic (fundamental) loco-motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/ activities. K.1.2 - Perform basic non-loco-motor skills by demonstrating balance on stable and unstable objects and/or demonstrating weight transfer/tumbling skills. K.1.3 - Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. K.1.4 - Perform basic movements in a rhythmic manner to a specific rhythm. **Standard 2: Movement Concepts** Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. K.2.1 - Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.
Standard 4: Develop strength and coordination of large muscles. 4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and in games. 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 7 emerging to 8. Manipulates balls or similar objects with a full range of motion	PHYSICAL EDUCATION **Standard 2: Movement Concepts** Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. K.2.2 - Demonstrate variations in moving with spatial, directional, and temporal awareness. K.2.3 - Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork skills, and catching a ball. **Standard 3: Physical Activity** Students achieve and maintain a health-enhancing level of physical fitness. K.3.1 - Show skills and knowledge acquired in physical education class during and after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sports leagues. K.3.2 - Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time. **Standard 4: Health Enhancing Physical Fitness** Achieve and maintain a health-enhancing level of physical fitness. K.4.1 - Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time. K.4.2 - Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year. K.4.3 - Demonstrate improved flexibility in three different joints by engaging in specific stretches to improve lower back flexion. K.4.4 - Identify the basic effects of physical activity on heart and lung function by observing and feeling fast heart and breathing rates when engaged in skill development and physical fitness activities.

2. Self-Concept and Social Emotional Development	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) **Guam DOE KG Content Standards**
Standard 1: Understand and express feelings appropriately. 1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems 29. Demonstrates knowledge about self	HEALTH EDUCATION **Standard 4: Interpersonal Communication** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. K.4.1 - Identify healthy ways to express needs. K.4.2 - State listening skills. K.4.3 - State ways to respond when in an unwanted or uncomfortable situation. K.4.4 - State ways to tell a trusted adult if feeling threatened or harmed. WORLD LANGUAGES **Standard 1: Communication** Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions. K.1.1 - Ask and answer simple questions about familiar topics. K.1.2 - Give and follow simple instructions. K.1.3 - Recognize and use situation-appropriate nonverbal communication.
Standard 2: Continue to develop a sense of self. 1. Regulates own emotions and behaviors 1.c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self	PHYSICAL EDUCATION **Standard 6: Value of Physical Education** Value physical activity for health enjoyment, challenge, self-expression and/or social interaction. K.6.1 - Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills. K.6.2 - Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.
Standard 3: Acquire behaviors and skills expected in different environments. 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 30. Shows basic understanding of people and how they live	WORLD LANGUAGES **Standard 4: Cultures and Connections** Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied. K.4.1- Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags **Standard 7: Self-Management Plan** Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. K.7.1 - Identify healthy behaviors to improve personal health and wellness. K.7.2 - Recognize unsafe behaviors.

2. Self-Concept and Social Emotional Development

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) **Guam DOE KG Content Standards**
Standard 4: Ability to interact, develop, and maintain appropriate relationships with others. 1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 3b. Solves social problems 6. Suggests solutions to social problems 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders	SOCIAL STUDIES **Standard 1: Culture** Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior. K.1.1 - Identify and describe family or community members who promote the welfare and safety of children and adults. **Standard 4: Government and Civics** Students learn to achieve civic competence by studying the structures of power, authority, and governance. K.4.1 - Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. K.4.2 - Demonstrate that being a good citizen involves the following: • Taking turns and sharing • Taking responsibility for certain classroom chores
Standard 5: Takes initiative and responsibility for own actions. 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, & comments 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11c. Solves problems 6. Solves problems without having to try every possibility 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	PHYSICAL EDUCATION **Standard 5: Responsible Personal and Social Behavior** Exhibit responsible personal and social behavior that respects self and others in physical activity settings. K.5.1 - Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/ games with boundary lines and following rules for safe active play. K.5.2 - Exhibit a willingness to follow basic directions for an active class. K.5.3 - Show a positive attitude toward self and others during physical activity by demonstrating respect. HEALTH EDUCATION **Standard 5: Decision Making** Demonstrate the ability to use decision making skills to enhance health. K.5.1 - Identify health-related situations. K.5.2 - Recognize when assistance is needed for health-related situations. SOCIAL STUDIES **Standard 4: Government and Civics** Students learn to achieve civic competence by studying the structures of power, authority, and governance. • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequences of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings

2. Self-Concept and Social Emotional Development	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	(There are no Common Core State Standards for this developmental domain.) **Guam DOE KG Content Standards**
Standard 6: Represent fantasy and real-life experiences through pretend play. 14. Uses symbols and images to represent something not present 14b. Engages in socio-dramatic play 4. Acts out familiar or imaginary scenarios, may use props to stand for something else 5 emerging to 6 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	FINE ARTS - THEATER **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Perform imitative movements, rhythmical activities, and theater games. K.2.2 - Perform group pantomimes and improvisations to retell familiar stories. K.2.3 - Use costumes and props in role-playing. **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities. **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Dramatize information from other content areas. Use movement to reinforce vocabulary, such as fast, slow, in, on, through, over, and/or under. K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.
Standard 7: Engage in sustained symbolic play with other children. 14. Uses symbols and images to represent something not present 14b. Engages in socio-dramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	FINE ARTS - THEATER **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Perform imitative movements, rhythmical activities, and theater games. K.2.2 - Perform group pantomimes and improvisations to retell familiar stories. K.2.3 - Use costumes and props in role-playing. **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities. **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 1: Learn about numbers, numerical representation, and simple numerical operations. 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, counting back) to solve problems with more than 10 objects 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects reminders	K.CC.1 - Count to 100 by ones and by tens. K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality: a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5 - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. NOTE: Include groups with up to ten objects. K.CC.7 - Compare two numbers between 1 and 10 presented as written numerals. K.OA.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) K.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1). K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5 - Fluently add and subtract within 5. KNBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **MATHEMATICS - Number and Operations** **Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.** K.1.1 - Count, read, write, and represent with manipulatives the whole numbers from 0 to 30. K.1.2 - Count backwards from 20. K.1.3 - Recognize and distinguish the value of coins: penny, nickel, dime, and quarter. K.1.4 - Connect number words and numerals to the quantities they represent. K.1.5 - Identify and illustrate a whole and the half of a whole. **Standard 2: Understand meanings of operations and how they relate to one another.** K.2.1 - Understand the meaning of the addition and subtraction symbols. **Standard 3: Compute fluently and make reasonable estimates.** K.3.1 - Use manipulatives to perform the addition and subtraction of two 1-digit numbers.

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 2: Recognize and create patterns and become aware of relationships. 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, shape 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns	MATHEMATICS- ALGEBRA **Standard 4: Understand patterns, relations, and functions.** K.4.1 - Recognize, describe, create, and extend repeating and growing patterns (e.g., sequences of sounds, objects, or numbers). **Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.** K.5.1 - Analyze how repeating patterns are generated (e.g., find the unit of repetition); analyze how growing patterns are generated (e.g., grows by adding so many objects, sounds, or numbers each time). **Standard 7: Analyze change in various contexts.** K.7.1 - Analyze qualitative change in patterns and in real life (e.g., growth).
Standard 3: Develop concepts of shape and space. 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, directions, and distance 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.2 - Correctly name shapes regardless of their orientations or overall size. K.G.3 - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). K.G.5 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6 - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" MATHEMATICS - GEOMETRY **Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.** K.8.1 - Identify, name, and sort common two- and three-dimensional geometric shapes (e.g., circle, triangle, square, rectangle, cone, cube, sphere). K.8.2- Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners). K.8.3 - Recognize geometric shapes and structures in the environment. **Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** K.9.1 - Identify positions of objects in space by using appropriate terms (e.g., inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of).

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 4: Develop and use measurement concepts. 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	K.MD.1 - Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. NOTE: Limit category counts to be less than or equal to 10. MATHEMATICS - MEASUREMENT **Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.** K.12.1 - Identify, describe, compare, and classify objects by common attributes (e.g., color, size, shape). K.12.2 - Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, year). K.12.3 - Identify the measurable attribute of length and compare the lengths of objects by direct comparison using appropriate vocabulary (e.g., longer than, shorter than, taller than, wider than, greater than, less than, equal to). K.12.4 - Discuss and compare quantities of objects (i.e., How many?) using the words one/many, none/some/all, more/less, most/least, more than/less than/equal to. **Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.** K.13.1 - Estimate and measure lengths with nonstandard units (e.g., hand spans, paper clips).
Standard 5: Represent and interpret data. 24. Uses scientific inquiry skills	MATHEMATICS - DATA ANALYSIS AND PROBABILITY **Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.** K.14.1 - In response to a question, collect data in the classroom and discuss ways to organize the data. K.14.2 - Represent data using concrete objects and pictures. **Standard 15: Select and use appropriate statistical methods to analyze data.** K.15.1 - Discuss what representations of data with objects and pictures show or how they help answer the initial question.

3. Cognitive Development - MATHEMATICS (Numeracy)	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 6: Increase sensory awareness. 24. Uses scientific inquiry skills	**Standard 1: Science As Inquiry**
Standard 7: Engage in scientific inquiry. 24. Uses scientific inquiry skills	**SCIENCE** **Standard 1: Science as Inquiry** Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry. K.1.1 - Raise questions about the natural world. K.1.2 - Make and discuss observations using the five senses. EXAMPLE(S): Recognize that objects can have different characteristics using the senses. Although apples and tennis balls are similar in size and shape, they smell and feel different. **Standard 5: Science and Technology** Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology. K.5.1 - Identify tools found around the home and recognize that tools make it easier to do certain jobs. EXAMPLE(S): Construct simple tools, such as paper clocks. **LANGUAGE ARTS** **Standard 7: Informational Literacy** Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results. K.7.1 - Ask How? and Why? questions about a topic of interest.
Standard 8: Explore physical properties of the world. 26. Demonstrates knowledge of the physical properties of objects and materials	**SCIENCE** **Standard 3: Physical Science** Students develop understanding of the structure and properties of objects and materials. K.3.1 - Describe objects in terms of the materials that make up the objects. EXAMPLE(S): Describe the materials found in a pencil. K.3.2 - Describe the changes in matter caused by changes in temperature. K.3.3 - Recognize and demonstrate that things that are close to the ground fall unless something holds them up.

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 9: Explore characteristics of living things. 25. Demonstrates knowledge of the characteristics of living things	**Standard 2: Life Science** Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. K.2.1 - Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do. K.2.2 - Describe how babies, or young, are similar to their parents. Describe how babies, or young, are similar to their parents **FINE ARTS- DANCE** **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.3 - Move in ways that reflect a variety of personal experiences and natural observances. 1. Personal Experiences EXAMPLE(S): happy sad, angry, excited 2. Natural Observances EXAMPLE(S): like a butterfly, like a fish
Standard 10: Learn about the earth and sky. 27. Demonstrates knowledge of Earth's environment	**SCIENCE** **Standard 4: Earth and Space Science** Students learn about the major processes and events that have shaped planet Earth over time. K.4.1 - Discuss the importance of water. EXAMPLE(S): Tell that organisms need water to live and to remain healthy. K.4.2 - Observe and describe objects seen in the sky during the day and during the night. K.4.3 - Observe and record natural cycles and give examples using activities from one's own life. EXAMPLE(S): day/night, wake/sleep, sunrise/sunset, rainy/dry season, weather changes

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 11: Have a variety of educational experiences that involve technology. 14. Uses symbols and images to represent something not present 14.b. Engages in socio-dramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something different 28. Uses tools and other technology to perform tasks	SCIENCE **Standard 5: Science and Technology** Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology. K.5.1 - Identify tools found around the home and recognize that tools make it easier to do certain jobs. EXAMPLE(S): Construct simple tools, such as paper clocks EDUCATIONAL TECHNOLOGY **Standard 2: Communication and Collaboration** Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. K.2.1 - Work with others to illustrate and communicate content-based concepts for inclusion in collective class stories or reports developed with graphics and writing applications. K.2.2 - Work with a partner to explore teacher-selected software programs that reinforce and enrich content topics. K.2.3 - Learn about other cultures using digital images, stories, and Web information (with teacher assistance). **Standard 3: Research for Problem Solving and Decision Making** Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. K.3.1 - Use digital media (e.g., visit the Web, watch an educational video, CD-ROM) to identify a topic and formulate questions for an investigation as a class. K.3.2 - Use a digital storyboard template as a class to organize an investigation, determine the appropriate resources, and locate information about a topic. K.3.3 - Use a variety of digital resources (e.g., selected websites, DVDs, videos) as a class to obtain information about a specific topic. K.3.4 - Use a graphic or text document (e.g., teacher-made table, template) as a class to input and organize key words. K.3.5 - Use a teacher-designed presentation template to deliver a class report on a topic. **Standard 4: Digital Citizenship** Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product. K.4.1 - Articulate an understanding of the safe use of personal information (e.g., name, address, phone number, photo). K.4.2 - Follow the school's online safety guidelines. K.4.3 - Demonstrate respect for the digital work of others (e.g., do not delete, copy, or post information of others) and understand one's digital rights. **Standard 5: Technology Operations and Concepts** Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product. K.5.1 - Demonstrate the knowledge of the differences between hardware and software applications. K.5.2 - Identify and show proper care of digital equipment (e.g., computer mouse, keyboard, speakers, monitor, camera, DVD players). K.5.3 - Navigate the computer system using the following: • Mouse (open/close applications, print/save documents) • Keyboard (type letters and numbers) K.5.4 - Load/open and navigate software applications with minimal assistance. K.5.5 - Use content-appropriate applications (computer-based and online) for directed and independent learning (e.g., create a picture, read e-books, browse content-based DVDs). FINE ARTS - THEATER **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Perform imitative movements, rhythmical activities, and theater games. EXAMPLE(S): freeze, statues, mirrors K.2.2 - Perform group pantomimes and improvisations to retell familiar stories. K.2.3 - Use costumes and props in role-playing.

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 12: Learn about self and others. 14. Uses symbols and images to represent something not present 14.b. Engages in socio-dramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 33. Explores the visual arts	**Standard 1: Culture** **FINE ARTS - THEATER** **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. K.3.2 - Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
Standard 13: Know and accept their own culture and others. 30. Shows basic understanding of people and how they live	**SOCIAL STUDIES** **Standard 1: Culture** Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior. K.1.1 - Identify and describe family or community members who promote the welfare and safety of children and adults. K.1.2 - Use the word because in the context of stories or personal experiences correctly. **WORLD LANGUAGES** **Standard 4: Cultures and Connections** Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied. K.4.1 - Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags
Standard 14: Know how things, people and places change over time. 31. Explores change related to familiar people or places	**SOCIAL STUDIES** **Standard 2: History** Students learn how human beings view themselves in and over time. K.2.1 - Identify sequential words—first, next, last—in stories used to describe personal experiences. K.2.2 - Use the following words and phrases related to chronology and time correctly: now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs. K.2.3 - Tell important events in students' own and their families' lives in chronological order. K.2.4 - Identify and describe the events celebrated during local or national holidays and why we celebrate them. EXAMPLE(S): Independence Day, Martin Luther King, Jr. Day, Veterans Day, Thanksgiving Day, Santa Marian Kamalen Day, Christmas Day, Liberation Day, Easter.

3. Cognitive Development - MATHEMATICS (Numeracy)	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 15: Find out why people need things (goods) and how they depend on each other for help (services). 30. Shows basic understanding of people and how they live	**SOCIAL STUDIES** **Standard 5: Economics** Students learn about the concepts of production, distribution, and consumption of goods and resources. K.5.1 - Give examples from the community of different kinds of jobs that people do, including the work they do at home. K.5.2 - Match simple descriptions of work that people do with the names of those jobs found in the community. K.5.3 - Recognize that people make choices based on available options or because they cannot have everything. EXAMPLE(S): a little girl has to choose between a doll and a dress because her mom said she can only have one thing; the teacher tells students to choose between a treat and extra free time because their behavior was good for the entire week K.5.4 - Explain that people work to earn money to buy the things they need and want. K.5.5 - Use words relating to work, such as jobs, money, buying, and selling.
Standard 16: Understand what people need to do to work and live together in a community. 30. Shows basic understanding of people and how they live	**SOCIAL STUDIES** **Standard 4: Government and Civics** Students learn to achieve civic competence by studying the structures of power, authority, and governance. K.4.1 - Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. K.4.2 - Demonstrate that being a good citizen involves the following: • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings K.4.3 - Recognize the American and Guam flags and identify the president as the leader of the U.S. and the governor the leader of Guam. K.4.4 - Recognize the Pledge of Allegiance. K.4.5 - Give examples that show the meaning of the following concepts at home, in school, and in the community: • Authority • Fairness • Justice • Responsibility • Rules K.4.6 - Explain the purpose of laws in the community and how they are enforced.

3. Cognitive Development - MATHEMATICS (Numeracy)

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 17: Develop awareness of where they live and location of places or things. 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, directions, and distance 32. Demonstrates simple geographic knowledge	SOCIAL STUDIES **Standard 3: Geography** Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human- environment interactions. K.3.1 - Identify and recognize the difference between maps and globes. EXAMPLE(S): Maps are flat pictures of the Earth and globes are round like the Earth. K.3.2 - Use words and phrases that indicate locations, directions, chronology, and time. EXAMPLE(S): up, down, near, far, left, right, now, long ago, before, after K.3.3 - Identify and recognize places at home, at school, and community locations. K.3.4 - Recognize the map of Guam.
Standard 18: Develop awareness of the natural environment and how it can be protected. 27. Demonstrates knowledge of Earth's environment	SOCIAL STUDIES **Standard 4: Government and Civics** Students learn to achieve civic competence by studying the structures of power, authority, and governance. K.4.2 - Demonstrate that being a good citizen involves the following: • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 1: Use language in a variety of ways. 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.SL.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly. **LANGUAGE ARTS** **Standard 5: Language Structure and Language Conventions** Students apply knowledge of language structure and language conventions to create, critique, and discuss texts. K.5.1 - Recognize and use complete, coherent sentences when speaking. **Standard 6: Listening and Speaking Skills and Strategies** Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes. K.6.3 - Share information and ideas, speaking in complete, coherent sentences. K.6.4 - Describe people, places, things (including their size, color, and shape), locations, and actions. K.6.5 - Recite short stories, poems, rhymes, and songs. EXAMPLE(S): Tell an experience or creative story in a logical sequence (chronological order, first, second, last) **Standard 7: Informational Literacy** Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results. K.7.1 - Ask How? and Why? questions about a topic of interest. **WORLD LANGUAGES** **Standard 1: Communication** Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions. K.1.1 - Ask and answer simple questions about familiar topics. K.1.2 - Give and follow simple instructions. K.1.3 - Recognize and use situation-appropriate nonverbal communication.

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 2: Listen and understand different ways people speak and communicate. 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 8b. Follow directions 4. Follows simple requests not accompanied by gestures 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters	**LANGUAGE ARTS** **Standard 6: Listening and Speaking Skills and Strategies** Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes. K.6.1 - Understand there are different purposes for listening. EXAMPLE(S): Distinguish between listening for information and listening to a friend sharing a story. K.6.2 - Understand and follow one- and two-step spoken directions. **Standard 8: Lifelong Literacy** Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. K.8.1 - Listen and respond to each other's oral stories, giving feedback. **WORLD LANGUAGES** **Standard 2: Communication** Students will understand and interpret written and spoken ideas and information on a variety of topics. K.2.1 - Demonstrate comprehension of oral or visual cues verbally and/or nonverbally. K.2.2 - Recognize letters and sounds in familiar words. **Standard 4: Cultures and Connections** Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied. K.4.1 - Recognize and imitate basic routine practices of the target cultures. EXAMPLE(S): greetings, table manners K.4.2 - Identify products and symbols of the target cultures. EXAMPLE(S): food, dress, toys, flags **Standard 5: Comparisons** Students will demonstrate understanding of the nature of language through comparisons of the target language and their own. K.5.1 - Recognize words shared between English and the target language. K.5.2 - Recognize basic differences in writing system. EXAMPLE(S): kana (Japanese), ñ in Spanish **Standard 6: Communities** Students will use the language both within and beyond the school setting. K.6.1 - Share experiences from the world language class within the school and/or community. EXAMPLE(S): Recite target language to family and friends

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 3: Gradually produces more vocabulary and correct sentence structure. 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences	WORLD LANGUAGES **Standard 3: Communication** Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience. K.3.1 - Imitate vowel and consonant sounds. K.3.2 - Recite rote sequences and single word responses to visual cues. EXAMPLE(S): greetings K.3.3 - Write alphabet or characters particular to language, numbers, and sight words. K.3.4 - Copy words and phrases.
Standard 4: Recognize and use symbols. 14. Uses symbols and images to represent something not present 14b. Engages in socio-dramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lower- case letters, some punctuation	K.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. K.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g.,-ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. K.L.5 - With guidance and support from adults, explore word relationships and nuances in word meanings: a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real- life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. K.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts. LANGUAGE ARTS **Standard 1LA/R: Word Analysis, Fluency, and Vocabulary** Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency. K.1.11 - Identify common signs and symbols. EXAMPLE(S): Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols. FINE ARTS- THEATER **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.3 - Use costumes and props in role-playing.

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 5: Enjoy and understand books. 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures 6. Identifies story-related problems, events, and resolutions during conversations with an adult 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	K.RL.1 - With prompting and support, ask and answer questions about key details in a text. K.RL.2 - With prompting and support, retell familiar stories, including key details. K.RL.3 - With prompting and support, identify characters, settings, and major events in a story. K.RL.4 - Ask and answer questions about unknown words in a text. K.RL.5 - Recognize common types of texts (e.g., storybooks, poems). K.RL.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.RL.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 - Actively engage in group reading activities with purpose and understanding. K.RI.1 - With prompting and support, ask and answer questions about key details in a text. K.RI.2 - With prompting and support identify the main topic and retell key details of a text. K.RI.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 - With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 - Identify the front cover, back cover, and title page of a book. K.RI.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.RI.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear. K.RI.8 - With prompting and support, identify the reasons an author gives to support points in a text. K.RI.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic. K.RI.10 - Actively engage in group reading activities with purpose and understanding. **LANGUAGE ARTS** **Standard 3R: Reading Comprehension and Analysis of Literary Texts** Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience. K.3.1 - Use pictures and context to make predictions about story content. K.3.2 - Retell familiar stories. K.3.3 - Identify and distinguish different text forms, including fantasy and everyday realistic print materials (storybooks, poems, newspapers, signs, labels K.3.4 - Identify characters, settings, and key events. EXAMPLE(S): • Identify the main characters in a story, such as Noisy Nora by Rosemary Wells • Describe the setting in a familiar story, such as Goodnight Moon by Margaret Wise Brown • Retell the important events in a story, such as the folktale Jack and the Beanstalk K.3.5 - Understand what is heard or seen by responding to questions (Who?, What?, Where?).

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 6: Show interest in writing. 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read 19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms 19b. Writes to convey meaning 3. Mock letter or letter-like forms	K.W.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). K.W.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. K.W.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). K.W.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **LANGUAGE ARTS** **Standard 4: Writing Purposes, Processes, and Strategies** Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes. K.4.1 - Write by moving from left-to-right and top-to-bottom. K.4.2 - Use letters, pictures, and phonetically-spelled words to write about experiences, stories, people, objects, or events. EXAMPLE(S): Write correctly simple words, such as man, cat, and run, and spell other words as they sound, such as whale as wal, jumps as jmps, and bigger as bigr, showing an understanding of what letters represent certain sounds. K.4.3 - Draw pictures and write words for a specific group of people, person, or reason. EXAMPLE(S): Draw a picture or write to a friend or a family member to tell about something new at school. Write or dictate an invitation to a parent to attend a classroom event. K.4.4 - Self-correct words. EXAMPLE(S): Correct misspelling of name and simple everyday words. **Standard 5: Language Structure and Language Conventions** Students apply knowledge of language structure and language conventions to create, critique, and discuss texts. K.5.2 - Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. EXAMPLE(S): Spell correctly common words, such as cat, or spell by how the word sounds, such as kat. K.5.3 - Write uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters.

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 7: Understand that print has meaning. 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lower- case letters, some punctuation 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letter or letter-like forms	K.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds(phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **LANGUAGE ARTS** **Standard 1LA/R: Word Analysis, Fluency, and Vocabulary** Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency. K.1.1 - Identify basic concepts about print using books. EXAMPLE(S): Point to the front cover, back cover, and title page of a book - Follow words from left to right, including return sweep, and from top to bottom on the printed page - Point to a letter and then to a word - Match oral words to printed words - Understand that printed materials provide information K.1.2 - Recognize and name all uppercase and lowercase letters of the alphabet. K.1.3 - Listen to two or three phonemes (sounds) when they are read aloud; tell the number of sounds heard; and, say the changes when one sound is added, substituted, omitted, moved, or repeated. EXAMPLE(S): • Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/ • Tell what sound you hear at the beginning of the word girl • Listen to the word bat and tell what word is left when you take the /b/ sound away • Tell what word is left when you take the /br/ sound away from the spoken word brother K.1.4 - Listen to and blend consonant-vowel-consonant (cvc) sounds and tell what word is made. EXAMPLE(S): Listen to and blend the sounds /b/, /e/, /d/ and tell what word is made (bed) K.1.5 - Listen to and segment consonant-vowel-consonant (cvc) sounds of a word spoken. EXAMPLE(S): Listen to and segment the sounds in the spoken word bed (/b/, /e/, /d/) K.1.6 - Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters. K.1.7 - Read monosyllabic and high-frequency (often heard) words by sight automatically and accurately. K.1.8 - Use self-correcting strategies when reading simple sentences. K.1.9 - Learn and apply knowledge of alphabetical order (first letter). K.1.10 - Identify and sort common words in basic categories. EXAMPLE(S): Tell whether the words blue, yellow, and red are colors, shapes, or foods. Tell the names of some favorite colors. K.1.12 - Listen to stories read aloud and use story vocabulary to retell the stories. **Standard 7: Informational Literacy** Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results. K.7.2 - Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology). EXAMPLE(S): Create a chart (poster) about their family and things they like to do

4. Communication, Language Development, & Literacy

EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**Common Core State Standards** **Guam DOE KG Content Standards**
Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment. 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read 4. Indicates where to start reading and the direction to follow. 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	K.RF.1 - Demonstrate understanding of the organization and basic features of print: a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. K.RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes): a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel- consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words. K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words: a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. K.RF.4 - Read emergent-reader texts with purpose and understanding. **LANGUAGE ARTS** **Standard 1LA/R: Word Analysis, Fluency, and Vocabulary** Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency. K.1.1 - Identify basic concepts about print using books. EXAMPLE(S): Point to the front cover, back cover, and title page of a book - Follow words from left to right, including return sweep, and from top to bottom on the printed page - Point to a letter and then to a word - Match oral words to printed words - Understand that printed materials provide information **Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts** Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world. K.2.1 - Locate the title and the name of the author of a book. K.2.2 - Generate and respond to questions (What, Where, When?, Why?). K.2.3 - Identify types of everyday print materials. EXAMPLE(S): Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**(There are no Common Core State Standards for this developmental domain.)** **Guam DOE KG Content Standards**
VISUAL ART	
Standard 1: Create and express themselves through a variety of art experiences. 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas 33. Explores the visual arts	EDUCATIONAL TECHNOLOGY **Standard 1: Creativity and Innovation** Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources. K.1.1 - Use digital media and resources (e.g., drawing tools, digital camera) to capture images and illustrate ideas for class stories and content-related topics (with teacher assistance). FINE ARTS - VISUAL ARTS **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.2 - Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines. K.2.3 - Paint pictures expressing ideas about family and neighborhood.
Standard 2: Begin to learn the basics about art. 33. Explores the visual arts	FINE ARTS - VISUAL ARTS **Standard 1: Perceiving and Responding** Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations. K.1.1 - Recognize and describe simple patterns found in the environment and works of art. K.1.2 - Name art materials introduced in lessons. EXAMPLE(S): clay, paint, crayons K.1.3 - Identify the elements of art (i.e., types of line, color, and shape) in the environment and in works of art. K.1.4 - Discuss their own works of art using art vocabulary learned (line, color, shape). K.1.5 - Describe what is seen (including both literal and expressive content) in selected works of art. K.1.6 - Discuss how and why they made a specific work of art and, using art vocabulary, explain why they like it. **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Use lines, shapes, and colors to make patterns with tempera paints. K.2.2 - Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines. K.2.3 - Paint pictures expressing ideas about family and neighborhood. K.2.4 - Use lines in drawings and paintings to create contours of realistic objects in nature. K.2.5 - Use geometric shapes (e.g., circle, triangle, square) and organic shapes (i.e., natural) to make a work of art. **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Look at and draw something used every day and describe how the object is used. EXAMPLE(S): scissors, toothbrush, fork K.4.2 - Read a favorite book and describe how the artist used shapes and colors in the illustrations. K.4.3 - Point out symbols found at home, in school, and in the community that use line, shapes, and color. EXAMPLE(S): stop signs, walk symbols K.4.4 - Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**(There are no Common Core State Standards for this developmental domain.)** **Guam DOE KG Content Standards**
MUSIC	
Standard 3: Begin to learn the basics about music. 34. Explores musical concepts and expression	FINE ARTS- MUSIC **Standard 1: Perceiving and Responding** Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations. K.1.1 - Use icons or inventive symbols to represent beat. K.1.2 - Identify and describe basic elements in music. EXAMPLE(S): high/low, fast/slow, loud/soft, beat K.1.3 - Create movements that correspond to specific music. K.1.4 - Identify and discuss the elements in music written for specific purposes and/or relate to topics students are studying. EXAMPLE(S): work song, lullaby
Standard 4: Create and express themselves through a variety of musical experiences. 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas 30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression	FINE ARTS - MUSIC **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Use the singing voice to echo short melodic patterns. K.2.2 - Sing age-appropriate songs from memory. K.2.3 - Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction. K.2.4 - Create accompaniments using the voice or a variety of classroom instruments. **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Identify the various uses of music in daily experiences. K.3.2 - Sing and play simple singing games from various cultures and the local community. K.3.3 - Use a personal vocabulary to describe voices and instruments from diverse and local cultures. K.3.4 - Use developmentally appropriate movements in responding to music from various genres and styles. EXAMPLE(S): rhythm, melody

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**(There are no Common Core State Standards for this developmental domain.)** **Guam DOE KG Content Standards**
CREATIVE MOVEMENT & DRAMA	
Standard 5: Begin to learn the basics about movement. 35. Explores dance and movement concepts 36. Explores drama through actions and language	FINE ARTS - DANCE **Standard 1: Perceiving and Responding** Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations. K.1.1 - Understand and respond to a wide range of opposites of elements of dance: shape, space, energy, and time. EXAMPLE(S): high/low, straight/curved, forward/backward, wiggle/freeze, fast/slow K.1.2 - Move in response to verbal instructions. EXAMPLE(S): walk, turn, reach. Move in response to sound or music cues. EXAMPLE(S): a drum, musical chairs **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Use body, energy, space, and time to move in a variety of ways. K.2.2 - Move in locomotor and axial modes. K.2.3 - Move in ways that reflect a variety of personal experiences and natural observances. 1.Personal Experiences EXAMPLE(S): happy sad, angry, excited 2. Natural Observances EXAMPLE(S): like a butterfly, like a fish K.2.4 - Respond to a variety of stimuli. EXAMPLE(S): sounds, words, songs, props, images, observed dance K.2.5 - Create simple dance sequences and repeat them (patterns). EXAMPLE(S): run-jump-balance, march- skip-clap K.2.6 - Move with a partner. EXAMPLE(S): skipping, mirroring, lead/follow in pairs, follow the leader **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Demonstrate recognition of personal space and respect for the personal space of others. K.4.2 - Give examples of the similarities between everyday movement and dance movement. EXAMPLE(S): wind, volcanic flow, cats leaping, rockets launching for space travel FINE ARTS - THEATER **Standard 2: Creating** Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art. K.2.1 - Perform imitative movements, rhythmical activities, and theater games. EXAMPLE(S): freeze, statues, mirrors K.2.2 - Perform group pantomimes and improvisations to retell familiar stories. K.2.3 - Use costumes and props in role-playing. **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Dramatize information from other content areas. Use movement to reinforce vocabulary, such as fast, slow, in, on, through, over, and/or under. K.4.2 - Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

5. Creative Development - Visual Art, Music, Creative Movement & Drama, & Aesthetic Appreciation	
EARLY LEARNING GUIDELINES CONTENT STANDARDS Teaching Strategies GOLD® Objectives, Dimensions, and Indicators	**(There are no Common Core State Standards for this developmental domain.)** **Guam DOE KG Content Standards**
AESTHETIC APPRECIATION	
Standard 6: Develop appreciation for natural and cultural beauty. 30. Shows basic understanding of people and how they live	FINE ARTS - DANCE **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Name and perform folk/traditional dances from another culture. FINE ARTS - VISUAL ARTS **Standard 3: Understanding Cultural and Historical Context** Students will understand the role of the arts in past and present cultures throughout the world. K.3.1 - Describe functional (i.e., used) and non-utilitarian (i.e., not used, only viewed) art seen in daily life. K.3.2 - Identify and describe works of art that show people doing things together. K.3.3 - Look at and discuss works of art from a variety of times and cultures. EXAMPLE(S): artists: Mondrian (geometric), Matisse (organic)
Standard 7: Develop appreciation for visual and performing arts. 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	FINE ARTS - THEATER **Standard 1: Perceiving and Responding** Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations. K.1.1 - Use the vocabulary of theater, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences. K.1.2 - Identify differences between real people and imaginary characters. K.1.3 - Respond appropriately to a theatrical experience as an audience. K.1.4 - Compare a real story with a fantasy story. **Standard 4: Building Connections** Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications. K.4.1 - Use music, together with dance, theater, and the visual arts, for storytelling. K.4.2 - Identify and talk about the reasons artists have for creating dances, music, theater pieces, and works of visual art.

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Notes

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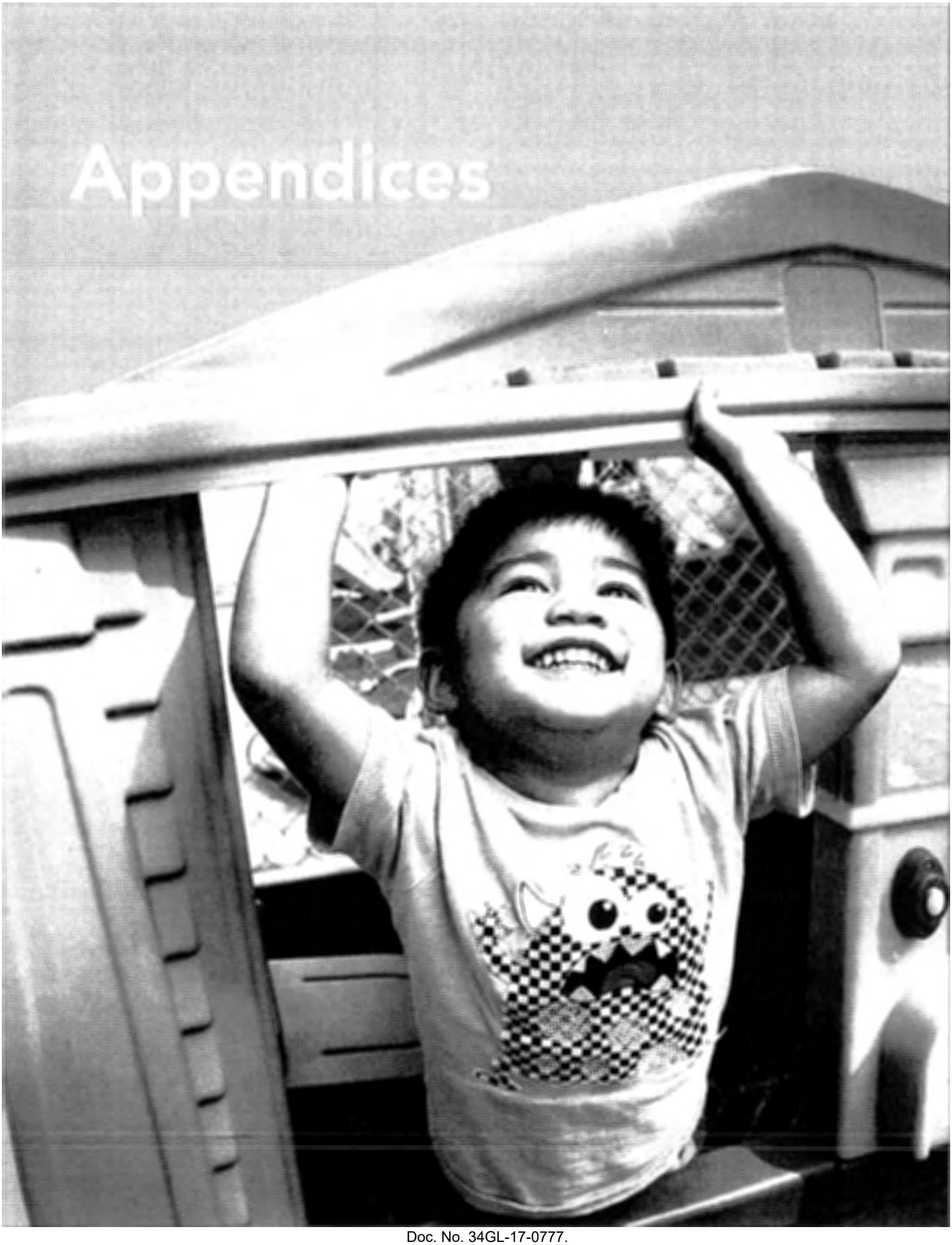
for Ages Three to Five

Doc. No. 34GL-17-0777.

Appendices

Alignment Document References

Appendices



Administrator Involvement

Administrator Involvement	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Identify the depth of administrators' involvement in the pre-K program 2. Determine how administrators support is perceived 3. Assess how administrators support the pre-K in their school	**Positive results on the survey of administrators, as corroborated by self-reflection reported by teachers** → w) Monthly collaborative meetings with the school administrators of the four pilot schools were held (see attached agendas and sign-in sheets) The school administrators were present at the Prekindergarten Program Parent Orientation and provided support to the Prekindergarten Teachers during the Orientation to the families held on Oct 9, 2015.	More than Adequate

Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
March 19, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

II. Program Priority - Checklist
- A. Selection of Pilot Four Schools
  Memorandum submitted to Superintendent for the recommended schools
- B. Renovation Schedule – March 2015
- C. Curriculum Review
  Scope of Work Development for Curriculum Development Training
- D. Personnel Recruitment
  November 2014 – Submission of Request to Fill to Personnel (PCIV)
  February 2015 – Submission of Request to Fill to Personnel (Teacher/Aides)
- E. Website Development
- F. Admissions Training

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
- A. Entrance Age into Pre-Kindergarten Program
- B. Learning Periods for the Pre-Kindergarten Program
- C. Pre-Kindergarten Program Curriculum
- D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
- A. FY2015 Budget – Period of Expenditures
  FY2016 Budget Submission
- B. Personnel
  Recruitment of Pre-Kindergarten Teachers
- C. Curriculum
  Development of Pre-Kindergarten
- D. Facilities
  Development of Request for Proposal (RFP)
- E. Resources
  Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, April 16, 2015

Homework:

1. Meet with Leadership Team to provide input to the SOP.
2. Work on website.
3. Begin collecting Volunteer Prekindergarten Applications – data-based (March 23rd – April 30th)
4. Schedule your "Lottery Day"—Designate a DOE Staff to help with Lottery-April 30th
5. Build a Standard Procedure on the "Lottery" Process.
6. Enjoy your day!!

Early Childhood Education Pilot Prekindergarten School Committee
September 9, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. Prekindergarten Program Countdown
   B. Program Planning – October 15, 2015 (Plan "B")

II. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
   B. Renovation Schedule – Completion Date (December 2015)
   C. Curriculum & Professional Development Training (Fall 2015)
   D. Family Engagement Conference (Fall 2015)
   E. Personnel Recruitment
      1. ECE Program Coordinator
      2. Recruitment of Prekindergarten ECE Teachers & Instructional Aides
         a. PreKindergarten Personnel-Teachers
         b. PreKindergarten Personnel-Instructional Aides
   F. Resources – ETA (November 2015)
   G. Program - SY2015-2016 Calendar of Events

III. Development of Draft Pre-Kindergarten SOP
   A. Approved – September 2015

IV. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
      1. Brigance Assessments
      2. Parent Orientation
      3. Open House
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. September 17 & 18, 2015 – Food, Friends & Mighty Moves Training
   E. Standard Operating Procedures

V. Next Meeting, Thursday, October 8, 2015 at 1:00 p.m.

Early Childhood Education Pilot Prekindergarten School Committee
October 8, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
- A. Prekindergarten Program Countdown
- B. Program Planning – October 15, 2015 (Plan "B")
- C. Busing - Procedures
- D. Lunch Program – October 8th
- E. Orientation

II. Guest Speaker – Theresa Lock, University of Hawaii (postpone)
-Paul Cruz & Denise (Food Service Division)

Notes: Mr. Cruz indicated that the four pilot schools must turn in lunch application forms and the eligibility letter will be given to the parents and they have to submit by the schools.

III. Program Priority - Checklist
- A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
- B. Renovation Schedule – Completion Date (December 2015)
- C. Curriculum & Professional Development Training (Fall 2015)
- D. Family Engagement Conference (Fall 2015)
- E. Personnel Recruitment
  1. ECE Program Coordinator
  2. Recruitment of Prekindergarten ECE Teachers & Instructional Aides
     - a. PreKindergarten Personnel-Teachers
     - b. PreKindergarten Personnel-Instructional Aides
- F. Resources – ETA (November 2015)
- G. Program - SY2015-2016 Calendar of Events

IV. Development of Draft Pre-Kindergarten SOP
- A. Approved – September 2015

V. ECE PreKindergarten Program - Development
- A. Calendar of Events for SY2015-2016
  1. Brigance Assessments - Completed
  2. Parent Orientation – October 9, 2015
  3. Open House – October 22/October 30, 2015
- B. Development of Teacher/Parent Handbook
- C. Units/Lesson Plans
- D. Professional Development
  1. Curriculum Development – October 2nd – October 16th
  2. Professional Development – October 10th – November 14th
  3. Family Engagement Conference – November 21, 2015
- E. Standard Operating Procedures

VI. Next Meeting, Thursday, November 19, 2015 at 1:00 p.m.

Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
November 10, 2016
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. Prekindergarten Program Evaluation Updates
   B. ECE Education Resources – Public Health
   C. NIEER Yearbook – Guam

II. Guest Speaker: Dr. Clare Camacho

III. Program Priority – Pilot Prekindergarten Program
   A. Lesson Plan/Instructional Units – Standardized (Update)
   B. Class Schedule

IV. Development of SY2016-2017 - Pre-Kindergarten Program
   A. Calendar of Events
   B. Curriculum Development – Lesson Plan/Instructional Units
      1. Fall 2016
      2. Spring 2016
   C. Professional Development
   D. Family Engagement Conference 2016
      1. Saturday, November 19, 2016 from 8 am – 3 pm, UOG School of Business
   E. Program Evaluation - pending

V. ECE PreKindergarten Program Mapping - Countdown
   A. Curriculum
      1. Learning Centers
      2. Class Schedule
      3. Learning Environment
      4. Social Interaction
   B. Professional Development
      1. ECE Train the Trainers – November 2016
      2. ECE Training Series – Spring 2017
      3. 2017 Summer PreKindergarten Institute – June 5-9, 2017
   C. Resources

VI. Next Meeting, Thursday, February 9, 2017

Early Childhood Education Pilot Prekindergarten School Committee
November 19, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. Program Planning
   B. Lunch Program Application Forms – Submit to Mr. Paul Cruz

II. Guest Speaker – Theresa Lock, University of Hawaii

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2015)
   B. Renovation Schedule – Completion Date (December 2015)
   C. Curriculum & Professional Development Training (Fall 2015)
   D. Family Engagement Conference (November 21, 2015)
   E. Personnel Responsibilities
      1. Role & Responsibilities of PreK Teachers & Instructional Aides (Program Evaluation)
   F. Resources – Distribution (November 17-19, 2015)
   G. Program - SY2015-2016 Calendar of Events
   H. Progress Report

IV. Pre-Kindergarten SOP
   A. Approved – September 2015

V. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. Curriculum Development – Completed
      2. Professional Development – Completed
      3. Family Engagement Conference – November 21, 2015
   E. Standard Operating Procedures

VI. Next Meeting, Thursday, December 10, 2015

Early Childhood Education Pilot Prekindergarten School Committee
March 10, 2016
1:00 pm – 3:00 pm
Agenda

I. Announcements
   A. Ready to Learn Seminar -

II. Guest Speaker – Dr. Zeni Natividad, Pilot Prekindergarten Program Evaluation

III. Phase I – Prekindergarten Program Countdown

IV. Program Priority - Checklist
   A. Selection of Pilot Four Schools
   B. Renovation Schedule – Completion Date (May 2016)
   C. Resources
      1. Lakeshore - Distribution – Completed
      2. USA Contractors – Distribution – March 2016
   D. Program - SY2015-2016 Calendar of Events
      1. Timeline for new cohort of PreKindergarten Students
   E. Progress Report (Finalize the First Semester Report)
   F. Pilot Prekindergarten Teacher Observations – Week of April 4-8, 2016
      1. April 4th – Finegayan Elementary
      2. April 5th – JQ San Miguel Elementary
      3. April 6th – LBJ & Marcial Sablan Elementary
   G. Post Brigance Assessment – Schedule for week of May 9th

V. Pre-Kindergarten SOP
   A. Review of implementation

VI. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. ECE Ready-to-Learn Seminar (Reschedule for Fall 2016)

VII. Phase I – Prekindergarten Evaluation
   A. Preschool Brigance Assessment
   B. Parent Survey
   C. Progress Report Data
   D. ASQ Data

VIII. Next Meeting, Thursday, April 7, 2016

Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
January 22, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

III. Program Priority - Checklist
- A. Selection of Pilot Four Schools
  Memorandum submitted to Superintendent for the recommended schools
- B. Renovation Schedule
- C. Curriculum Review
  Scope of Work Development for Curriculum Development Training
- D. Personnel Recruitment
  November 2014 – Submission of Request to Fill to Personnel
- E. Website Development

IV. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
- A. Entrance Age into Pre-Kindergarten Program
- B. Learning Periods for the Pre-Kindergarten Program
- C. Pre-Kindergarten Program Curriculum
- D. Pre-Kindergarten Application & Registration Processes – Attachment No. ___

VI. ECE PreKindergarten Program Review Report
- A. FY2015 Budget – Period of Expenditures
  FY2016 Budget Submission
- B. Personnel
  Recruitment of Pre-Kindergarten Teachers
- C. Curriculum
  Development of Pre-Kindergarten
- D. Facilities
  Development of Request for Proposal (RFP)
- E. Resources
  Requisitions for Equipment/Supplies

VII. Next Meeting, tba

ECE Prekindergarten Pilot School Administrators Meeting
January 22, 2015

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Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
February 19, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements
A. Early Childhood Education Summit –May 23, 2015

II. Program Priority - Checklist
A. Selection of Four Pilot Schools
Memorandum submitted to Superintendent for the recommended schools
B. Renovation Schedule – February 2015 (180 Timeline) – Walkthrough completed by Feb.27, 2015
1. Finegayan Room (Room No. 102)
2. JQ San Miguel Room – T-12
3. LBJ Elementary – TK2
4. Marcial Sablan (Room 13)

Note: Everyone will begin at the same time.

C. Curriculum Review/Professional Development
Scope of Work Development for Curriculum Development Training
1. Recommend Kinder Cadre – Curriculum Development
2. Professional Development –one per school (K-3 Teachers)

D. Personnel Recruitment
November 2014 – Submission of Request to Fill to Personnel (PCIV)
February 2015 – Submission of Request to Fill to Personnel (Teacher/Aides)
E. Website Development
1. Working on this—recommend school-based initiate Prekindergarten Program
F. Admissions Training – will be found on Google Docs

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
A. Entrance Age into Pre-Kindergarten Program
B. Learning Periods for the Pre-Kindergarten Program
C. Pre-Kindergarten Program Curriculum
D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
A. FY2015 Budget – Period of Expenditures
FY2016 Budget Submission
B. Personnel
Recruitment of Pre-Kindergarten Teachers
C. Curriculum
Development of Pre-Kindergarten

D. Facilities
Development of Request for Proposal (RFP)
E. Resources
Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, March 19, 2015

Homework:

1. Email C&I on walkthrough completion by Friday, February 27, 2015.
   Completed on Feb. 26th : Marcial Sablan, Finegayan
2. Review the Guidelines for Prekindergarten Program-Deadline April 2015 Meeting
3. Create website for Prekindergarten Program-
4. Review the Boston Early Childhood Education website-pending
5. Prepare questions for Ms. Teresa Lock from PRCC (PREL) - pending
6. Secure dates for Presenting the Prekindergarten Program
   Completed: March 11th – Finegayan – April 2015
   March 12th – Marcial – Completed
   April 2015 – JQ San Miguel – pending
   April 2015 – LBJ - pending
7. Enjoy your day!!!

ECE Planning Committee
1. Create the Public Awareness for the Prekindergarten Program

Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
March 19, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

II. Program Priority - Checklist
- A. Selection of Pilot Four Schools
  Memorandum submitted to Superintendent for the recommended schools
- B. Renovation Schedule – March 2015
- C. Curriculum Review
  Scope of Work Development for Curriculum Development Training
- D. Personnel Recruitment
  November 2014 – Submission of Request to Fill to Personnel (PCIV)
  February 2015 – Submission of Request to Fill to Personnel (Teacher/Aides)
- E. Website Development
- F. Admissions Training

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
- A. Entrance Age into Pre-Kindergarten Program
- B. Learning Periods for the Pre-Kindergarten Program
- C. Pre-Kindergarten Program Curriculum
- D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
- A. FY2015 Budget – Period of Expenditures
  FY2016 Budget Submission
- B. Personnel
  Recruitment of Pre-Kindergarten Teachers
- C. Curriculum
  Development of Pre-Kindergarten
- D. Facilities
  Development of Request for Proposal (RFP)
- E. Resources
  Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, April 16, 2015

Homework:

1. Meet with Leadership Team to provide input to the SOP.
2. Work on website.
3. Begin collecting Volunteer Prekindergarten Applications – data-based (March 23rd – April 30th)
4. Schedule your "Lottery Day"—Designate a DOE Staff to help with Lottery-April 30th
5. Build a Standard Procedure on the "Lottery" Process.
6. Enjoy your day!!

Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
April 16, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements

II. Guest Speaker – Teresa Lock, PRCC, PREL

III. Program Priority - Checklist
A. Renovation Schedule – April 2015
B. Curriculum Review
Scope of Work Development for Curriculum Development Training
C. Personnel Recruitment
April 2015 – Submitted Recommendation of PCIV to Personnel
April 2015 – Follow-up on submission of Request to Fill to Personnel (Teacher/Aides)
D. Admissions Training - Lottery Schedule for week of May 4th
E. Prekindergarten SY2015.2016 Calendar – Approved by GEB (proposed)
1. Proposed Start Date – August 31st
2. Proposed Professional Development Days (two weeks prior to

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
A. Entrance Age into Pre-Kindergarten Program
B. Learning Periods for the Pre-Kindergarten Program
C. Pre-Kindergarten Program Curriculum
D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
A. FY2015 Budget – Period of Expenditures
FY2016 Budget Submission
B. Personnel
Recruitment of Pre-Kindergarten Teachers
C. Curriculum
Development of Pre-Kindergarten
D. Facilities
Development of Request for Proposal (RFP)
E. Resources
Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, May , 2015

ECE Prekindergarten Pilot School Administrators Meeting
April 16, 2015

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Early Childhood Education Program
Prekindergarten Pilot Schools Administrators Meeting
April 30, 2015
10:00 a.m. – 12:00 p.m.
Agenda

I. Announcements
- A. Bill 33-66: Appropriation for GDOE for the Prekindergarten Program
  1. Provisions
- B. Early Childhood – Early Learning Seminar (Saturday, May 23rd from 8:00 a.m. – 12:00 p.m.)

II. Program Priority - Checklist
- A. Renovation Schedule – May 2015
  1. Status – Projection for September 15th
     -RFP for May 15th
     -Contract June 2015
     - Design & Construction (120 days) -July 2015- September 2015
- B. Curriculum Review
  Scope of Work Development for Curriculum Development Training
- C. Personnel Recruitment
  April 2015 – Submitted Recommendation of PCIV to Personnel
  April 2015 – Follow-up on submission of Request to Fill to Personnel (Teacher/Aides)
- D. Admissions Training - Lottery Schedule for week of May 11th
- E. Prekindergarten SY2015.2016 Calendar – Approved by GEB (proposed)
  1. Proposed Start Date – tba
  2. Proposed Professional Development Days (two weeks prior to start date)

III. Development of Draft Pre-Kindergarten Standard Operating Procedures (SOP)
- A. Entrance Age into Pre-Kindergarten Program
- B. Learning Periods for the Pre-Kindergarten Program
- C. Pre-Kindergarten Program Curriculum
- D. Pre-Kindergarten Application & Registration Processes

IV. ECE PreKindergarten Program Review Report
- A. FY2015 Budget – Period of Expenditures
  FY2016 Budget Submission
- B. Personnel
  Recruitment of Pre-Kindergarten Teachers
- C. Curriculum
  Development of Pre-Kindergarten
- D. Facilities
  Development of Request for Proposal (RFP)
- E. Resources
  Requisitions for Equipment/Supplies

V. Next Meeting, Thursday, May 21 , 2015

ECE Prekindergarten Pilot School Administrators Meeting
April 30, 2015

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Early Childhood Education Pilot Prekindergarten School Committee
December 10, 2015
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
   A. USA Contractors – Arrival and Dissemination of Equipment
   B. Food, Friends & Mighty Moves Program
   C. SY2016-2017 Program Timeline
   D. ECE Seminar – February 17-19, 2016

II. Guest Speaker – Theresa Lock, University of Hawaii

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2016)
   B. Renovation Schedule – Completion Date (January 2016)
   C. Curriculum & Professional Development Training (Completed)
   D. Family Engagement Conference (Completed)
   E. Personnel Responsibilities
      1. Role & Responsibilities of PreK Teachers & Instructional Aides (Program Evaluation)
   F. Resources
      1. Lakeshore - Distribution – Completed
      2. USA Contractors – Distribution – December 11, 2015
   G. Program - SY2015-2016 Calendar of Events
      1. Timeline for new cohort of PreKindergarten Students
   H. Progress Report

IV. Pre-Kindergarten SOP
   A. Approved – September 2015

V. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. Curriculum Development – Completed
      2. Professional Development – Completed
      3. Family Engagement Conference – November 21, 2015
   E. Standard Operating Procedures

VI. Next Meeting, Thursday, January 14, 2016

Pilot Prekindergarten Schools Committee Meeting
December 10, 2015

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Early Childhood Education Pilot Prekindergarten School Committee
January 12, 2016
2:45 p.m. – 4:45 p.m.
Agenda

I. Announcements
   A. USA Contractors – Arrival and Dissemination of Equipment
   B. Food, Friends & Mighty Moves Program
   C. SY2016-2017 Program Timeline
   D. Prekindergarten Program – Special Education Training – February 8th
   D. ECE Seminar – February 17-19, 2016

II. Phase I – Prekindergarten Program Countdown

III. Program Priority - Checklist
   A. Selection of Pilot Four Schools (Board Approved January 27, 2016)
   B. Renovation Schedule – Completion Date (January 2016)
   C. Resources
      1. Lakeshore - Distribution – Completed
      2. USA Contractors – Distribution – December 11, 2015
   D. Program - SY2015-2016 Calendar of Events
      1. Timeline for new cohort of PreKindergarten Students
   E. Progress Report (Finalize the First Semester Report)

IV. Pre-Kindergarten SOP
   A. Review of implementation

V. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. ECE Ready-to-Learn Seminar (February 17-19, 2016) - Attachment

VI. Phase I – Prekindergarten Evaluation
   A. Preschool Brigance Assessment
   B. Parent Survey
   C. Progress Report Data
   D. ASQ Data

VI. Next Meeting, Monday, February 8, 2016

Pilot Prekindergarten Schools Committee Meeting
January 12, 2016

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Early Childhood Education Planning Committee
January 14, 2016
9:00 a.m. – 11:00 a.m.
Agenda

I. Announcements

II. Guest Speaker: Ms. Terry Lock, REL (Early Childhood Seminar-February 17, 18, & 19, 2016)
- A. Wednesday, February 17th – District Staff
- B. Thursday, February 18th – PreKindergarten – Kindergarten Teachers
- C. Friday, February 19th – First Grade – Third Grade Teachers

III. Program Priority - Checklist
- A. Status on the Selection of the Phase II: Pilot Four Schools (January 2016)
- B. Renovation Schedule – Completion Date (January 30, 2016)
- C. Curriculum & Professional Development Training (Completed)
- D. Family Engagement Conference (Completed)
- E. Personnel Recruitment
  1. ECE Program Coordinator (pending)
  2. Prekindergarten ECE Teachers & Instructional Aides (Roles & Responsibilities)
- F. Resources – Distribution
  1. Lakeshore – Completed (pending validating of receipt of equipment)
  2. USA Contractors (pending)
- G. Program - SY2015-2016 Calendar of Events

IV. Prekindergarten Program
- A. Student Assessment
  1. Progress Report (Fall/Spring)
  2. Brigance Assessment
  3. ASQ – Family Survey

V. ECE Planning for the Additional Four PreKindergarten Program SubCommittees
- A. Additional Four Pilot Schools (pending)
- B. Finance-FY2017 Budget Submission
- C. Personnel
- D. Curriculum
- E. Infrastructure
- F. Resources

V. Next Meeting, February 11, 2016 at 1 pm

ECE Pilot Schools Committee Meeting
January 14, 2016

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Early Childhood Education Pilot Prekindergarten School Committee
January 14, 2016
1:00 p.m. – 3:00 p.m.
Agenda

I. Announcements
- A. USA Contractors – Arrival and Dissemination of Equipment
- B. Food, Friends & Mighty Moves Program
- C. SY2016-2017 Program Timeline
- D. ECE Seminar – February 17-19, 2016

II. Program Priority - Checklist
- A. Selection of Pilot Four Schools (Board Approved January 27, 2016)
- B. Renovation Schedule – Completion Date (January 2016)
- C. Curriculum & Professional Development Training (Completed)
- D. Family Engagement Conference (Completed)
- E. Personnel Responsibilities
    1. Role & Responsibilities of PreK Teachers & Instructional Aides (Program Evaluation)
- F. Resources
    1. Lakeshore - Distribution – Completed
    2. USA Contractors – Distribution – December 11, 2015
- G. Program - SY2015-2016 Calendar of Events
    1. Timeline for new cohort of PreKindergarten Students
- H. Progress Report

V. ECE PreKindergarten Program - Development
- A. Calendar of Events for SY2015-2016
- B. Development of Teacher/Parent Handbook
- C. Units/Lesson Plans
- D. Professional Development
    1. Curriculum Development – Completed
    2. Professional Development – Completed
    3. Family Engagement Conference – Completed
- E. Standard Operating Procedures

VI. Prekindergarten Program
- A. Student Assessment
    1. Progress Report (Fall/Spring)
    2. Brigance Assessment
    3. ASQ – Family Survey

VII. Next Meeting, Thursday, February 11, 2016

Pilot Prekindergarten Schools Committee Meeting
January 14, 2016

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Early Childhood Education Pilot Prekindergarten School Committee
March 10, 2016
1:00 pm – 3:00 pm
Agenda

I. Announcements
   A. Ready to Learn Seminar -

II. Guest Speaker – Dr. Zeni Natividad, Pilot Prekindergarten Program Evaluation

III. Phase I – Prekindergarten Program Countdown

IV. Program Priority - Checklist
   A. Selection of Pilot Four Schools
   B. Renovation Schedule – Completion Date (May 2016)
   C. Resources
      1. Lakeshore - Distribution – Completed
      2. USA Contractors – Distribution – March 2016
   D. Program - SY2015-2016 Calendar of Events
      1. Timeline for new cohort of PreKindergarten Students
   E. Progress Report (Finalize the First Semester Report)
   F. Pilot Prekindergarten Teacher Observations – Week of April 4-8, 2016
      1. April 4th – Finegayan Elementary
      2. April 5th – JQ San Miguel Elementary
      3. April 6th – LBJ & Marcial Sablan Elementary
   G. Post Brigance Assessment – Schedule for week of May 9th

V. Pre-Kindergarten SOP
   A. Review of implementation

VI. ECE PreKindergarten Program - Development
   A. Calendar of Events for SY2015-2016
   B. Development of Teacher/Parent Handbook
   C. Units/Lesson Plans
   D. Professional Development
      1. ECE Ready-to-Learn Seminar (Reschedule for Fall 2016)

VII. Phase I – Prekindergarten Evaluation
   A. Preschool Brigance Assessment
   B. Parent Survey
   C. Progress Report Data
   D. ASQ Data

VIII. Next Meeting, Thursday, April 7, 2016

Pilot Prekindergarten Schools Committee Meeting
March 10, 2016

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20.			

Reach out to and Support from Parents and Legal Guardians

Reach out to and Support from Parents and Legal Guardians	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Gauge the degree to which families and other supports are active partners in the child's learning.	**Degree of support as indicated in the documents and surveys** → x) Prekindergarten Program Parent Orientation was held on Friday, October 9, 2015 at the four pilot schools. Survey indicated no major concerns voiced by parents; community indicated full support of Pre-K y) Contract with the University of Guam to facilitate the Family Engagement Conference held on Saturday, November 28, 2015 at the UOG School of Business and Public Administration Multipurpose Room z) Various Family Engagement Activities	More than Adequate

Pilot Pre-K ORIENTATION SIGN IN Oct.9, 2015
Ms. Nikka Olalia (TK-3)

Student	Parent Signature
1. Knox [redacted]	
2. Amanda [redacted]	Child was present
3. Kamila [redacted]	
4. Astrid [redacted]	
5. Isabella [redacted]	
6. Kayla [redacted]	
7. Neo [redacted]	
8. Solemn [redacted]	
9. Mya [redacted]	
10. Kira-ani [redacted]	
11. Yukina [redacted]	
12. GinnRayson [redacted]	
13. Kameryn [redacted]	
14. Joaquin [redacted]	
15. Jia [redacted]	
16. Latoya [redacted]	
17. Ariah [redacted]	
18. Amaiya [redacted]	

FINEGAYAN ELEMENTARY - PRE-KINDERGARTEN LISTING FOR SY 2015-2016							PARENT ORIENTATION
	STUDENT NAME	SEX	DOB	HOME ADDRESS	PARENT	PHONE #	PARENT SIGN IN
1	[redacted]	F	[redacted]	1421D CH. FISINOS, RAMENTA	ROSE / PETER ATALIG	C: 483-1549 C: 486-9197	
2	[redacted]	F	[redacted]	153 CH. SAN JUAN , STA. ANA	JANE / PATRICK BALUYUT	H: 988-5106 C: 929-5787	
3	[redacted]	M	[redacted]	136 CH. AGATELANG, MACHANAO	JINKY / DEXTER CARLOS	H: 969-3056 C: 988-3056	
4	[redacted]	F	[redacted]	*204 CALLE J L BLAS ST., KAISER	BARBARA / TOMMY CRUZ	H: 632-8903 C: 488-1224	
5	[redacted]	F	[redacted]	236 FLORES PARA ESO, NCS	BEVERLY-CHRIS FLICKINGER	H: 633-7981 C: 487-7981	
6	[redacted]	M	[redacted]	121A CH. BONGBONG, MACHANAO	MARBETH / MARIO MANIPOL	H: 632-5105 C: 788-2164	
7	[redacted]	M	[redacted]	237 GARDENIA ST. MACHANAONAO	WENDY / CLINT MEDINA	H: 637-0728 C: 483-3636	
8	[redacted]	M	[redacted]	111 NANKA CT., FERN TERRACE	JAIME/MAGDALENA MARTEJA	H: 632-8530 C:898-1958	
9	[redacted]	F	[redacted]	145 CH. AGATELANG, MACHANANO	AVIE / MAURICE NALICAT	H: 632-9245 C: 486-2652	
10	[redacted]	M	[redacted]	146 MEPA STREET, NCS	JOAN / JOHN ORDANEZ	C: 689-7778 C: 972-0196	
11	[redacted]	M	[redacted]	*234 CH. PAKAO, ASTUMBO	KIMBERLY-KENNETH ORDILLAS	489-1226 H: 632-0086 C: 486-2605	
12	[redacted]	M	[redacted]	*161 TRANKILO CT., LIGUAN TERRACE	JENNIE-ANTHONY PANGANIBAN	H: 989-7987 C: 988-4454	
13	[redacted]	M	[redacted]	105 CH. DISIPULU, STA. ANA	INA / BENAFEL PAYUMO	H: 989-0639 C: 971-8117	
14	[redacted]	M	[redacted]	105 CH. DISIPULU, STA. ANA	INA / BENAFEL PAYUMO	H: 989-0639 C: 971-8117	
15	[redacted]	F	[redacted]	114 CH. PUGUA MATCHENA	ASHLEY QUIDACHAY	H: 989-5913 C: 777-2876	
16	[redacted]	M	[redacted]	*228 CH. AHGAO, ASTUMBO	TERESITA SALAS	H: 989-1935 C: 998-9382	
17	[redacted]	M	[redacted]	117 HIKAMAS LANE, FERN TERRACE	THERESE / STEVE SANTOS	H: 9889-9331 C:685-9331	
18	[redacted]	F	[redacted]	134 CH. OTTOT, ASTUMBO	ROSE / GARY VERDON	H: 969-3001 C: 929-3642	Rose Ann Verdon
19							

Purpose/Outcomes of the 2016 Family Partnership Conference

The Conference is being held to engage families of young children in health and nutrition to promote the development of healthy habits for life. Young children, 2-5 years, grow and develop in ways that affect behavior in all areas, including eating. This conference is to help parents understand children's developmental and behavioral milestones and provide them information and skills to make age-appropriate food and physical activity selections. Healthy habits developed at this life-cycle stage will promote optimal growth, development, and academic performance.

Acknowledgements

Joseph L.M. Sanchez, Superintendent of Education, Acting
Sylvia T. Calvo, Deputy Superintendent, C&II, Acting
Dr. Rachael Leon Guerrero, UOG-WPTRC

Committee Members

Early Childhood Educators

Remylynn Yamanaka
Dr. Tanisha Aflague
Pia Cruz, Marcial Sablan Elementary
Nikka Olalia, LBJ Elementary
Rayanna Pabroa, JQ San Miguel Elementary
Tina William, Finegayan Elementary
Eloise Sanchez, SPC, DOE
Western Pacific Tropical Research Center (WPTRC), UOG
Extension & Outreach, UOG

Exhibitors:

EFNEP & WIC
Tupperware
Discovery Toys
Chamorro Studies Program, GDOE
GATE Program, GDOE
Parent Family Community Outreach Program, GDOE
Office of Homeland Security

Funded by UOG-WPTRC (Hatch) and supported by SNAP-Ed & EFNEP

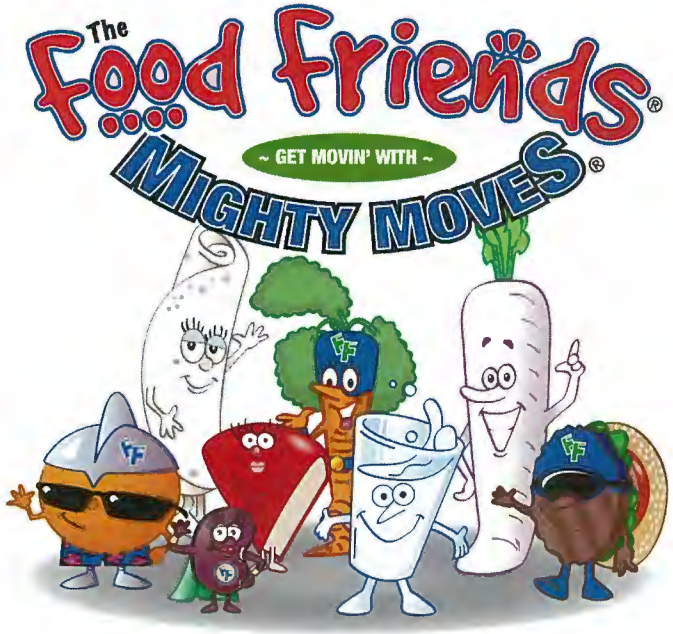
College of Natural & Applied Sciences
University of Guam | Unibetsedåt Guåhan

GUAM SNAP-Ed

EFNEP

USDA

2016 Family Engagement Conference



University of Guam's (SBPA Building)
Saturday, November 19, 2016
8:00 AM - 3:00 PM

Engaging Families of Young Children in Health & Nutrition

Vision Statement:
"Every Student: Responsible, Respectful, and Ready for Life"

Doc. No. 34GL-17-0777.

(18)

Family Engagement Conference
SBPA Multi-Purpose Room
Saturday, November 19, 2016

	Full Name	Signatures	E-mail	Contact	
R	Frances Meno		fsmeno@gdoe.net	488-0790	1
G.	Connie G. Santiago		cgsantiago@gdoe.net	686-3453	2
R.	JAP MABINI		malinijana@gmail	929-4849	3
G.	ARLITA MABINI		agmalimi@gdoe.net	687-4045	4
R.	Juan K. Martin		jkmartin@gdoe.net	787-5587	5
G.	Lucille Palomo		lcpalomo@gdoe.net	472-3120	6
R.	Gabrielle Taves	Gabrielle Taves	gabby9142@yahoo.com	487-7465	7
G.	Holiday Fulmer		holiday@frontiersupply.com	898-4966	8
R.	GEORGE FULMER			969-2563	9
G.	Kae'Ana Camacho		kaeanacamacho@gmail.com	686 2242	10
	EZRA, SELIANN		seliann_ezra@hotmail.com	747-5763	11
	RODEL SOBERANO		rodelsoberano2012@yahoo.com	483-8584	12
	SHAREKA SOBERANO		ssoberano@triton.uog.edu	788-4752	13
	James Aiver			747-5603	14
	Merina Inek				15
	Alyssa Dela Cruz		ddacruzalyssa24@gmail	688-7206	16
	Fred Dela Cruz		fdelacruz_420@yahoo	"	17

Family Engagement Conference
SBPA Multi-Purpose Room
Saturday, November 19, 2016

	Full Name	Signatures	E-mail	Contact	
18	Tommy Lokejak		tommy.lokejak@gmail.com	687-8638	
19	Airi Lokejak		airi.sakamaki@gmail.com	687-8638	
20	Ana Pineda			632-5447	
21	Jessica Albania			747-5285	
22	Jamie Terlaje		jamie.terlaje@pdoc	6856332	
23	Camilo Lorenzo		clorenzo@matson.com	483-1946	
24	Bonnie Tenmo			929-5585	
25	OLIVER de Leon		oliverdeleon_22@yahoo.com	489-9687	
26	Cicra Tamayo		cicracanovas@gmail.com	687-9826	
27	Laurence Lavarias		lclavarias@gdoe.net	989-8350	
28	Janice Cambe		jancambe@yahoo.com	929-8204	
29	Jacquelin Soriano		jcglngscn@yahoo.com	645-3406 (WP)	
30	Renee Paguinigan		rpaguinigan@hotmail.com	9770597	
31	Amanda G.S. Wesley		agsanchez@gmail.com	3004317/7774625	
32	Jennylynn Daran		jennylynndaran@gmail.com	688-0726	
33	Ricardo Daran		RICKDAN25@GMAIL.COM	688-0726	
34	Keor Tosinebu				

Early Childhood Education Program

What is the Early Childhood Education Program?
The Guam Department of Education's Early Childhood Education (ECE) encompasses all programs and services for children from kindergarten through grade three. The Early Childhood Education programs include addressing students that are second language learners; teaching to the K-3 Content Standards & Performance Indicators and the Language Arts/ English & Math Common Core State Standards; and assessing students at their developmental level.

The Goal of the ECE Family Engagement Conference for families of young children will be facilitated to address at least three of the National Parent Teacher Association Standards: Parenting, Communication and Student Learning. Additionally, sessions in the area of Readiness Skills, Family Involvement, Teaching in a Multicultural Classroom, Appropriate Assessment for Early Childhood Education, and Developmentally Appropriate Instructional Practices.

Program

8:00 am. **Registration**

8:30 a.m. **General Assembly**
Welcoming Remarks by Joseph L.M. Sanchez, Superintendent of Education, Acting

8:45 a.m. **Perspective on Learning**
"Health & Nutrition" by Dr. Tanisha Aflague

9:00 a.m. **Session 2: Nutrition**

A. Healthy Snacking by Catherine San Nicolas, MPH, RDN

B. MyPlate: Healthy Choices Everyday by WIC educators

C. Measuring Up with Sugar! by Nancy Robert and Terika Fegurgur, SNAP-Ed educators

10:10 a.m. **Break**

10:30 a.m. **Session 1: Physical Activity**

A. Mighty Moves by GDOE PreKindergarten Teachers

B. Sports, Play, & Active Recreation for Kids (SPARK) by David Camacho, SNAP-Ed educator

11:45 p.m. **Lunch provided**

12:30 p.m. **Prep, Cook, & Taste: How to cook with and for little ones?**
by EFNEP/SNAP-Ed

2:00 p.m. **Exhibitors**

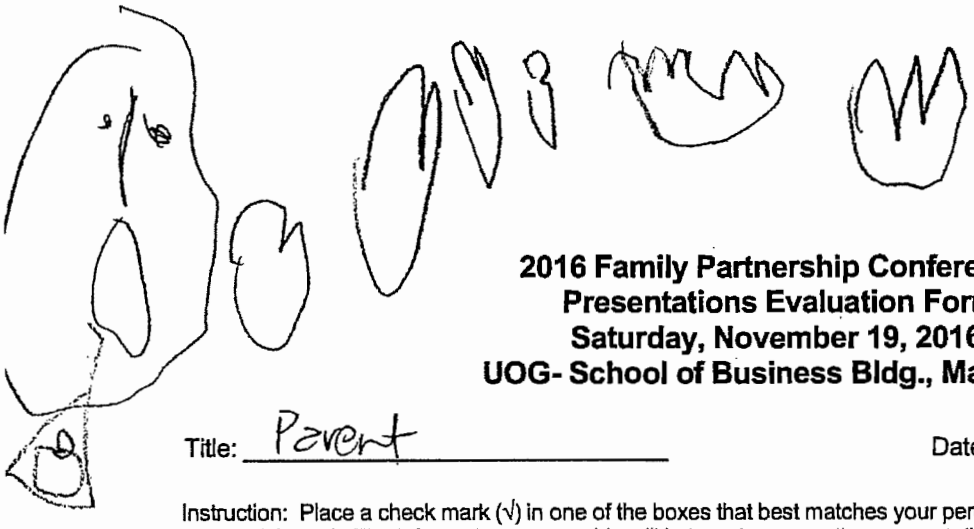
3:00 p.m. **Closing Remarks/Evaluation**

Doc. No. 34GL-17-0777.

Family Engagement Conference
SBPA Multi-Purpose Room
Saturday, November 19, 2016

Full Name	Signatures	E-mail	Contact	
Pete Decipula			489-8061	35
Debbie Decipula			487-0421	36
Jaqui RA Salas → Jaqui RA Salas			486-8977	37
Raul Salas			486-2132	38
Monica Afaliq			747.1970	39
MICHELLE ARMENTA			788-5532	40
Edna Jana Martin			689 1399	41
Cora Verlaje			777-2679	42
Jayr-Ian Blas			489-5284	43
Barbara Cayanan			646-5046	44
Vanessa Leon Guerrero			646-5046	45
Pia T Cruz		piatcruz@gmail.com	565553	46
Joyce Escalante			637 7883	47
Rodolfo Salbino			686-0221	48

Doc. No. 34GL-17-0777.



2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11/19/2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?			✓		
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?				✓	✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				✓	✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?				✓	

10. The most valuable aspects of the 2016 Family Partnership Conference include:

The entire concept is awesome! Allowing the entire family to participate and providing daycare was great. Incorporating this into the curriculum is perfect.

11. Please provide additional comments and suggestions:

I would've advised parents to dress for the physical activities -- parents & kids alike.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Mother Date: Nov. 19. 2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?			✓		
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?				✓	
3	How appropriate were the materials used in the presentations?			✓		
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?			✓		
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?				✓	
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?			✓		
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?			✓		
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				✓	
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?			✓		

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Father Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?				✓	
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?				✓	
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Father Date: 11-19-16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?				✓	
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?			✓		
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?				✓	
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?				✓	
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?				✓	
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				✓	
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?				✓	

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: _____ Date: 11/19/2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?				✓	
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?				✓	
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?				✓	
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?				✓	
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?				✓	
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				✓	
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?				✓	

10. The most valuable aspects of the 2016 Family Partnership Conference include: activities for the family

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: November 19, 2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?				✓	
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?				✓	
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?				✓	
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?				✓	
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?				✓	
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				✓	
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?			✓		

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11/19/2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?				√	
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?				√	
3	How appropriate were the materials used in the presentations?				√	
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?				√	
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?				√	
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?				√	
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?				√	
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?				√	

10. The most valuable aspects of the 2016 Family Partnership Conference include:

Health and Nutrition facts

11. Please provide additional comments and suggestions.

Location is far

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: _____ Date: 11/19/2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?			✓		

10. The most valuable aspects of the 2016 Family Partnership Conference include:
Know & learn the importance of healthy foods for our kids so that they will also appreciate it when they grow old.

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: PARENT Date: NOV. 19, 2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					√
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					√
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					√
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					√
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					√
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?				√	

10. The most valuable aspects of the 2016 Family Partnership Conference include:

PARENTS & KIDS WORKING TOGETHER FOR HEALTHY LIVING.

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: _____ Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					√
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					√
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					√
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					√
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					√
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					√

10. The most valuable aspects of the 2016 Family Partnership Conference include:
Dr. Aflague's presentation really helped as well as the presentation about the added sugars. However, I was only able to stay until the 10:30 session.

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: FAMILY PARTNERSHIP CONFERENCE Date: NOV. 19, 2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

PERSPECTIVE ON LEARNING "HEALTH AND NUTRITION", PHYSICAL ACTIVITY, BEHAVIORAL MILESTONES, MY PLATE DAILY CHECKLISTS, 5 SNACK LIST. HOW TO MEASURE SUGAR LEVEL, INFORMATIONS FROM DIFFERENT VENDORS (PBS, WIC, ETC...)

11. Please provide additional comments and suggestions.

- GREAT PRESENTATIONS/CONFERENCE!
- SO MUCH INFORNATION TO LEARN!
- SO MUCH FUN FOR CHILDREN/PARENTS.
- SO MUCH HEALTHY FOODS AND PRIZES

GREAT JOB TO ALL PRESENTORS AND VOLUNTEERS :D :D :D

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: 2016 FAMILY PARTNERSHIP CONFERENCE Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:
- HEATH & NUTRITION, PHYSICAL ACTIVITY

11. Please provide additional comments and suggestions.
- THIS CONFERENCE IS VERY USEFUL AND FUN NOT JUST FOR CHILDREN, BUT FOR THE PARENTS AS WELL.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: 2016 FAMILY PARTNERSHIP CONFERENCE Date: 11/18/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Family Engagement Conference Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:
Hand ons Activities.

11. Please provide additional comments and suggestions.
Good Presentations.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parents Date: NOV-18-16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

It really helping me Cause I know new things on How do I help with my KIDS

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11-18-16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: GRANDPARENT Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					√
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					√
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					√
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					√
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					√
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					√

10. The most valuable aspects of the 2016 Family Partnership Conference include:
FOOD PREPARATION ; LEARNING THAT THE CHILD DOES NOT NEED TO EAT EVERYTHING ON HIS PLATE.

11. Please provide additional comments and suggestions. I REALLY ENJOYED THE CONFERENCE

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

Portion control, Knowing that your kids will know when they are full, preparing healthy food & snacks.

11. Please provide additional comments and suggestions.

Had a great time and learned a lot about nutrition for my kid.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11.19.16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: PARENT Date: 11-19-16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

Activities for family, Teaching how to make brown rice fried ri
prizes; Food tasting, Different organizations. Teaching Children
how to prepare food. How to prevent Deceases.

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Mother Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: _____ Date: 11.19.16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

NOW I KNOW HOW TO MEASURE THE SUGARS ON MY CHILDREN'S DRINKS. ÷ 4 +.4 11/2

11. Please provide additional comments and suggestions.

THE PRESENTERS WERE VERY ENTERTAINING. ~~AWESOME~~ ESPECIALLY MRS. AFFINIDO. (DR.T)

Doc. No. 34GL-17-0777.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: 2016 Family Engagement Conference Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

Informative, The Food Friends Mighty Moves. Engaging Families of Young children in Health & Nutrition

11. Please provide additional comments and suggestions.

Thank you !!! Awesome...

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: Nov. 19, 2016

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: C. Tamayo Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:
All the healthy improvements we can make with our children & ourselves.

11. Please provide additional comments and suggestions.
Require active wear (on flyer) ☺

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: 2016 Family Engagement Conference Date: 11-19-16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					√
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					√
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					√
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					√
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					√
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					√

10. The most valuable aspects of the 2016 Family Partnership Conference include:

11. Please provide additional comments and suggestions.

2016 Family Partnership Conference
Presentations Evaluation Form
Saturday, November 19, 2016
UOG- School of Business Bldg., Mangilao

Title: Parent Date: 11/19/16

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2016 Family Partnership Conference presentations meet the needs of families?					✓
2	How relevant were the Guam Family Partnership Conference topics in the area of Health and Nutrition?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of Health and Nutrition for young children?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing good nutrition and age-appropriate foods?					✓
6	To what extent do you feel capable of using this knowledge to improve your understanding of the importance of providing age-appropriate physical and developmental activities?					✓
7	Overall, how would you rate the 2016 Family Partnership Conference Presentations?					✓
8	Overall, how would you rate the value of this 2016 Family Partnership Conference experience?					✓
9	How would you rate the facilities and location of the 2016 Family Partnership Conference?					✓

10. The most valuable aspects of the 2016 Family Partnership Conference include:

Learning healthier habits and having hands on with the kids.

11. Please provide additional comments and suggestions.

Thank-You!! It's fun.

1st – 06/18/15
2nd – 08/06/15
3rd – 08/20/15

RECEIVED
AUG 21 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015 (REQ #20150361)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review: 8/21/15 Approved:_____

END USER: ERSea Funding Source:_____

Term/Renewals at Section: Section II, page 2 [✓] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [✓] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [✓] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS: [signature]

[✓] Approved [ ] Disapproved Date: 8/21/15

Comments: FPD not included as Signatory Staff

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY: [signature]

[✓] Approved [ ] Disapproved Date: 08/26/2015

Comments: TPFA APPROVAL.

DEPUTY, FINANCE & ADMIN SERVICES: [signature]

[✓] Approved [ ] Disapproved Date: 8/26/15

Comments:_____

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 10, Section XXI. Liability removed.

1st – 06/18/15
2nd – 08/06/15

AUG 12 2015

DOE FINANCIAL CONTROLS

RECEIVED
AUG 07 2015
DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

INTERNAL CONTRACT REVIEW & APPROVAL PRIOR TO VENDOR SIGNATURE

CONTRACT TITLE: **AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015 (REQ #20150361)**

[XX] Initial Contract [ ] Amendment [ ] Renewal

[ ] Extension of Time [ ] Other:_____

SUPPLY MANAGEMENT ADMINISTRATOR:

Date issued for review:_____ Approved:_____

END USER:_____ Funding Source:_____

Term/Renewals at Section: Section II, page 2 [ ] Approved [ ] Disapproved/Comments:

Specs/Scope of Work Section: Section I.A., page 1 [ ] Approved [ ] Disapproved/Comments:

Compensation Amount: Section III.A., page 2 [ ] Approved [ ] Disapproved/Comments:

IF GRANT FUNDED, ROUTE TO FEDERAL PROGRAMS FOR REVIEW:

FEDERAL PROGRAMS: [signature] AUG 11 2015

[X] Approved [ ] Disapproved Date:

Comments: FP not included as signatory on cert

IF USDOE FUNDED, ROUTE TO THIRD PARTY FIDUCIARY AGENT FOR REVIEW:

THIRD PARTY FIDUCIARY: [signature]

[X] Approved [ ] Disapproved Date: 8/11/15

Comments: FY14 C6 funds - Contract end date can be Dec 2016

DEPUTY, FINANCE & ADMIN SERVICES: [signature]

[X] Approved [ ] Disapproved Date: 8/17/15

Comments: Sent via email

NOTE: IF CONTRACT IS CHANGED, IT WILL BE ROUTED AGAIN FOR INTERNAL REVIEW AND APPROVAL.
Revised: 01/22/15

Page 2, Paragraph II.A., "September 30, 2016" changed to "December 20, 2015".

15-0562

Contract Version – August 28, 2015

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015

THIS AGREEMENT is entered into by and between the **GUAM DEPARTMENT OF EDUCATION** ("GDOE"), an agency of the government of Guam, whose address is 500 Mariner Avenue, Barrigada, Guam 96913 and the **UNIVERSITY OF GUAM ("UOG" or "Contractor")**, whose address is **UOG Station, Mangilao, Guam 96923** (collectively referred to as "Parties").

WHEREAS, the U.S. Department of Education ("USDOE") approved the GDOE FY'14 Title V Part A Consolidated Grant for the Ready to Learn Program.

WHEREAS, the grant authorizes GDOE to obtain consulting services for the consulting services to facilitate the Early Childhood Education Family Conference 2015, **Exhibit 1**, Program Narratives and Budget Narratives.

WHEREAS, GDOE's Grant applications were approved by the U.S. Department of Education, as evidenced by the Grant Award Notification attached herewith as **Exhibit 2**.

WHEREAS, because GDOE and UOG are both agencies of the Government of Guam pursuant to the May 22, 2007 Memorandum from the Guam Office of the Attorney General (a copy of which is included herein as **Exhibit 3**) the acquisition of professional services from UOG is not subject to the procurement process described within the Guam Procurement Law at 5 GCA Chapter 5.

WHEREAS, GDOE and UOG have determined that Contractor is available to perform the services described in the Grant as evidenced by Contractor's proposal attached herewith as **Exhibit 4**.

WHEREAS, by submitting its Proposal, UOG warrants and represents that it possesses the necessary knowledge, resources and experience to perform the work and services herein described professionally, skillfully and diligently.

WHEREAS, GDOE desires to retain UOG for specific services on the terms and conditions set forth in this Agreement and UOG has agreed to accept such terms and conditions.

WITNESSETH, in consideration of the mutual covenants hereinafter set forth, the Parties agree as follows:

I. Statement of Services to be Performed.

A. Scope of Work. The Contractor shall provide the services described in its proposal attached herewith as **Exhibit 4**. GDOE and Contractor, by written agreement, may reschedule expected performance dates for services described in Contractor's proposal.

ATTORNEY
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11:52

Contractor shall provide status reports on the services performed as required under this Agreement or more frequently as requested by GDOE.

B. Contractor Provisions of Resources. Contractor agrees to furnish all qualified personnel, facilities, tools, equipment, materials and transportation to perform the services and work provided for in this Agreement. Contractor represents that it and its employees possess the professional and technical expertise necessary to perform the services called for in this Agreement in a competent, professional manner, in line with the services of a typical Contractor engaged in the same and similar field as Contractor herein. GDOE may, in its sole discretion and based upon availability, provide staff assistance to Contractor in furtherance of this Agreement. The Contractor shall insure that its employees engaged in work hereunder are informed of all relevant provisions of this Agreement.

C. Other Work. GDOE acknowledges and agrees that Contractor may provide services to other clients, persons or companies apart from the services performed in this Agreement, as long as the performance of such other services does not in any way conflict with or hinder the performance of services herein. In the event GDOE discovers or determines that the Contractor is providing services to a third party which conflicts with or hinders the performance of services under this Agreement, Contractor must immediately cease performing those third party services upon being provided written notice by GDOE and GDOE may invoke any further available remedies under the terms of this Agreement.

D. Location of Services. Contractor may perform the services under this Agreement at any suitable location as approved by GDOE.

II. Term of Agreement.

A. This Agreement shall be effective upon its full execution by all necessary parties until **December 20, 2015**.

B. This Agreement will be cancelled if funds are not appropriated or otherwise made available to support continuation after this fiscal year. GDOE shall provide timely notice if funds are not available for continuation of contract beyond the fiscal year. In the event of cancellation due to unavailability of funds, Contractor will be reimbursed unamortized, reasonably incurred, non-recurring costs.

III. Compensation.

A. Compensation. Compensation for Services: Contractor shall receive compensation from the GDOE for the Services described in **Exhibit 4** to this Agreement and in an amount not to exceed **Nine Thousand Eight Hundred Seventeen Dollars ($9,817.00)**. Payment shall be made upon the completion of each activity described in **Exhibit 4** and approval by GDOE of each invoice submitted by Contractor.

B. Expenses. Contractor shall be solely responsible for all expenses incurred in the performance of services under this Agreement unless otherwise expressly provided for herein.

C. No Compensation Prior to Approval of Agreement. GDOE shall not be liable to Contractor for any services performed by Contractor prior to full execution of this Agreement by all parties, and Contractor expressly waives any and all claims for services performed in expectation of this Agreement prior to its full execution.

D. Final Payment. Final payment shall be made upon satisfactory performance of all services required to be performed by Contractor under this Agreement. An invoice for the final payment shall be provided to GDOE within thirty (30) days of the conclusion of all services being provided. Prior to the final payment due Contractor, and as a condition precedent thereto, Contractor shall execute and deliver to GDOE a release in form approved by GDOE of claims against GDOE arising under this Agreement. Contractor expressly waives the provision of Section 82602 of Title 18, Guam Code Annotated, which states:

> *A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor.*

E. Payment. All rates and prices and payments to the Contractor shall be in the currency of the United States.

IV. Early Termination.

A. By GDOE. GDOE reserves the right to cancel or terminate this Agreement prior to its completion for reasons including, but not limited to, the following:

(i) Termination without Cause: GDOE may terminate this Agreement, without cause, upon the delivery of written notice to the Contractor at least thirty (30) days prior to the intended date of termination;

(ii) Termination in the Best Interest of the Government of Guam: GDOE may terminate this Agreement based upon a determination that such termination is in the best interests of the Government of Guam by delivering a written notice of such termination to the Contractor and the effective date of such termination. Circumstances for termination under this clause include but are not limited to Contractor's successful completion of services under this Agreement to the satisfaction of GDOE.

(iii) Termination for Cause/Default: If the Contractor refuses or fails to perform any of the provisions of this Agreement with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the Agreement provisions, or commits any other substantial breach of this contract, the GDOE procurement officer may notify the Contractor in writing of the delay or non-performance and if

not cured in ten days or any longer time specified in writing by the procurement officer, such officer may terminate upon 60 days' written notice the Contractor's right to proceed with the Agreement or such part of the Agreement as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part the procurement officer may procure similar supplies or services in a manner and upon terms deemed appropriate by the procurement officer. The Contractor shall continue performance of the Agreement to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

(iv) Termination for Convenience. The GDOE procurement officer may, when the interests of GDOE so require, terminate this Agreement in whole or in part, for the convenience of GDOE. The procurement officer shall give written notice of the termination to the Contractor specifying the part of the Agreement terminated and when termination becomes effective. The Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the Contractor will stop work to the extent specified. The Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated work. The procurement officer may direct the Contractor to assign the Contractor's right, title, and interest under terminated orders or subcontracts to GDOE. The Contractor must still complete the work not terminated by the notice of termination and may incur obligations as necessary to do so.

The Contractor shall submit a termination claim specifying the amounts due because of the termination for convenience together with cost or pricing data to the extent required by 2 GAR §3118. If the Contractor fails to file a termination claim within one year from the effective date of termination, the procurement officer may pay the Contractor, if at all, an amount set in accordance with this section. The procurement officer and the Contractor may agree to a settlement provided the Contractor has filed a termination claim as required herein and the settlement does not exceed the total Agreement price plus settlement costs reduced by payments previously made by GDOE and the Agreement price of the work not terminated. Absent agreement of a settlement, the procurement officer shall pay the Contractor the following amounts: with respect to all Agreement work performed prior to the effective date of the termination, the total, without duplication of any items, of: (a) the cost of such work plus a fair and reasonable profit on such portion of the work (such profit shall not include anticipatory profit or consequential damages) less amount paid or to be paid for completed portions of such work; provided that if it appears that the Contractor would have sustained a loss if the entire Agreement would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss; (b) cost of settling and paying claims arising out of the termination of subcontracts or orders pursuant to this clause. These costs must not include costs paid in accordance with subsection (a) above; (c) the reasonable settlement costs of the Contractor including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the Agreement and for the termination and settlement of subcontracts thereunder. The total sum to be paid the Contractor under this subsection shall not exceed the total Agreement price plus the reasonable settlement costs of the Contractor reduced by the amount of payments otherwise made, the

proceeds of any sales of supplies or materials under this section, and the Agreement price of work not terminated.

B. By Contractor.

(i) Termination without Cause. Contractor reserves the right to terminate this Agreement prior to its completion, without cause, upon thirty (30) days written notice to GDOE. Upon Contractor's termination of this Agreement without cause, the Contractor shall be entitled to satisfactory services (as determined in the sole discretion of GDOE) rendered up to the termination date and GDOE shall have no other or further obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

(ii) Termination for Cause: Contractor shall notify GDOE in writing of deficiencies or default in the performance of GDOE's duties under this Agreement. GDOE shall have twenty (20) days to correct the deficiency or cure the default, which period may be extended by Contractor (said extension not to be unreasonably denied). Upon 60 days' written notice of Contractor's termination of this Agreement for cause, the Contractor shall be entitled to payment, in accordance with Section III of this Agreement, for satisfactory services rendered up to the termination date and GDOE shall have no obligations to Contractor. The Contractor shall be obligated to continue performance of services, in accordance with this Agreement, until the termination date and shall have no further obligation to perform services after the termination date.

C. Termination/Modification for Lack of Funds. GDOE may terminate or modify this Agreement based upon a lack of funding. In such an event, GDOE shall promptly provide notice to Contractor and within twenty (20) days of the notice, the Parties shall renegotiate the terms of this Agreement in good faith. If the parties are unable to reach an agreement on the renegotiation, then either Party may terminate this Agreement pursuant to Section IV of this Agreement as applicable.

D. Preservation of Property. Notwithstanding any termination of this Agreement, and subject to any directions from GDOE, the Contractor shall take timely and reasonable and necessary action to protect and preserve the property in the possession of Contractor in which GDOE has an interest.

E. Additional Provisions. In the event that either party effects an Early Termination, it is expressly provided that GDOE may issue a new Request for Proposal with respect to such terminated services. This provision shall not be deemed an admission or waiver of any rights and defense with respect to rights of either Party under this Agreement, including but not limited to, either Parties' rights to assert damages for breach of Agreement.

V. Contact Person. The Contractor agrees that, during the term of this Agreement, it shall identify a primary contact person who is familiar with the services being performed hereunder and who shall be responsible to the questions and direction of GDOE. The

contact person must be identified in writing within thirty (30) days after full execution of this Agreement by all parties. GDOE reserves the right to request replacement of the contact person designated by the Contractor under this Agreement.

VI. Confidentiality.

A. Information. The Contractor hereby warrants that it shall not disclose any documents, materials or information, whether verbal, written, recorded magnetic media or otherwise (collectively, the "Information"), made available or acquired for the purpose of carrying out this Agreement. Only authorized persons shall use and have access to the Information, and then only for the period such access is required to perform services under this Agreement. All necessary steps shall be taken by the Contractor to safeguard the confidentiality of the Information in conformance with any applicable United States and Guam laws, statutes and regulations.

The Contractor shall keep copies of the Information and the provisions of this Section shall remain in effect as long as determined by GDOE. All of the Information shall be returned promptly after use to GDOE and all copies or derivations of the Information shall be physically and/or electronically destroyed. Contractor shall include a letter attesting to the complete return of Information and documenting the destruction of copies and derivations with the returned Information.

The Contractor shall not enter into any Agreements or discussions with a third party concerning such Information without the prior written consent of GDOE, and then only if the Contractor requires the third party(ies) to agree to the terms of the confidentiality set forth herein and the Information is provided to such third party(ies) only for purposes of enabling the Contractor to discharge its responsibilities under this Agreement.

It is specifically provided that the limitations contained in this paragraph A shall not apply (i) to the extent required by applicable law, (ii) to the extent that any Information is now or hereafter becomes part of the public domain, but only to the limited extent that such Information, or any portion thereof, is in the public domain not as a result of any breach or violation of this Agreement, or (iii) to the extent that a party is directed otherwise under the terms of a valid and effective order, issued by a court of competent jurisdiction.

B. Liability. Failure to comply with the provisions of Paragraph A shall subject the Contractor to liability, including all damages and injunctive relief.

VII. Conflicts of Interests/Ethics

A. The Contractor warrants and covenants that it has not violated and will not violate Guam's procurement law or regulations pertaining to ethics in public contracting.

B. It is expressly understood that breach of any of the covenants or warranties in this Section on the part of the Contractor is a material breach of this Agreement and shall entitle GDOE to immediately terminate this Agreement. Contractor agrees that in the event of a breach

or violation of this Section, GDOE shall have the right to terminate this or any other Agreement with the Contractor without liability.

C. Notwithstanding the provisions contained in this Agreement with regard to the assignment or subcontracting of any work under this Agreement, Contractor agrees that with respect to any subcontractor it engages to perform any work contemplated by this Agreement that any Agreements it enters into with such subcontractor(s) will include provisions which parallel this Section VII and shall require any subcontractor to execute a statement of no conflict of interests to GDOE and provide such statement to GDOE.

VIII. Waiver. No waiver by any party of any right on any occasion shall be construed as a bar to or waiver of any right or remedy on any future occasion.

IX. Severability. If any provision of this Agreement shall be held or deemed by a court of competent jurisdiction to be invalid, inoperative or unenforceable, the remaining provisions herein contained shall nonetheless continue to be valid, operative and enforceable as though the invalid, inoperative or unenforceable provision had not been included in the Agreement.

X. Survival of Warranties. All representations, warranties, agreements, covenants and obligations in this Agreement shall be deemed to have been relied upon by the other party, and shall survive the completion of this Agreement and shall not merge in the performance of any obligation by any party hereto.

XI. Fees and Expenses. Each of the Parties shall bear its own expenses in connection with the negotiation and consummation of the transactions contemplated by this Agreement.

XII. Notices. All invoices, reports, correspondence, notices, requests, demands and other communications hereunder shall be in the English Language, in writing. All notices required to be given under this Agreement by either party to the other may be effected by personal delivery, or by mail (registered or certified, postage, prepaid with return receipt requested). Notices delivered personally shall be deemed communicated as of actual receipt. Mailed notices shall be deemed communicated as of the day of receipt or the fifth day after mailing, whichever occurs first. Notices shall be addressed and delivered to the parties as follows, provided that each party may change the address by giving the other party written notice in accordance with this section:

TO GDOE: GUAM DEPARTMENT OF EDUCATION
Attention: ADMINISTRATOR
Office of Supply Management
500 Mariner Avenue
Barrigada, Guam 96913

With a copy to GDOE's Legal Counsel of Record.

TO CONTRACTOR: **University of Guam**
UOG Station
Mangilao, Guam 96923

XIII. Assignment/Subcontractors. It is expressly acknowledged that Contractor is solely responsible for the fulfillment of its duties and obligations under this Agreement, regardless of whether or not Contractor utilizes one or more subcontractors for such purpose. The right and interest of Contractor under this Agreement (including, but not limited to, Contractor's right to or interest in any part of or all payments under this Agreement) may not be assigned, transferred or subcontracted to any other person, firm, corporation or other entity, whether by agreement, merger, operation of law or otherwise, without the prior, express written consent of GDOE. In the event of a permissive subcontract or assignment of this Agreement by Contractor, Contractor agrees that any subcontractors retained by Contractor or assignees shall be subject to all provisions of this Agreement.

XIV. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of the Parties hereto and their respective successors, assigns and transferees, except as otherwise provided for under the terms of this Agreement.

XV. Scope of Agreement. This Agreement and its attachments collectively: (i) supersede any and all other Agreements, either oral or in writing, between the Parties hereto with respect to the subject matter hereof, and (ii) contain all of the covenants and Agreements between the Parties with respect to such subject matter in any manner whatsoever. The Contractor and GDOE each acknowledge that no representations, inducements, promises or agreement, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in the Agreement shall be valid or binding.

XVI. Captions. All Section and paragraph titles or captions contained in this Agreement are for convenience only and shall not be deemed part of the content of the Agreement.

XVII. Counterparts. This Agreement may be executed in counterparts, all of which taken together shall be deemed one original.

XVIII. Governing Law and Forum Selection. Except to the extent U.S. federal law is applicable, the laws and regulations of Guam shall govern the interpretation, effect, and validity of this Agreement. Any court action shall be exclusively in Guam.

XIX. Compliance with Laws.

A. In General. The Contractor shall comply with all U.S. and Guam laws, statutes, regulations and ordinances applicable to this Agreement. The Contractor represents and warrants that it is fully licensed to do business in Guam to render the services to be provided herein.

B. Non-Discrimination in Employment. The Contractor agrees: (i) not to unlawfully discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, marital status, national origin, ancestry, or physical or mental handicap; (ii) to include a provision similar to that contained in subsection (i) above in any

subcontract or assignment agreement except a subcontract for standard commercial supplies or raw materials; and (iii) to post and to cause subcontractors and/or assignees to post in conspicuous places available to employees and applicants for employment, notices setting forth the substance of this clause.

C. Family and Educational Rights and Privacy Act.

Contractor acknowledges that certain information about GDOE students may be considered Education Records and that this information must be confidential by reason of the Family and Educational Rights and Privacy Act of 1974, 20 USC § 1232g, and related regulations (collectively referred to as "FERPA"). Both parties agree to protect these records in accordance with FERPA and any relevant GDOE policy or standard operating procedure. Contractor represents, warrants, and agrees that if it receives anything protected by FERPA in accordance with this Agreement, it will: (1) hold the FERPA Records in strict confidence and will not use or disclose the FERPA Records except as (a) permitted or required by the Contract, (b) required by law, or (c) otherwise authorized by GDOE in writing; (2) safeguard the FERPA Records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which Contractor protects its own confidential information; and (3) continually monitor its operations and take any action necessary to assure that the FERPA Records are safeguarded in accordance with the terms of the Contract. Contractor agrees to provide GDOE with a written summary of the procedures Contractor uses to safeguard the FERPA Records.

Contractor will have procedures and solutions implemented to prevent unauthorized access, and the procedures will be documented and available for GDOE to review on request. Those employees allowed to send data and receive data to and from the Contractor must be identified and sign a non-disclosure agreement.

Accidental exposures of data covered by the Contract to unauthorized persons will result in the Contractor notifying GDOE within four (4) hours of discovery; failure to do will be considered a material breach of the Contract. Notification to those whose data have been exposed will occur, at Contractor's sole expense, by GDOE.

Within thirty (30) days after the termination or expiration of the term of the Contract for any reason, Contractor shall either: (a) return or destroy, as applicable, all Sensitive Data, including any data protected under FERPA, provided to the Contractor by GDOE, including all sensitive data, including any data protected under FERPA, provided to Contractor's employees, subcontractors, agents, or other affiliated persons or entities; or (b) in the event that returning or destroying the sensitive data, including any data protected under FERPA, is not feasible, provide notification of the conditions that make return or destruction not feasible, in which case, the Contractor must continue to protect all sensitive data, including any data protected under FERPA, that it retains and agree to limit further uses and disclosures of such data to those purposes that make the return or destruction not feasible as Contractor maintains such sensitive data, including any data protected under FERPA.

Contractor's computer(s) must be protected by acceptable industry practices for antivirus, firewalls, and network and system intrusion detections systems, which may be periodically tested by GDOE personnel.

XX. Retention and Access to Records and Other Review. The Contractor, including subcontractors, if any, shall maintain all books, documents, papers, accounting records and other evidence pertaining to the services performed and costs incurred, and to make such materials available at its respective offices at all reasonable times during the Agreement period and for six (6) years from the date of the final payment under the Agreement, for inspection by GDOE. GDOE agrees to comply with reasonable requests of Contractor to provide access to all documents and GDOE property reasonably necessary to the performance of Contractor's services under this Agreement. The conditions of this section shall be placed in any subcontract or assignment arising under this Agreement.

XXI. Delays, Extensions and Suspensions. GDOE unilaterally may order the Contractor in writing to suspend, delay, or interrupt all or any part of the work for such period of time as it may determine to be appropriate for the convenience of GDOE. The Contractor agrees to prosecute the work continuously and diligently apart from those periods of suspension, delay or interruption. Except as otherwise agreed to by the Parties, reasonable time extensions for the performance of Contractor's services will be granted only for excusable delays that arise from causes beyond the control and without the fault or negligence of the Contractor, including, but not restricted to, acts of God, acts of the public enemy, acts of the Government of Guam or the Government of the United States in either its sovereign or contractual capacity, acts of another contractor in the performance of an agreement with the Government of Guam, fires, floods, typhoons, earthquakes, epidemics, quarantine restrictions, strikes, freight, or embargoes.

XXII. Modifications including those Due to Public Welfare, Change in Law or Change in Marketing Conditions. GDOE shall have the unilateral power to modify the Agreement at any time subject to the written agreement of Contractor. GDOE shall have the power to make changes in the Agreement and to impose new rules and regulations on the Contractor under the Agreement relative to the scope and methods of providing services as shall from time-to-time be necessary and desirable for the public welfare or due to a change in law. GDOE shall give the Contractor notice of any proposed change in the Agreement and an opportunity to be heard concerning those matters. The scope and method of providing services as referenced herein shall also be liberally construed to include, but is not limited to, the manner, procedures, operations and obligations, financial or otherwise, of the Contractor. In the event GDOE materially alters the obligations of the Contractor, or the benefits to GDOE, then the Agreement shall be amended consistent therewith. Should these amendments materially alter the obligations of the Contractor, then the Contractor or GDOE shall be entitled to an adjustment in the rates and charges established under the Agreement. Contractor shall be entitled to terminate this Agreement rather than accept modified terms. Nothing contained in the Agreement shall require any party to perform any act or function contrary to law. GDOE and the Contractor agree to enter into good faith negotiations regarding modifications to the Agreement, which may be required in order to implement changes in the interest of the public welfare or due to changes in law. When such modifications are made to the Agreement, GDOE and the Contractor shall negotiate in good faith a reasonable and

appropriate adjustment for any changes in services or other obligations required of the Contractor directly and demonstrably due to any modification in the Agreement under this clause.

XXIII. Independent Contractor and its Employees.

A. Status of Contractor. The Contractor and its officers, agents, servants, subcontractors and employees are independent contractors performing professional services for GDOE, and are not employees of GDOE. The Contractor and its officers, agents, servants and employees shall not accrue vacation or sick leave, participate in the Government of Guam retirement system, insurance coverage, bonding, use of government vehicles or any other benefits accorded to Government of Guam employees as a result of this Agreement. Contractor agrees that Contractor and its aforementioned employees, officers, directors, agents, servants, and subcontractors are not and will not become an employee, officer or Board member of GDOE at any time during the duration of this Agreement, and will otherwise comply with the provisions of the Guam Procurement Law regarding ethics in public contracting (Title 5 Guam Code Annotated, Chapter 5, Article 11, and its associated rules and regulations). Nothing in this Agreement or any action taken under this Agreement shall be deemed or construed in any manner or for any purpose to evidence or establish as between Contractor and GDOE a relationship of partnership, agency, association, joint, venture or representative, nor does this Agreement authorize any party to undertake or bind any obligation or responsibility on behalf of the other party. In addition, there shall be no withholding of taxes by GDOE for the Contractor.

B. Liability. The Contractor assumes responsibility for its personnel and subcontractors providing services hereunder and will make all deductions and payments for social security and withholding taxes and for contributions to employment compensation funds, or any other payments required by the governments of the U.S. and Guam, if required. Contractor is responsible for paying when due any and all income taxes, gross receipts taxes, or any other taxes or assessments incurred as a result of the services performed by the Contractor and Contractor's employees or agents under this Agreement or the compensation paid to Contractor for services performed under this Agreement. Furthermore, Contractor shall maintain at the Contractor's expense all necessary insurance for its employees including but not limited to Worker's Compensation, Errors and Omissions, and liability insurance for each employee as required under U.S. and Guam Law.

C. Wage and Benefits Compliance. Contractor warrants it shall comply with all applicable federal and local laws, rules, and regulations regarding the payment of minimum wages and benefits, in particular in accordance with the Wage Determination for Guam issued and promulgated by the U.S. Department of Labor and with Guam Public Law 26-111. Contractor assumes all liability for, and hereby indemnifies GDOE from, any violation of any applicable law, rule, or regulation relating to the payment of wages or benefits.

XXIV. Disclosure. The Contractor hereby represents that it has disclosed to GDOE all matters regarding Contractor which if not disclosed to GDOE would materially affect GDOE's decision to enter into this Agreement with Contractor.

XXV. Disposition of Property and Materials; Intellectual Property Rights.

A. All plans, outlines, briefs, memoranda, studies, reports, analyses and all other work product and materials incidental or otherwise ("Work Product") which are produced by reason of this Agreement shall be and remain the property of GDOE, regardless of whether Contractor is in possession of such Work Product, and may be used by GDOE without permission from Contractor and without any additional costs to GDOE.

B. All Work Products, including any and all intellectual property rights in said Work Product, arising out of the Agreement shall be the sole and exclusive property of GDOE. Contractor explicitly acknowledges that GDOE possesses exclusive rights to the Work Product arising out of this Agreement. Contractor shall not use or permit others to use in any way or form the Work Product without the express written consent of GDOE.

XXVI. Mandatory Representations by Contractor:

A. **Persons Convicted of Sex Offense.** Contractor warrants that no person in its employment who has been convicted of a sex offense under the provisions of Chapter 25 of Title 9 Guam Code Annotated or of an offense defined in Article 2 of Chapter 28 of Title 9 Guam Code Annotated, or who has been convicted in any other jurisdiction of an offense with the same elements as heretofore defined, or who is listed on the Sex Offender Registry, shall provide services on behalf of Contractor while on government of Guam property, with the exception of public highways. If any employee of Contractor is providing services on government property and is convicted subsequent to an award of a contract, then Contractor warrants that it will notify GDOE of the conviction within twenty-four hours of the conviction, and will immediately remove such convicted person from providing services on government property. If Contractor is found to be in violation of any of the provisions of this paragraph, then GDOE will give notice to Contractor to take corrective action. Contractor shall take corrective action within twenty-four (24) hours of notice from GDOE, and Contractor shall notify GDOE when action has been taken. If Contractor fails to take corrective steps within twenty-four (24) hours of notice from GDOE, then GDOE in its sole discretion may temporarily suspend this agreement.

B. **Gratuities and Kickbacks.** Contractor warrants it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 §11107.

C. **Contingent Fees**. Contractor warrants it has not retained a person to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies.

D. **Ethical Standards.** Contractor warrants it has not knowingly influenced and promises that it will not knowingly influence a government employee to breach any of the ethical standards set forth in 5 GCA Chapter 5 Article 11 of the Guam Procurement Act and in Chapter 11 of the Guam Procurement Regulations.

XXVII. Disputes.

a. In accordance with Guam procurement law, all controversies between the territory and the Contractor which arise under, or by virtue of, this contract and which are not resolved by mutual agreement, shall be decided by the GDOE procurement officer in writing, within 60 days after written request by the Contractor for a final decision concerning the controversy; provided however that if the procurement officer does not issue a written decision within 60 days after written request for a final decision, or within such longer period as may be agreed upon by the parties, then the Contractor may proceed as if an adverse decision had been received. The procurement officer shall immediately furnish a copy of the decision to the Contractor, by certified mail, return receipt requested, or by any other method that provides evidence of receipt. Any such decision shall be final and conclusive, unless fraudulent, or the Contractor brings an action seeking review of the decision before the Guam Office of Public Accountability. The Contractor shall comply with any decision of the procurement officer and proceed diligently with performance of this contract pending final resolution by the Office of Public Accountability or the Superior Court of Guam of any controversy arising under or by virtue of this contract, except where there has been a material breach of the contract by GDOE; provided, however, that in any event the Contractor shall proceed diligently with the performance of the contract where GDOE has made a written determination that continuation of work under the contract is essential to public health and safety.

b. Any disputes for expenses incurred in reliance upon this Agreement shall be subject to the Government Claims Act found at Title 5, Guam Code Annotated, Chapter 6.

XXVIII. Attachments, Exhibits, Schedules, and Entire Agreement. This Agreement, including its Attachments, Exhibits and Schedules, constitutes the entire Agreement and supersedes all prior written or oral understandings. No Agreement, oral or written, expressed or implied, has been made by any party hereto, except as expressly provided herein. All prior Agreements and negotiations are superseded hereby. This Agreement and any duly executed amendments hereto constitute the entire Agreement between the Parties hereto.

XXIX. Computation of Time. Whenever this Agreement provides for a time period of ten (10) days or less days, weekends and Government of Guam holidays are not included in the computation. When this Agreement provides for a time period of over ten (10) days, weekends and Government of Guam holidays are to be included in the computation.

XXX. Partial Invalidity. If any provision of this Agreement shall be deemed by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue to be in full force and effect.

XXXI. Amendments/Modifications. Any amendment or modification to this Agreement will be effective only if it is in writing and signed by both parties.

A. Changes To Work. Any modifications to the services or equipment to be delivered pursuant to this Agreement, and the compensation therefor, may be made by a written Change Order signed by an authorized representative of GDOE and Contractor. A Change Order may only be made on the conditions that the work to be performed by a Change Order is not inconsistent with the scope of work under this Agreement, and that where there is an increase in the costs for services, GDOE shall certify in writing that funds are available for the increased costs prior to such Change Order becoming effective.

B. Extension of Time to Perform Services. This Agreement may be modified to extend time for Contractor to perform services upon writing signed by GDOE and Contractor. A modification to extend time to perform services under this Agreement may only be made on the condition that such modification shall not increase the costs for services hereunder.

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IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year appearing below their respective signatures.

GUAM DEPARTMENT OF EDUCATION

JON J.P. FERNANDEZ
Superintendent of Education

Date: 9/10/15

UNIVERSITY OF GUAM

ROBERT A. UNDERWOOD, Ed.D.
President

Date: 9/2/15

GUAM DEPARTMENT OF EDUCATION

JAMES L.G. STAKE
Legal Counsel

Date: 9/10/15

UNIVERSITY OF GUAM

VICTORINA M.Y. RENACIA
Legal Counsel

Date: 9/1/15

CERTIFIED FUNDS AVAILABLE:

CERTIFYING OFFICER 2500022.0230.FH82 20150361
Department of Education

Date: 9/3/15

AMOUNT: $9,817.00

ALVAREZ & MARSAL:

BY: AMBER CACTRO
Third Party Fiduciary

Date: 09/03/2015

REVIEWED BY:

9.3.15

CARMEN T. TAITANO
Supply Management Administrator

APPROVED AS TO FORM AND LEGALITY:

ELIZABETH BARRETT-ANDERSON
Attorney General of Guam

DATE: 9/16/15
DOE 15-0562

APPROVED:

EDWARD J.B. CALVO
Governor of Guam

DATE: SEP 22 2015

SEP 10 2015

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015

EXHIBIT 1

Program Narratives and Budget Narratives

(Referenced on page 1 of 15)

Part 1: Program Narrative

1. Program Title	Program # 12 : Ready to Learn (RtL)					
2. Education Program Area	3. Project Budget/Allocation	4. Population/Numbers to be Served				
		Students		Staff to be Served		
		Grade Level	Number	# of Teachers	# of Administrators	# of Staff
The use of funds for the project will be for direct and in-direct student and teacher impact in teaching and learning. Funds will be used to address professional development, curriculum development, and resource development.	3a. FY 14 Funding: **$69,203.00** 3b. Carryover Funds (if applicable):	PreK-3rd Grade	270	60 (Locally funded)	1 (Locally funded)	1 (Locally funded)
5. Describe the identified need(s) this Title V project proposes to address.	The Ready to Learn (RtL) Program will supplement the Guam Department of Education's Early Childhood Education (ECE), which provides various programs and services for children from kindergarten through grade three. The ECE program serves students that are second language learners; teaches to the Board adopted K-3 Content Standards & Performance Indicators and the Language Arts/English & Math Common Core State Standards; and assesses students at their developmental level. Within the Department's Early Childhood Program, there are 2,275 students enrolled at the Kindergarten level, 2,371 students in first grade, 2,304 students in 2nd grade and 2,291 in third grade. At the local level, the district continues to be challenged with low standardized test scores and an increase in disciplinary actions, it is imperative that programs be offered early on to intervene with possible academic and social behaviors. The project services will prepare young children to be ready from grade level to grade level. The Ready to Learn Project's main goal is: All children will develop intellectually, socially, emotionally, physically and ready to enter the K-3 Early Childhood Programs ready to learn. The project aims to achieve this by addressing the gap of what students know and are able to do before entering each level. Currently, the Guam Department employs approximately 188 Early Childhood educators that hold an Early Childhood PreK-2 Teaching Certificate. However, despite the high number of Early Childhood Education teachers, a small percentage is not teaching in the K-3 grade levels. As an example, there is about 124 teachers teaching in Kindergarten in the twenty-five elementary schools. It is not determined whether all 124 hold a PreK-2 Teaching Certificate. The variance between the number of identified ECE PreK-2 certified teachers and the number of Kindergarten Teaching positions (124) is 64. The data also depicts the need for providing supplemental support through professional development to teachers teaching in the field and may not be credentialed in the area of Early Childhood Education.					

The Guam Department of Education SAT10 assessment results for first grade, second grade and third grade students in SY2012-2013 reveals that students are performing at the basic or below basic level in Reading, Language, and Mathematics. A significant contributing factor to the low performance scores is attributed to various demographic factors: 1) A high number of students tested represent English Language Learners; 2) A high number of students live below the federal level of poverty. See Table 1, which reflects the SAT10 data for students in first grade, which reflects the percentage of students performing at the "Basic," (partial mastery of the knowledge and skills that are fundamental for satisfactory work) and "Below Basic," (little or no mastery of fundamental knowledge and skills) levels.

Table 1: Department of Education's SY2012-2013 SAT10 Performance Levels at the "Basic" and "Below Basic" levels in Reading, Language Arts, and Math at Grade 1, 2 and 3.

Grade Level	Content Area	Percentage (Basic & Below Basic Levels)
1st Grade	Reading	51%
	Language	87%
	Mathematics	66%
2nd Grade	Reading	84%
	Language	96%
	Mathematics	81%
3rd Grade	Reading	84%
	Language	89%
	Mathematics	85%

Within our island's public schools, there are five elementary schools where 80% or more of the student population are eligible for free or reduced meals through the National School Lunch Program whose families are not capable of providing minimal substance for their children. Table 2 reflects the percentage of students whose families were surveyed through the annual Education-Rate or E-Rate Survey* identifying the top five elementary schools with the highest free/reduced lunch population include:

TABLE 2: Percentage of Student Population from Low-Income Families (E-Rate SY2011-12)

School Level	E-Rate Surveys Received	# of Students Eligible for National School Lunch Program (NSLP)	% of Student Population from Low-Income Families.
ELEMENTARY LEVEL			
AsTumbo Elementary School	427	413	87%
Chief Brodie Elementary School	239	228	80%
Finegayan Elementary School	845	769	80%
Marcial Sablan Elementary School	403	376	82%
Talofofo Elementary School	259	221	84%

*E-Rate Program is administered by the Federal Communication's Universal Service Fund.

	Although, the Early Childhood Education programs are available to kindergarten students through third grade, the services are not adequate to address the need to expand the access to high-quality early childhood education to develop each child's potential and to shape their academic, social and cognitive skills that will determine their success in school and in life. Through the implementation of the proposed program, it is anticipated that it would generate a significant return on investment for our island. This proposal is also aligned to President Obama's comprehensive early learning agenda which will invest in and strengthen early childhood education, care, and development for our nation's youngest learners. Numerous studies have shown that the investment in a child's early learning years that it will reduce the need on spending on other services such as remedial education, grade repetition, and special education. It may also potentially lead to increased productivity and earnings for these children as adults. Thereby, based on both the SAT10 performance results and the Guam Department of Education's E-Rate survey data, children in kindergarten through grade three have demonstrated to be a student population at-risk. This data reinforces the need to provide the supplemental support to improve the Early Childhood Program for this specific student population and their families.
6. Describe, in detail, the program and identify activities that will be implemented based on the needs identified above and the reason for selecting the program.	**6a. CORE PROGRAM:** The Ready to Learn Program will focus on supplementing the Kindergarten Content Standards and Performance Indicators as its core education program. The emphasis will be in providing professional development through best practice models designed to improving teaching and learning in the classroom. The RtL project application will concentrate in the two content areas, specifically Language Arts and Mathematics. Early Childhood Education Research-based instructional approaches will be used as the primary design for the professional development modules. The project objectives will further support the need to assist with the 2008-2013 District Action Plan (DAP), which is to improve student achievement in all content areas, with a focus on Language Arts, Reading, Mathematics, Science and Social Studies. With the implementation of the proposed Ready to Learn Project, prekindergarten students will be provided with a rich learning environment that will address the readiness level in all content areas, specifically in Language Arts and Mathematics. Through the series of project activities, it is anticipated that there will be an impact on student achievement. The status of the implementation and progress made on the performance indicators was reported in the Superintendent's 2013 State of Education Report, in the District Report Card and the individual School Report Card. The following components are referenced below: STANDARDS AND ASSESSMENT (Goal No.2): "All students in GDOE will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school." SYSTEM-WIDE NEEDS/CHANGES (Goal No.1): "All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment within the public or private sector." The program will address the following goal: All children will develop intellectually, socially, emotionally, physically and ready to enter kindergarten ready to learn. The following are

the objectives that will be carried out to ensure that the goal is met:

1. Develop Family Engagement Programs for parents to become actively involved in their child's education.
2. Provide Professional Development to Early Childhood educators in effective strategies in working with young children such as "Developmentally Appropriate Practices."
3. Development of a prekindergarten curriculum, which will assist in preparing children for readiness skills in Kindergarten.
4. Establish an Early Childhood Advisory Committee to establish partnership among the community to address each child receives proper nutrition, physical activity experiences and health care need to prepare them for the learning environment.

6b. SUPPLEMENTAL PROGRAM:

The Ready to Learn Program is designed in two major components based on the need for improving students' academic achievement levels based on the SAT10 results and closing achievement gaps be for students identified as "at-risk". The first component is to provide professional development to K-3 teachers within the elementary schools. The second component is to establish and strengthen a Family Partnership Program.

This project will assist to meet the U.S. Secretary of Education's principles for implementing achievement and instruction through Priority No. 3, which is to support effective instruction and leadership. The aim of the project funds will allow for teacher evaluation through professional development; will be used for continuous improvement of instructional teaching and through the use various assessment tools to guide student's academic growth; and will assist the K-3 programs.

Title V-A Local Educational Agency Allowable Activities:

#16: Programs to establish or enhance pre-kindergarten programs for children. [Section 5131].

#22: Programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching.

#26: Programs that employ research-based cognitive & perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning or academic content at the preschool, elementary, and secondary levels. [Section 5131 (a) (26)].

Program Design

The program will address the following goal: All children will develop intellectually, socially, emotionally, physically and ready to enter the K-3 Early Childhood Program ready to learn. In order to meet this goal, this project will target two specific areas: Family Engagement Programs and Early Childhood Education Professional Development. These programs will aim to allow young children access developmentally appropriate programs, which will lead to strengthening teacher's pedagogy in the area of Early Childhood Education, as well as, children coming to school ready to learn and strengthen family-school partnerships of families with children from age five to eight.

I. Family Engagement Program

This component ***will*** support the research such as the study released in February 2014 by the National Institute for Early Education Research, which used two waves of data (1993 and 2007) from the School Readiness Supplement to the National Household Education Survey (NHES). The NHES collects data from families of school-age children. The study examined the degree in which parental expectations for what children need to enter school have changed over time, and focused on the type of family practices related to child learning. The study found that compared to families of young children in 1993, and parents in 2007, that there is a greater awareness of essential competencies for children when they enter kindergarten. This supports the concept of parents being more cognizant of their role in their child's education. Therefore, this program will aim to implement parent training to strengthen family involvement in schools, which will lead to students improving their academic skills and competencies. These program activities will include the design of a series of workshops that will assist families in working with their young children. Therefore, this component will focus on the development of a Family Engagement Program, which includes the planning of the 2015 Family Engagement Conference for families. Research has shown that students succeed better in school when they see their families involved in the school activities. The project staff, during the second quarter, will identify local or national trainers to assist in developing parent training series in at least three of the standards from the National Parent Teacher Association.

The six standards include the following:

- **Standard I: Communicating** (Communication between home and school is regular, two-way and meaningful.); **Standard II: Parenting** (Parenting skills are promoted and supported);
- **Standard III: Student Learning** (Parents play an integral role in assisting student learning.);
- **Standard IV: Volunteering** (Parents are welcome in the school, and their support and assistance are sought.); **Standard V: School decision-making and Advocacy** (Parents are full partners in the decisions that affect children and families.); and
- **Standard VI: Collaborating with Community** (Community resources are used to strengthen schools, families and student learning.)

The aim of the design of the Parent Training Series is to establish a list and to recruit representatives from the elementary schools to participate at the 2015 Summer Family Engagement Training Conference and thereafter providing training to other families at the five pilot schools.

II. Early Childhood Education Professional Development

This component will include a series of Early Childhood Education Professional Development for Train the Trainers in Early Childhood Educators will be conducted. This will establish the teacher pipeline to recruit, train and provide support for Early Childhood Teachers and assists them to effectively establish developmental learning environments in the classrooms. This design for this training is to enhance the ECE teachers' knowledge and skills on the principles of Early Childhood Education. The project staff will plan for the professional development which will focus on Developmentally Appropriate Practices (DAP) as described in *DAP in Early Childhood Programs* by Sue Bredekamp and Carol Copple (1997). The following four Train the Trainers modules will be developed and used for training during and beyond the project year: 1) Defining Development Appropriate Practice; 2) Developmentally Appropriate Physical Environments; 3) Developmentally Appropriate Social/Emotional Environments; and 4) Developmentally Appropriate Cognitive/Language/Literacy Environments. The professional development series will also include modules such as "Working with English Language Learners" and "Working with students with Special Needs." This component will focus on ensuring that an environment conducive to learning is prepared for all students of the Early Childhood educators.

III. Early Childhood Curriculum Development

This component of the project focuses on the development of the prekindergarten Curriculum Development for the Early Childhood Education Program. This will significantly assist teachers in utilizing the curriculum to bridge the gap of students coming into kindergarten unprepared with the skills and knowledge on the Kindergarten Content Standards. The Guam Department of Education will establish a contract to assist in the development of curriculum to be utilized by Kindergarten teachers. The expected outcome will be that an increase of incoming kindergarten students will be better prepared to meet the adopted Kindergarten Content Standards and Performance Indicators.

IV. Early Childhood Advisory Committee

To ensure that seamless communication continues to strengthen the Early Childhood Program, members of the Early Childhood Advisory (ECA) Committee will be selected and will meet quarterly to review, analyze and advise the Deputy Superintendent of Curriculum & Instructional Improvement in the delivery of effective services, which will lead to the successful implementation of the "Ready to Learn" Project. Stakeholders such as the Early Learning Council, the University of Guam, the Guam Community College, Guam Public Health & Social Services Agencies, and CEDDERS will be asked to be part of the ECA Committee.

Expected Outcomes

Through the implementation of these four components, the expected outcomes related to these objectives area: an increase in Early Childhood teachers trained in effective Early Childhood Education instructional strategies; creation of a Family-Partnership Program for families of young children; an increase of Early Childhood Education resources

	available to ECE teachers to provide learning environments conducive to young children; and an increase of community members involved in the Early Childhood Programs offered in the Guam Department of Education.
7. Describe how the proposed program funded is tied to promoting challenging academic achievement standards will contribute to improving students' academic achievement or improving the quality of education for students.	**Linkage to Student Academic Achievement** This project is aimed at improving educational gains for young children. Research has shown that there is a greater impact on a child's educational success if they are enrolled in a "high-quality" early childhood program. By providing the "Ready to Learn" Project components, which includes professional development, curriculum development and family engagement programs, this will strengthen and supplement the teaching environment of young children such as the principles of a developmentally appropriate learning environment that will address their social, emotional, physical and intellectual development. Therefore, the program aims to close the achievement gap that seems to grow as a child moves from one grade to the next. This project will link to the district's goal in "All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment with the private or public sector, which will include providing all students with equitable through a variety of program and opportunities to achieve the standards." This project will meet this goal by providing children a learning environment through the principles of Developmentally Appropriate Practices and will prepare for kindergarten with readiness skills, thereby, building their opportunity for academic success. The Ready to Learn Project is tied to promoting challenging academic achievement standards through the four components of providing family engagement programs, professional development to teachers, accessing Early Childhood educational resource kits and establishing an Early Childhood Advisory Council. The project is also linked to improving academic achievement as it is aligned to Goal No. 1 of the Guam Department of Education's District Action Plan, "Curricular, Reform, Rigor and Relevance: *To increase the mathematics, science, communication, problem solving and technical achievement and the application of learning for career-bound students.*" Through the expansion of the Early Childhood Professional Development component, it will provide the essential professional development to participating Early Childhood Education teachers in effective teaching strategies. Along with professional development, many research studies also link children's high-quality preschool experiences and success in school and later life. As example, a study done in five states implementing prekindergarten program showed significant gain in early language, literacy and math development (Barnett, Jung, et al. 2007). The program will address the need to increase access to developmentally appropriate practices in the Early Childhood Education Programs through the development of resources such as the development of instructional units and lesson plans to include the cultural diversity of the student population that the Department serves for improving student achievement. Finally, the improvement of student achievement remains the primary focus of Ready to Learn. The district will gain

	from quality professional development; improve curriculum development, access to educational resource kits and supplemental financial support for programs that allows students to gain access to a college-ready learning environment.
8. Describe the method of evaluation that will assess the effectiveness of the program and how it will affect student academic achievement.	The project's evaluation will center on its objectives which are: 1. Develop a Family Engagement Program for parents to become actively involved in their child's education. 2. Train Early Childhood educators in effective strategies for working with young children. (e.g. "Developmentally Appropriate Practices"). 3. Procure Early Childhood Education resources that will enhance the learning environment of young children. 4. Establish an Early Childhood Advisory Committee to establish a partnership among the community to ensure each child receives proper nutrition, physical activity experiences and health care needed to prepare them to learn. The method in which data will be collected is based on the following: 1. The number of teacher participants at the Professional Development Early Childhood Education Training Series; 2. The number of family participants attending the 2015 Family & Schools Summer Institutes. The qualitative and quantitative data will also be included in the quarterly reports. These analyses will be supported by descriptions of each of the project's activities and how they related to the project's outcomes. The formative and summative evaluation will also include the evaluation of the implementation of the effectiveness of the Early Childhood Education Professional Development Plan for the Early Childhood Education teachers to determine the impact of how it can be used to sustain training for future educators interested in teaching in the Prekindergarten through 3rd grade level. A data analysis will also be formulated to determine if the year-long implementation of professional development, curriculum development, resource development and summer program was successful. Furthermore, a plan will be in place to determine how the district will use the results to include the project into a local program for continuous implementation. The long-term evaluation will include the establishment of K-3 Program performance goals articulated in the following outcomes: 1. Children attain age-level skills on preschool assessments linked to the Brigance Assessment. 2. Students will demonstrate growth in the development of their physical, social, emotional, language, and cognitive skills based on the ECE teacher's data results from the Brigance Assessment (Growth is determined on the variance of 26 points and higher from the scores of the Kindergarten Brigance Assessment and the First Grade Brigance Assessment). 3. Students scoring at, or above, grade-level in the area of Language and Mathematics on the external assessments by end of third grade.

	4. Students demonstrate reduced grade level retention and enrollment in Special Education by end of third grade. Currently, the district assesses incoming Kindergarten students through the Brigance Assessment, the long-term effect would be significantly impact consistent data collection made on the student's growth over a three-year period.

9. Personnel Needs related to this program/project.	Project Manager	# of Other Positions/Staff	Stipends/Per Diem (Number & Positions Titles)
	Deputy Superintendent, Curriculum and Instructional Improvement (locally funded)	School Program Consultant (locally funded)	N/A

10b. Action Plan and Timelines

Objective	Objective 1. Develop Family Engagement Program for parents to become actively involved in their child's education.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	**10/14 — 12/14**	**1/15 — 3/15**	**4/15 — 6/15**	**7/15 — 9/15**
1.1 Develop the Family-Partnership Conference for participating families.	1.1.1 Provide a series of workshops for participating families.	School Program Consultant	Participating families will complete training series and be skilled in working with their children.	∘ Attendance ∘ Certificate of Participation ∘ Agenda ∘ Evaluations	1.1.1 Increased parental involvement in the Early Childhood Education Programs.	P	I/E	I/E	I/E
1.2 Develop a Family Resource Directory for Families.	1.2.1 Establish a Family Resource Directory to strengthen families' understanding of working with their children.	School Program Consultant	Participating families with access to Resource Guide.	∘ Family Resource Directory	1.2.1 Completed manual for families to utilize to strengthen family involvement in the area of Early Childhood Education Programs.	P	I/E	I/E	I/E

10c. Action Plan and Timelines

Objective	Objective 2: Provide professional development to Early Childhood Educators in effective strategies in working with young children such as "Developmentally Appropriate Practices."			**MONITORING**	**OUTCOME EVALUATION**	**TIMELINES P=Planning I-Implementation E=Evaluation**			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	**10/14 — 12/14**	**1/15 — 3/15**	**4/15 — 6/15**	**7/15 — 9/15**
2.1 Development of professional series for the ECE "Train the Trainers" component.	2.1.1. Provide Early Childhood Education Professional Development for identified K-3 Teachers.	School Program Consultant	ECE Trainers will gain Early Childhood Education teaching principles which they will train other K-3 Teachers.	◦ Sign-in sheets ◦ Evaluations ◦ Training Agenda	2.1.1. Increased level of instruction for ECE Trainers.	*P*	*I*	*E*	*E*
2.2 Design the Early Childhood Education training series through the ECE Committee.	2.2.1. Provide the ECE Summer Institute for identified K-3 Teachers.	School Program Consultant	ECE Trainers will gain Early Childhood Education teaching principles which they will train other K-3 Teachers.	◦ Sign-in sheets ◦ Evaluations ◦ Training Agenda	2.2.1. Increased trainers for district implementation	P	I/E	I/E	I/E
2.3 Provide the district with national and regional trends in Early Childhood Education.	2.3.1. Participation at national/ regional conferences on ECE effective instructional strategies	School Program Consultant	Participants will have a greater understanding of ECE Education and share with K-3 Teachers.	◦ Agenda ◦ Surveys	2.3.1. Expanded instructional knowledge of ECE.	P	P	P	I

10c. Action Plan and Timelines

Objective	Objective 3: Development of a prekindergarten curriculum, which will assist in preparing children for readiness skills in Kindergarten.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	**10/14 – 12/14**	**1/15 – 3/15**	**4/15 – 6/15**	**7/15 – 9/15**
3.1 Development of prekindergarten curriculum.	3.1.1 Review literature in the area of Early Childhood Education Curriculum Development for prekindergarten.	School Program Consultant	ECE teachers will enhance their understanding of prekindergarten curriculum.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	3.1.1 Increased access to the Early Childhood Education curriculum.	*P*	*I*	*E*	*E*
3.2 Training of the use of the Prekindergarten Curriculum	3.2.2 Provide an ECE Summer Training to distribute the Prekindergarten Curriculum.	School Program Consultant	ECE teachers will gain Early Childhood Education utilizing the prekindergarten curriculum.	∘ Sign-in sheets ∘ Evaluations ∘ Training Agenda	3.2.1. Increased understanding of a prekindergarten curriculum.	P	I/E	I/E	I/E

10c. Action Plan and Timelines

Objective	Objective 4: Establish partnership with an Early Childhood Advisory (ECA) Committee and the community to address each child receives proper nutrition, physical activity experiences and health care need to prepare them for the learning environment.			MONITORING	OUTCOME EVALUATION	TIMELINES P=Planning I-Implementation E=Evaluation			
Strategy	**Activities**	**Person(s) Responsible**	**Results/ Impact**	**Evidence of Activities/Outputs & Quality**	**Evidence of Results/Outcomes**	**10/14 – 12/14**	**1/15 – 3/15**	**4/15 – 6/15**	**7/15 – 9/15**
4.1 Partnership with community on ECE.	4.1.1 Facilitate monthly ECA Committee Meetings.	School Program Consultant	ECA Committee Members will be advocates for the ECE Program.	∘ Guidelines for ECA Committee Members	4.1.1 Increased number of community members advocating for Early Childhood Education.	P	I/E	I/E	I/E

Part 2: Budget Narrartive, Summary, and Worksheet

	Program #12: Ready Learners (RLD)				
			Objective	Federal Request	Program Total
	Travel (Purchased Services)				
(0220)	On-Island Travel – Local Mileage	**No Funds Requested for This Category.**			-
			Sub-Total:	$ -	-
	Off-Island Travel Airfare/hotel/per diem	**No Funds Requested for This Category.**	1.6	$	
	Off-Island Travel Airfare/hotel/per diem	To participate at the National Institute for Early Childhood Professional Development that is designed for professionals who prepare, mentor and train early childhood professionals June 2015 (5 days) 1 program personnel to receive mentorship training. Airfare $3,250 reg. course fee $450.00. lodging $143.75 x 7 $1006.25, meals $71 x 7 $497.00 ($5,204)	1.6	$ 5,203	5,203
			Sub-Total:	**$ 5,203**	**5,203**
			Total Travel	**$ 5,203**	**5,203**
	Contractual (Purchased Services)	Description(s)	Objectives	Totals	Totals
(0230)	Consultative Services for Early Childhood Education Professional Development	To procure consulting services for the Professional Development for the Early Childhood Education Train the Trainer Series to provide current training which may include on and/off island experts to train teachers and administrators on instructional practices such as inquiry-based learning and other necessary topics related to ECE (2 Trainers at $12,000 each). Training sessions will include, but not limited to the following: ECE Professional Development Training; ECE Instructional Strategies ECE Developmentally Appropriate Practices; ECE Creative Strategies and ECE Trainer of Trainers	1.1	$ 24,000.00	24,000
(230.00)	Consultative Services for the Curriculum Development for the Prekindergarten Program	Consulting services for the development of Prekindergarten curriculum standards and modules for Early Childhood Program and provide technical support to GDOE ECE teachers of the modules through classroom teaching and learning. (2 Curriculum Developers at $12,000)	6.1	$ 24,000.00	24,000
(0230)	Consultative Services (ECE Family Partnership Conference)	To procure consulting services to facilitate the ECE Family Partnership Conference for families of young children to address at least three of the National Parent Teacher Association Standards.	4.3,4.4	$ 10,000.00	10,000
			Sub Total	**$ 58,000.00**	**58,000.00**
			Total Contractual (Purchased Services)	**$ 58,000.00**	**58,000.00**
	Supplies	Description(s)/General Itemization	Objectives	Totals	Totals

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015

EXHIBIT 2

Grant Award Notification

(Referenced on page 1 of 15)

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Guam
Department of Education
P.O. BOX DE
HAGATNA, GU 96932

2 AWARD INFORMATION

PR/AWARD NUMBER	S403A140002
ACTION NUMBER	7
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRECTOR
Ignacio C Santos (671) 475-0470
icsantos@gdoe.net
EDUCATION PROGRAM CONTACT
Collette Fisher (202) 260-2544
collette.fisher@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE 888-336-8930
HELPDESK
edcaps.user@ed.gov

4 PROJECT DESCRIPTION

84.403A
Consolidated Grant to the Outlying Areas

5 KEY PERSONNEL

N A

6 AWARD PERIODS

BUDGET PERIOD	07 0 2014 - 09/30 2015
FEDERAL FUNDING PERIOD	07 0 2014 - 09 30 2015

FUTURE BUDGET PERIODS

N A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUN	$25,555,909.00
PREVIOUS CUMULATIVE AMOUN	$0.00
CUMULATIVE AMOUN	$25,555,909.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	855023255
REGULATIONS	CFR PART . EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	1 , 11 , 12 , 13 , 14 , 3 , 8 , 9 , E-3 , HS-1 , HS-2 , HS-3

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL TIT E V, PUB. L. 95-134, 91 STAT. 1159 (48 U.S. C. . ELEMENTARY AND S CONDARY EDUCATION ACT
PROGRAM TITLE:	CONSOLIDATED GRANT TO THE OUTLYING AREAS
CFDA/SUBPROGRAM NO:	84.403A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0900M	2014	2014	ES000000	B	P32	922	010	4101A	$0.00
1000M	2014	2014	ES000000	B	QB2	922	287	4101A	$0.00
0900M	2014	2014	ES000000	B	P94	922	377	4101A	$0.00

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1000M	2014	2014	ES000000	B	Q97	922	196	4101A	$0.00
1300M	2014	2014	ES000000	B	S59	922	365	4101A	$0.00
1000M	2014	2014	ES000000	B	Q5F	922	366	4101A	$0.00
0400M	2014	2014	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2014	ES000000	B	QG4	922	367	4101A	$0.00
1000M	2014	2014	ES000000	B	QJ8	922	358	4101A	$0.00
0900A	2015	2015	ES000000	B	PA5	922	010	4101A	$12,223,920.00
1000M	2014	2014	ES000000	B	QN4	000	369	4101A	$0.00
1000M	2014	2015	ES000000	B	Q5F	922	366	4101A	$744,842.00
1000M	2014	2015	ES000000	B	QG4	922	367	4101A	$4,496,096.00
1000M	2014	2015	ES000000	B	QJ8	922	358	4101A	$186,158.00
0400M	2014	2015	ES000000	B	M04	922	048	4101A	$0.00
1000M	2014	2015	ES000000	B	QN4	000	369	4101A	$809,019.00
0900M	2014	2015	ES000000	B	P32	922	010	4101A	$4,003,745.00
1300M	2014	2015	ES000000	B	S59	922	365	4101A	$1,349,976.00
1000M	2014	2015	ES000000	B	Q97	922	196	4101A	$24,534.00
1000M	2014	2015	ES000000	B	QB2	922	287	4101A	$1,175,948.00
0900M	2014	2015	ES000000	B	P94	922	377	4101A	$541,671.00

10 PR/AWARD NUMBER: S403A140002
RECIPIENT NAME: Guam
Department of Education

TERMS AND CONDITIONS

(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").

3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

(2) This award is subject to the special terms and conditions in the attached letter from Philip A. Maestri, Director, Risk Management Service, to Superintendent Jon Fernandez, dated June 23, 2014.

Under the Tydings Amendment, Section 421(b) of the General Education Provisions Act, 20 U.S.C. 12259(b), any funds that are not obligated at the end of the federal funding period specified in block 6 shall remain available for obligation for an additional period of 12 months.

S403A140002

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

Deborah S. Delisle

AUTHORIZING OFFICIAL

FEB 19 2015

DATE

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015

EXHIBIT 3

May 22, 2007 Memorandum from the Guam Office of the Attorney General

(Referenced on page 1 of 15)

Alicia G. Limtiaco
Attorney General

J. Patrick Mason
Deputy Attorney General

COPY

OFFICE OF THE ATTORNEY GENERAL

May 22, 2007

Memorandum (Informational)

To: Superintendent, Guam Public School System

From: Attorney General

Subject: Government to Government Contractual Services

You're asked about Guam Public School System (GPSS) obtaining busing services for summer school from the Department of Public Works (DPW) without going through the regular procurement process. You indicated that historically GPSS and DPW have entered into a memorandum of understanding for the summer school bus services. You also indicated that summer school is a federally funded program and transportation is provided as part of the program.

This raises the question of the application of the procurement code to services provided by one government entity to another government entity. Attached is informational memorandum BOP 90-1529. This memorandum relates to Guam obtaining services from a federal agency. Obtaining services from another government entity within the government of Guam would likewise not require procurement. If the government can itself provide the services needed, it need not obtain those services elsewhere.

J. Patrick Mason

RECEIVED
MAY 22 2007
DEPARTMENT OF EDUCATION

287 West O'Brien Drive • Hagåtña, Guam 96910 • USA
(671) 475-3324 • (671) 472-2493(Fax)

GUAM PUBLIC SCHOOL SYSTEM
OFFICE OF THE SUPERINTENDENT
P.O. Box DE
Hagåtña, Guam 96932
Telephone: (671) 475-0658
Fax: (671) 472-5003
Email address: lreyes@gdoe.net

LUIS S.N. REYES
Superintendent of Education

Office of the Legal Counsel

May 21, 2007

Alicia G. Limtiaco
Attorney General of Guam
287 West O'Brien Drive
Hagatna, Guam 96910

Re: Summer School Bussing Services

Dear General Limtiaco,

Hafa Adai! Historically the Guam Public School System (GPSS) and the Department of Public Works (DPW) have entered into memoranda of understanding for summer school bussing services. Summer school is a federally funded program, as part of the program transportation is provided. GPSS has always used the services of DPW without bid in reliance of Attorney General Informational No. BOP 90-1529. A question has now been addressed to GPSS as to the applicability of the aforementioned opinion as it is informational in nature and thus not carrying the weight of a regular opinion of the Attorney General. GPSS' position is that the opinion has been and continues to be applicable to the practice of securing busses between GPSS and DPW.

To settle any questions relating to the above arrangement, GPSS is seeking your acknowledgement that No BOP 90-1529 does apply and GPSS may enter into an agreement with DPW for bussing without bid.

I look forward to you response. If you have any further questions please feel free to contact myself or Legal Counsel, Mr. Fred Nishihira at 475-0658.

Sinseramente,

LUIS S.N. REYES
Superintendent of Education

[ ] APPROVE [ ] DISAPPROVE

ALICIA G. LIMTIACO
Attorney General of Guam

Doc. No. 34GL-17-0777.

GOVERNMENT OF GUAM
AGANA, GUAM 96910

October 22, 1990

Memorandum (Informational) Ref: BOP 90-1529

To: Director, Bureau of Planning

From: Attorney General

Subject: Government to Government Contractual Services

We are in receipt of your memorandum dated October 9, 1990 in which you requested the following:

REQUEST: Does the Guam Procurement Code apply to requests for services from other government entities?

ANSWER: No. See discussion.

STATEMENT OF FACTS:

The government of Guam is interested in procuring services for the examination of the government of Guam's land management system and formulating a plan for improving the internal practices and procedures at the Department of Land Management as well as developing a more cohesive inter-department network for sharing of land related information. Because of the cadastral nature of the work involved, the execution of such work is viewed as being best performed by a government entity rather than a private firm; and as such, an arrangement would be on a government-to-government basis with a projected cost below $100,000.

Additionally, the government is interested in updating the United States' Geological Survey (USGS) Quadrangle Maps for Guam. This source is developed only by USGS and is available to all states, territories and affiliates of the U.S. Government.

This project requires the conduct of aerial photography; geodetic, municipal boundary, place name verification; topographic mapping; and digitizing of topographic information on a computer data file. The project cost is expected to be also below $100,000.

The Director of the Bureau of Planning (BOP) is inquiring whether the procurement law applies to contracts with other government entities.

DISCUSSION:

5 GCA Section 5004(b) provides:

> (b) Application to Territorial Procurement.
> This Chapter shall apply to every expenditure of public funds irrespective of their source, including federal assistance funds except as otherwise specified in §5501 of this Chapter, by this Territory, acting through a governmental body as defined herein, under any contract, except that this Chapter shall not apply to either grants or contracts between the Territory and another government. Nothing in this Chapter or in regulations promulgated hereunder shall prevent any governmental body or political subdivision from complying with the terms and conditions of any grant, gift, bequest, or cooperative agreement. (Emphasis added)

The section points out that contracts between the government of Guam and other governments are not bound by the procurement law. Therefore, the government of Guam may enter into a contract with another government for services without strict adherence to the Procurement Laws.

As to the inquiry regarding a possible contract with USGS which would be a unique "vendor" for USGS Maps, etc., another method available for the procurement of services is listed in 5 GCA §5214 (Sole Service Procurement), which provides:

> §5214. Sole Source Procurement.
> A contract may be awarded for a supply, service, or construction item without competition when, under regulations promulgated by the Policy Office, the Chief Procurement Officer, the Director of Public Works, the head of a purchasing agency, or a designee of either officer above the level of the Procurement Officer determines in writing that there is only one source for the required supply, service or construction item.

This memorandum is informational only and is not issued as an opinion of the Attorney General. For a faster response to any inquiry about this memorandum, please use the reference number shown.

OFFICE OF THE ATTORNEY GENERAL

By: Robert H Kono
ROBERT H. KONO
Assistant Attorney General

cc: Chief Procurement Officer, GSA
Director, DLM
019RHK/mb190

AGREEMENT BETWEEN GUAM DEPARTMENT OF EDUCATION AND UNIVERSITY OF GUAM FOR CONSULTING SERVICES TO FACILITATE THE EARLY CHILDHOOD EDUCATION FAMILY CONFERENCE 2015

EXHIBIT 4

Contractor's Proposal

(Referenced on page 1 of 15)

GUAM DEPARTMENT OF EDUCATION
OFFICE OF SUPPLY MANAGEMENT
Manuel F.L. Guerrero / Administration Building
2nd Floor, Suite B-220
Hagåtña, Guam 96932
Telephone: (671) 475-0438
Fax: (671) 472-5001

REQUEST FOR QUOTATION

Vendor: University of Guam
Phone No: 735-2600 Fax No: 734-1273
Quoted on: May 11, 2015
Quoted by: Angel Hagleetrall
(Print and Signature)

Date: June 2, 2015
Return to: Diana Guevarra
Fax No: (671) 477-4587
Tel No: (671) 300-1242
Email: ddguevarra@gdoe.net

Destination:

Requisition No: 20150361

Delivery Date Required:
Delivery Date Offered:

Respond by: June 3, 2013
5:00pm

Quote Valid for: 90 days

Item no.	Item Description	Qty.	Unit	Unit Price	Availability	Warranty
1	Consultation services to facilitate the Early Childhood Education Family Partnership	1	EA	$9,817.00		
	PLEASE SEE ATTACHED SCOPE					
	100% FEDERALLY FUNDED					

ALL QUOTES MAY BE BRAND NAME OR EQUAL
THANK YOU

IMPORTANT: If you are unable to quote, please indicate so on this form. This does not commit Guam Department of Education to pay any costs incurred in the submission of this quotation or to contract for supplies or services. Supplies are of domestic origin unless otherwise indicated. Any representation to this Request for Quotation must be completed by the quoter.

- Provide quarterly reports and final evaluation report on the implementation of the ECE Family Engagement Training Development Program

These goals will be accomplished through the following activities:

- PD894 Family Engagement Training Development (1 credit)

Activities:

Professional Development

- PD894 Family Engagement Training Development (1 credit)

A cadre of a maximum of 100 parents/teachers will complete the course which is aimed at strengthening and developing the Early Childhood Educators curriculum for the GDOE.

- A $1000 compensation for Master Professor for teaching PD894 Family Engagement Training Development
- $20 x 1 credits = $20 x 100 students = $2000 recordation fee
- $2,250 – manuals/binders/supplies
- $3,000 – curriculum materials/ textbooks/ECE teaching materials

Subtotal = $8,250

Subtotal – Indirect cost/professional fee = $1,567

Total Cost for Professional Development in Early Childhood Education Program for the Guam Department of Education: $9,817

PROPOSED TRAINING DATES – TBD

The exact dates will be determined through discussions between UOG Profession and International Programs and the Guam Department of Education, Curriculum and Instructional Improvement.

Prepared by:
Hazel G. Estrellado
Outreach Coordinator
Professional and International Programs
University of Guam

READY TO LEARN (RtL) PROGRAM
ECE FAMILY-PARTNERSHIP TRAINING DEVELOPMENT
Scope of Work

This Scope of Work request will facilitate a Family Engagement Conference, which includes the planning and implementation of the 2015 Family Engagement Conference for families. Research has shown that students succeed better in school when they see their families involved in the school activities. The project staff, during the second quarter, will identify local or national trainers to assist in developing parent training series in at least three of the standards from the National Parent Teacher Association. The aim of the design of the Parent Training Series is to establish a list and to recruit representatives from the elementary schools to participate at the 2015 Summer Family Engagement Training Conference and thereafter providing training to other families at the four pilot schools.

To procure consulting services to facilitate the ECE Family Partnership Conference for families of young children to address at least three of the National Parent Teacher Association Standards.

SERVICES:
Facilitate the ECE Family Partnership Conference for families of young children to address at least three of the National Parent Teacher Association Standards: Parenting, Communication and Student Learning.

1. Provide a work plan for the scheduling of Parent Training development of the Family Partnership Training Development for families of young children. In the area of Readiness Skills, Family Involvement, Teaching in a Multicultural Classroom, Appropriate Assessment for Early Childhood Education, Developmentally Appropriate Instructional Practices,

2. Review and Research on Family-Partnership models of "best practices" for the Early Childhood Education Program.

3. Provide consultative and collaborative services with the Division of Curriculum and Instruction and the ECE District Personnel on the timeline for the Family Engagement Training Development Plan.

4. Develop the ECE Family Engagement Training Development to include an awareness component, as well as, the other content areas: early literacy and math readiness or young children that will be utilized for continuous professional development for families.

5. Provide supporting documents such as timelines, participants, and sign-in sheets of training sessions held during the ECE Family Engagement Training Development period.

6. Provide the facilities, equipment, supplies and reference materials needed for the ECE Family Engagement Training.

7. Provide quarterly report and a final evaluation report on the implementation of the ECE Family Engagement Training Development.

8. Develop a Parent "Trainer of Trainers" module to use to facilitate training for parents of PreK-3rd grade students.

Diana D. Guevarra <ddguevarra@gdoe.net>

REQ 20150361 - UNIVERSITY OF GUAM

3 messages

Diana D. Guevarra <ddguevarra@gdoe.net> Tue, Jun 2, 2015 at 10:02 AM
To: estrelladoh@triton.uog.edu
Cc: "Diana D. Guevarra" <ddguevarra@gdoe.net>, "Tamara S. Flores (Office of Supply Management)" <tsflores@gdoe.net>

Good Morning Hazel,

Kindly see attached requisition and scope of service. We have received a quote dated May 6, 2015. Kindly validate and note your quote amount on our requisition form.

Thanks,

Diana D Guevarra

Buyer Supervisor II
Guam Department of Education
ddguevarra@gdoe.net
Direct:671-300-1242

Fax: 671-472-5001

2 attachments

REQ 20150361.pdf
1477K

REQ 20150361 - UOG QUOTE.pdf
161K

Diana D. Guevarra <ddguevarra@gdoe.net> Thu, Jun 4, 2015 at 1:10 PM
To: estrelladoh@triton.uog.edu
Cc: "Diana D. Guevarra" <ddguevarra@gdoe.net>, "Tamara S. Flores (Office of Supply Management)" <tsflores@gdoe.net>

Good afternoon,

GUAM DEPARTMENT OF EDUCATION
OFFICE OF SUPPLY MANAGEMENT
Manuel F.L. Guerrero / Administration Building
2nd Floor, Suite B-220
Hagåtña, Guam 96932
Telephone: (671) 475-0438
Fax: (671) 472-5001

REQUEST FOR QUOTATION

Vendor:_____
Phone No:_____ Fax No:_____
Quoted on: _____
Quoted by:_____
(Print and Signature)

Date: June 2, 2015
Return to: Diana Guevarra
Fax No: (671) 477-4587
Tel No: (671) 300-1242
Email: ddguevarra@gdoe.net

Destination:

Requisition No: 20150361

Delivery Date Required:_____
Delivery Date Offered:_____

Respond by: June 3, 2013
5:00pm

Quote Valid for: _____days

Item no.	Item Description	Qty.	Unit	Unit Price	Availability	Warranty
1	Consultation services to facilitate the Early Childhood Education Family Partnership	1	EA			
	PLEASE SEE ATTACHED SCOPE					
	100% FEDERALLY FUNDED					

ALL QUOTES MAY BE BRAND NAME OR EQUAL
THANK YOU

IMPORTANT: If you are unable to quote, please indicate so on this form. This does not commit Guam Department of Education to pay any costs incurred in the submission of this quotation or to contract for supplies or services. Supplies are of domestic origin unless otherwise indicated. Any representation to this Request for Quotation must be completed by the quoter.

READY TO LEARN (RtL) PROGRAM
ECE FAMILY-PARTNERSHIP TRAINING DEVELOPMENT
Scope of Work

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2. Review and Research on Family-Partnership models of "best practices" for the Early Childhood Education Program.

3. Provide consultative and collaborative services with the Division of Curriculum and Instruction and the ECE District Personnel on the timeline for the Family Engagement Training Development Plan.

4. Develop the ECE Family Engagement Training Development to include an awareness component, as well as, the other content areas: early literacy and math readiness or young children that will be utilized for continuous professional development for families.

5. Provide supporting documents such as timelines, participants, and sign-in sheets of training sessions held during the ECE Family Engagement Training Development period.

6. Provide the facilities, equipment, supplies and reference materials needed for the ECE Family Engagement Training.

7 Provide quarterly report and a final evaluation report on the implementation of the ECE Family Engagement Training Development.

8. Develop a Parent "Trainer of Trainers" module to use to facilitate training for parents of PreK-3rd grade students.

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
500 Mariner Avenue
A Building, Suite A-13
Barrigada, Guam 96913
Telephone: (671) 300-1581•Fax: (671)472-5001
Email: procurement@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

CARMEN T. TAITANO
Supply Management Administrator

October 5, 2015

NOTICE TO PROCEED

To: University of Guam Triton
Bookstore
UOG Station
Mangilao , Guam 96923
estrelladoh@triton.uog.edu

Attn: Hazel Estrellado

Ref: Professional services for the Development for Educators of Early Childhood Education Family Conference 2015. Requisition number - 20150361.

Purchase Order No.: **20150560-00**

Contract Amount: **$9,817.00**

Buenas yan Hafa Adai! You are hereby notified to commence work on the above contract **effective immediately.** In addition, this Notice to Proceed shall incorporate by reference all of the terms stipulated in the original Request for Quotation Documents, the Contract Scope of Services and the General Terms.

In case of unforeseeable delay, you are required to notify the Guam Department of Education Procurement Office in writing.

Should you have any other concerns regarding this matter, please notify our office at 300-1581.

Senseramente,

C Taitano
CARMEN T. TAITANO
Administrator, Supply Management

cc: Procurement File Requisition 20150361

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.

Purchase Order # 20150560-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE,
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150361	esanchez@gdoe.net/Eloise Sanchez-RTL

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Family Partnership Conference				
1	Consultation services to facilitate the Early Childhood Education Family Partnership Copnference 2015 ***82500022 - 0230 - F1482*** ***9,817.00***	1.0	Each	$9,817.000	$9,817.00

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.
Purchase Order # 20150560-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE,
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150361	esanchez@gdoe.net/Eloise Sanchez-RTL

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Family Partnership Conference				
1	Consultation services to facilitate the Early Childhood Education Family Partnership Copnference 2015 ***82500022 - 0230 - F1482 9,817.00***	1.0	Each	$9,817.000	$9,817.00

Alvarez & Marsal Public Sector Services, LLC
Guam Department of Education Third Party Fiduciary
P.O. Box 4322
Hagatna, GU 96932

Purchase Order

Fiscal Year 2015 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.
Purchase Order # 20150560-00

SUBJECT TO TERMS & CONDITIONS ON REVERSE SIDE

BILL TO
Guam Department of Education
Third Party Fiduciary
Alvarez & Marsal Public Sector Services, LLC
PO Box 4322
Hagatna, GU 96932
(671) 300-1262

VENDOR
UNIVERSITY OF GUAM TRITON
BOOK STORE
UOG STATION
Mangilao GU 96923

SHIP TO
CURRICULUM & INSTRUCTIONAL
MARINER AVENUE
BUILDING C, TIYAN
BARRIGADA GU 96931

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/24/2015	11143		20150361	esanchez@gdoe.net/Eloise Sanchez-RTL

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Family Partnership Conference				
1	Consultation services to facilitate the Early Childhood Education Family Partnership Copnference 2015 ***82500022 - 0230 - F1482 9,817.00***	1.0	Each	$9,817.000	$9,817.00

PURCHASE ORDER TERMS AND CONDITIONS
IMPORTANT - READ CAREFULLY

1. ACCEPTANCE; PURCHASE ORDER CONSTITUTES ENTIRE AGREEMENT – This Purchase Order (P.O.) constitutes Buyer's offer and may be accepted by Seller (or Contractor where applicable) only in accordance with the terms herein. Unless Seller and Buyer have entered into a separate written contract covering the purchase of the goods and services described herein, the entire contract between the parties consists of this P.O. and the Seller's acceptance as above stipulated, and said contract shall not be changed or added to except in writing signed by authorized representatives of each party. This P.O. may be accepted by Seller by commencement of work, shipment of goods, or furnishing of services hereunder. Dispatch of Seller's acknowledgement form or other written document will also act as an acceptance if it agrees with this P.O. with respect to the description, amount, price and time of delivery of the goods or services ordered. Notwithstanding any waiver in any instance, or any oral agreement, or any instructions, terms and conditions that may be contained in any quotation, acknowledgement, invoice or other written document of Seller, no addition to, waiver for the future or modification of, any of the provisions herein contained shall be of any force or effect unless made in writing and executed by Buyer.

2. CHANGES. Buyer shall have the right at any time to make changes in this P.O. by written notice to Seller, and Seller agrees to comply with such changes. If such changes cause a material increase or decrease in Seller's costs or time of performance of this P.O., Seller shall notify Buyer immediately and negotiate an adjustment.

3. PRICE. The price invoiced for the goods on this purchase order shall be no higher than the price stated on the front of this purchase order unless prior notification is received from Seller prior to shipment and the change is accepted by Buyer. If the Seller's established price for any item upon the date of delivery shall be lower than the price shown on this purchased order, the Buyer shall have the benefit of such lower price. Seller shall deliver to Buyer all invoices within thirty (30) days of shipping or service delivery.

4. ORDER FULFILLMENT. Unless Seller and Buyer have entered into a separate written contract covering the purchase of the goods and services, Seller shall deliver to Buyer all goods and services within sixty (60) days of date ordered.

5. SHIPPING. Buyer reserves the right to route all shipments. Delays in shipment shall be reported immediately by Seller to Buyer. Every package or other shipping unit, bill of lading, shipping memorandum and invoice must be marked with Buyer's P.O. Number. Seller's serial numbers must be shown on all shipping papers and invoices. In the case of international shipments, label also must disclose "Country of Manufacture". Shipping costs are paid based upon full shipment of the P.O. Seller bears the additional cost, if any, for partial shipments.

6. TIME OF THE ESSENCE. Time of shipment and of other aspects of performance hereunder are of the essence of this agreement.

7. DELIVERY/TITLE. Unless otherwise agreed, delivery shall be Free On Board (F.O.B.) point of destination and title shall pass to Buyer upon acceptance at the final delivery point. Risk of damages or loss following shipment and prior to acceptance by Buyer shall be the responsibility of Seller.

8. RIGHT OF INSPECTION AND REJECTION. Material and equipment supplied by Seller shall be received subject to Buyer's inspection and approval within a reasonable time after delivery, notwithstanding prior payment. If specifications or warranties are not met, material and equipment may be returned at Seller's expense. No material or equipment returned to Seller as defective shall be replaced except upon Buyer's formal authorization. Buyer's count shall be accepted as final on all shipments not accompanied by a packing list. Buyer reserves the right to return, at Seller's expense and risk, goods received that were not ordered. Buyer also reserves the right to return, at Seller's expense and risk, any and all duplicate shipment of orders.

9. ASSIGNMENT. Neither this P.O. nor any interest herein nor any claim arising hereunder shall be transferred or assigned by Seller without the prior written consent of Buyer. Buyer may transfer or assign the benefits of this agreement, in whole or in part, including without limitation the Seller's warranty, without the approval of Seller.

10. GOVERNING LAW. This P.O., and the rights and obligations of the parties thereto, shall be determined in accordance with the laws of the Territory of Guam and any applicable federal rules, laws, and regulations wherein the equipment or material shall be installed or wherein the work shall be performed or according to the funding source under which this P.O. is being funded.

11. WARRANTY. Seller warrants that all goods or services furnished pursuant to this P.O. will be free from defects in material or workmanship and will be in conformity with the requirements of this P.O., including drawings and specifications, if any, and reasonably fit for the purpose disclosed in this P.O. or in such drawings and specifications, and Seller further warrants that such goods or services will be merchantable and fit for the purpose for which they are sold, and where design is Seller's responsibility, will be free from defects in design. Buyer's approval of Seller's design or material shall not be construed to relieve Seller of the warranties set forth herein. Without limitation of any rights which Buyer may have at law by reason of any breach of warranty, goods which are not as warranted may at any time within twelve (12) months after delivery be returned at Seller's expense. Buyer at its option may require Seller either to replace such goods at no increase in price (Seller must pay all repacking, transportation and handling charges both ways) or to refund the purchase price and any charges in connection therewith.

12. INVOICES. All invoices should be itemized in accordance with the numerical sequence of the purchase order. All invoices shall be mailed to Buyer at its office as indicated on the face of this P.O. and will state Buyer's P.O. Number clearly on the invoice. Invoice and duplicates shall be rendered for each P.O. or for each shipment if more than one is made on a P.O.. No invoice shall be delivered by Seller to any employee of Buyer. An itemized delivery ticket, bearing Buyer's P.O. Number as shown hereon, must be left with the goods to insure their receipt. If delivery is made by carrier, an itemized delivery ticket must be attached to the package or other shipping unit. The payment discount period will date from receipt of the invoice and not from the date of the invoice. In case of errors on an invoice, the payment discount period will date from the receipt of corrected invoices. Seller shall use the lowest published freight rates and any excess transportation charges incurred, including any that deviate from the published tariff rates, are to be borne by the Seller.

13. COMPLIANCE WITH LAWS. Seller represents that it has complied with and shall continue to comply with all applicable foreign, federal, state and local laws, regulations, rules and ordinances applicable to the sale of goods and services ordered by Buyer. Upon request, Seller shall furnish Buyer a certificate to that effect. If Seller is a United States entity, Seller will comply with federal laws, rules and regulations applicable to government contracts. Seller will hold harmless and indemnify Buyer against any loss or damages, including attorneys' fees and costs, resulting from Seller's violation of any laws, regulations, rules or ordinances. Seller warrants that it has not offered or given and will not offer or give any employee, agent, or representative of Buyer any gratuity that may appear to assist Seller in obtaining any business from Buyer or influencing such person with respect to the terms, conditions, or any performance of any contract with or order from Buyer.

14. CANCELLATION. Buyer may cancel the P.O., in whole or in part, at any time, by a written notice to Seller. Seller shall, upon request by Buyer, transfer title and deliver to Buyer such work in process or completed goods as may be requested by Buyer. Buyer shall have no liability to Seller beyond payment of any balance owing for goods and services purchased under the P.O. and delivered to and accepted by Buyer prior to Seller's receipt of the notice of termination, and for the reasonable cost of any work in process or completed goods so requested by and delivered to Buyer; provided, however, that if Seller is not in default, Buyer shall, in addition, pay to Seller such reasonable costs incurred by Seller pursuant to the P.O., prior to such cancellation, with respect to such work in process or completed goods not so requested to be delivered by Buyer as shall be unrecoverable in the normal course of business, excluding any and all costs related to any manufacture done in advance of a normal flow time necessary to meet the P.O. schedule. Buyer shall have no duty to reimburse Seller for costs incurred by Seller for materials, work in process or completed goods that have not been ordered by Buyer.

ALVAREZ & MARSAL
PUBLIC SECTOR SERVICES, LLC

Alvarez & Marsal Public Sector Services, LLC
GDOE Third Party Fiduciary
PO Box 4322
Hagatna, GU 96932

RE: Guam Department of Education Purchase Orders

Dear Department of Education Vendor:

This letter is to inform you that Alvarez & Marsal Public Sector Services, LLC ("A&M") was appointed as the Third Party Fiduciary to manage United States Department of Education (USDOE) funds for the Guam Department of Education (GDOE).

In the near future, A&M will be placing purchase orders for goods and services on behalf of the GDOE. A&M will be receiving and processing invoices for those orders, as well as disbursing funds for payment of those received, and subsequently invoiced.
Once A&M has placed an order with your company, funds are set aside to be disbursed. When validation (receiving document) of receipt of goods and/or services has been provided and an invoice received by A&M, the funds will be disbursed.

Under no circumstances are USDOE funded goods or services to be shipped or rendered without an official A&M purchase order. A&M will not honor invoices that do not comply with the instructions contained within this letter. To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322, Hagatna, Guam 96932 (This remittance address is also indicated on the purchase order.) Incorrect routing will create an extended delay in the vendor receiving reimbursement.

Please note that A&M is only responsible for obligations committed and purchase with USDOE funds; state and local funds are not under A&M's authority. You may still receive orders directly from GDOE for goods or services to be purchased with state and local funds. To avoid any confusion, all purchase orders for USDOE goods and services will come directly from A&M with an official purchase order title **"Alvarez & Marsal Public Sector Services LLC, GDOE Third Party Fiduciary".**

A&M and the GDOE greatly appreciate your continued support and look forward to working with you in providing quality goods and services to the children of Guam.

Sincerely,

Lia Beauvais
Project Director
Alvarez & Marsal Public Sector Services, LLC
GDOE Third Party Fiduciary

2015 Family Partnership Conference
Presentations Evaluation Form

Title: 2015 Family Engagement Conference Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					X
2	How relevant were the 2015 Family Partnership Conference topics?					X
3	How appropriate were the materials used in the presentations?					X
4	To what extent did the presentations increase your knowledge of early childhood development?					X
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					X
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					X
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					X
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					X

9. The most valuable aspects of the 2015 Family Partnership Conference include:
The nursery rhymes & Stems presentations

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Engaging Families of Young Children

Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				√	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				√	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				√	
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:

Session 1: Marble Maze
Session 2: Garbage Science > Something I would use with my son and in my classroo

10. Please provide additional comments and suggestions.

Food for Lunch

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Engaging families of young Children Date: 11/20/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?				√	
2	How relevant were the 2015 Family Partnership Conference topics?				√	
3	How appropriate were the materials used in the presentations?				√	
4	To what extent did the presentations increase your knowledge of early childhood development?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				√	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				√	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				√	
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?				√	

9. The most valuable aspects of the 2015 Family Partnership Conference include:

[illegible] Hands-on sessions

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Marble Run / Garbage Science Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations? Great, They were prepared.					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:
The Sessions were great very interesting at garbage science. Mostly recycle material were used.

10. Please provide additional comments and suggestions.
Location was okay. Rooms for the ~~551~~ sessions are kind of far.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Family Engagement Conf of young children

Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?				√	
2	How relevant were the 2015 Family Partnership Conference topics?				√	
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				√	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				√	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				√	
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?				√	

9. The most valuable aspects of the 2015 Family Partnership Conference include:

Make & take projects
learning the importance of Literacy

10. Please provide additional comments and suggestions.

fun & interesting

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

- Make and take activities
- Variety of strategies to work w/ children

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: Nov 28, 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: Nov 28, 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?				✓	
2	How relevant were the 2015 Family Partnership Conference topics?				✓	
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

I like it. It was fun.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: FAMILY ENGAGEMENT CONFERENCE Date: NOV. 28,15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

The use of recyclable materials for each our children.

10. Please provide additional comments and suggestions.

Excellent presentations.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Family Engagement Conference Date: 11-28-15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:
The different way of using recyclable materials to teach children.

10. Please provide additional comments and suggestions. Excellent presentation, very easy to understand.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Boosting Brain Power Date: 11/20/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?				✓	
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: teacher Date: NOV. 21, 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:

- activity
- information presented

10. Please provide additional comments and suggestions.

Great job
very fun
thanks for the info

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Teacher Date: 11-28-15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				✓	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				✓	✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

activity ideas + handouts

10. Please provide additional comments and suggestions.

Thank you! Good job!

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Teacher Date: November 28, 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:
   * Fun and engaging activities
   * Useful handouts for families and educators. (and information)
10. Please provide additional comments and suggestions.
    Great job! (4)

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?				✓	
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of early childhood development?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				✓	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

Understanding the importance of boosting a child's brain power.

10. Please provide additional comments and suggestions.

Very educational, informative, & ~~Very~~ activity oriented.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11/24/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

talking about how children have to be taught to be bias and prejudi about keeping still and brain cells; how ~~everything was~~

10. Please provide additional comments and suggestions.

The presentation was very informative.

Thank you!.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11.28.15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?				√	
2	How relevant were the 2015 Family Partnership Conference topics?			√		
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				√	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				√	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				√	
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?				√	

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: NOV. 28. 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:
Being able to learn new things with my daughter.

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Engaging Families of Young Children

Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?		✓		✓	
2	How relevant were the 2015 Family Partnership Conference topics?		✓		✓	
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				✓	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				✓	
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				✓	
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:
Very interactive - great ideas.

10. Please provide additional comments and suggestions..
Great use of materials we have around the house.
Thank You!

2015 Family Partnership Conference
Presentations Evaluation Form

Title: Engaging Families with Young Children

Date: Nov. 28. 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?				√	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?				√	

9. The most valuable aspects of the 2015 Family Partnership Conference include:
- hands-on activities that are affordable for all families.
- stressing that PLAY is important!

10. Please provide additional comments and suggestions.
-Thank you for taking the time to share the information and materials.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: NOVEMBER 28, 2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

Jtreyes@gdoe

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					✓
2	How relevant were the 2015 Family Partnership Conference topics?					✓
3	How appropriate were the materials used in the presentations?					✓
4	To what extent did the presentations increase your knowledge of early childhood development?					✓
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					✓
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					✓

9. The most valuable aspects of the 2015 Family Partnership Conference include:
I loved the handouts & the hands on activities that were presented.

10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: _____ Date: 11/28/15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average			Excellent
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					X
2	How relevant were the 2015 Family Partnership Conference topics?					X
3	How appropriate were the materials used in the presentations?					X
4	To what extent did the presentations increase your knowledge of early childhood development?					X
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					X
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					X
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					X
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					X

9. The most valuable aspects of the 2015 Family Partnership Conference include:
It's interesting how the brain research shows the effect of exercises on the brain... there are so many interesting ideas that we can use in raising and educating young children.
10. Please provide additional comments and suggestions.

2015 Family Partnership Conference
Presentations Evaluation Form

Title: School Aide II Date: 11-28-15

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?				✓	
2	How relevant were the 2015 Family Partnership Conference topics?				✓	
3	How appropriate were the materials used in the presentations?				✓	
4	To what extent did the presentations increase your knowledge of early childhood development?				✓	
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?				✓	
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?				✓	✓
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?				✓	✓
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?				✓	

9. The most valuable aspects of the 2015 Family Partnership Conference include:
Socialization given the chance to meet new people & parents that we work with. To have a successful communication & exchanging ideas how to create a very productive learning materials for the kids.

10. Please provide additional comments and suggestions.
Hope next time the rooms for activities will be closer to each other & we can do "all the activities" together

2015 Family Partnership Conference
Presentations Evaluation Form

Title: ~~Family Engagement~~ Teacher

Date: 11/28/2015

Instruction: Place a check mark (√) in one of the boxes that best matches your perception of the presentations in which you participated. The information you provide will help us improve other presentations. Thank you.

		Poor	Average		Excellent	
		1	2	3	4	5
1	Did the 2015 Family Partnership Conference presentations meet the needs of families & educators?					√
2	How relevant were the 2015 Family Partnership Conference topics?					√
3	How appropriate were the materials used in the presentations?					√
4	To what extent did the presentations increase your knowledge of early childhood development?					√
5	To what extent do you feel capable of using this knowledge to improve your understanding of early childhood development?					√
6	Overall, how would rate the 2015 Family Partnership Conference Presentations?					√
7	Overall, how would you rate the value of this 2015 Family Partnership Conference experience?					√
8	How would you rate the facilities and location of the 2015 Family Partnership Conference?					√

9. The most valuable aspects of the 2015 Family Partnership Conference include:

10. Please provide additional comments and suggestions.

Name: (Please Print)	E-Mail:	PD894 Reg.	Signature:
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Quinata, Kristy			

Doc. No. 34GL-17-0777.

Guam Department of Education
UOG Professional and International Programs

PD894 Pre-Kindergarten Program
Family Partnership Conference
Nov. 28-30, 2016 8:00am - 3:00pm
SBPA Room 129

Dr. Clare A. Camacho, Ph.D.
Associate Professor
UOG School of Education

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Doc. No. 34GL-17-0777.

Name: (Please Print)	E-Mail:	PD894 Reg.	Signature:
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Rhea Francisco ✓	rhea.francisco@gdoe.net	✓	

Doc. No. 34GL-17-0777.

SESSION DESCRIPTIONS

SESSION 1 – 9:00 – 10:15 a.m. (Choose ONE Session)

A. More than Playdough (Room 201 – School of Ed Bldg)
Liguan Elementary School
Teachers: Diana Tamondong, Genevieve Santos
Making playdough is easy! Learn how to make playdough in this session and how to connect it with math, language, creativity, and physical development.

B. Fun Time with Rhyme! (Room 129)
Marcial A. Sablan Elementary School
Teachers: Michelle Sakaba, Joann Susuico, Jacqueline Reyes
Through hands-on activities and crafts, learn how nursery rhymes can enhance a child's creativity and connect with math, language, motor skills, and art.

C. Marble Run and Marble Maze (Room 117 – School of Ed Bldg)
Lyndon B. Johnson Elementary School
Teachers: Carmel I.A. Aguon, Rosanne U. Lastimoza, Cathy M. Sayama
Learn to create homemade "Marble Run" projects for children using various recyclable materials that incorporate **S**cience, **T**echnology, **E**ngineering, and **M**ath (STEM) methods.

SESSION 2 – 10:30 – 11:45 a.m. (Choose ONE Session)

D. No-Sew Snowman (Room 201 – School of Ed Bldg)
Juan M. Guerrero Elementary School
Teachers: Tina Perez, Bianca Nguyen, Pearl Hamada, Aurelia Perez.
Through the construction of a no-sew snowman, learn how to help develop young children's academic skills.

E. Egg Carton Math (Room 129)
Maria Ulloa Elementary School/D.L. Perez Elementary School
Teachers: Jonilin San Nicolas, Arlyn Espinosa, Melissa Gentapanan, Jeanalyn Benavente
Have fun with math and learn how to use egg cartons to enhance math development in young children.

F. Garbage Science (Room 117 – School of Ed Bldg)
Teachers: Cindy Korenko (Price Elementary), Bill Korenko (Guam Community College)
Learn how to engage student thinking power through science using items from the garbage and in the kitchen.

Funded by USDOE Consolidated Grant Title VI

2015
Family Engagement Conference
Guam Department of Education

"ENGAGING FAMILIES OF YOUNG CHILDREN"

Vision Statement
"Every Student: Responsible, Respectful, and Ready for Life"

Saturday, November 28, 2015
University of Guam
Jesus & Eugenia Leon Guerrero School of Business
& Public Administration Building

Early Childhood Education Program

What is the Early Childhood Education Program?

The Guam Department of Education's Early Childhood Education (ECE) program encompasses all programs and services for children from kindergarten through grade three. The Early Childhood Education programs include addressing students that are second language learners; teaching to the K-3 Content Standards & Performance Indicators and the Language Arts/English & Math Common Core State Standards; and assessing students at their developmental level.

The goal of the ECE Family Engagement Conference for families of young children will be facilitated to address at least three of the National Parent Teacher Association Standards: Parenting, Communication and Student Learning. Additionally, sessions will be offered in the areas of Readiness Skills, Family Involvement, Teaching in a Multicultural Classroom, Appropriate Assessment for Early Childhood Education, and Developmentally Appropriate Instructional Practices.

Acknowledgements

Jon J.P. Fernandez Superintendent of Education
Joseph L.M. Sanchez, Deputy Superintendent, C&II
Dr. Clare Camacho, Associate Professor, UOG, School of Education/ECE
Carlos Taitano, Director & Staff, UOG- PIP Office
GDOE ECE Teachers/Session Presenters

FAMILY ENGAGEMENT CONFERENCE
NOVEMBER 28, 2015

PROGRAMME

8:00 am.	**Registration**
8:30 a.m.	**General Assembly** Welcoming Remarks by Joseph L.M. Sanchez, Associate Superintendent, Curriculum & Instructional Improvement
8:45 a.m.	**"Just Play" - Perspectives on Learning** Dr. Clare Camacho, Associate Professor, ECE School of Education, University of Guam
9:00 a.m.	**Session 1 (Choose 1)** More than Playdough Fun Time with Rhyme Marble Run/Maze
10:15 a.m.	**Break**
10:30 a.m.	**Session 2 (Choose 1)** No-Sew Snowman Egg Carton Math Garbage Science
11:45 p.m.	**Lunch**
12:45 p.m.	**Boosting Brain Power- Raising Smarter Children** Dr. Clare Camacho
3:00 p.m.	**Closing Remarks/Evaluations**

Pre-Kindergarten Family Project Narrative

Our Pre-Kindergarten Team planned, collaborated and worked together to incorporate family projects every month in our classrooms from November through April. The family projects provided the opportunity to have our families and parents contribute to their child's education. The projects also enhanced the ability for student's learning about their thematic units and understanding.

The purpose of our family projects is to have parent involvement in the classroom. With these activities, families were able to support, collaborate and work with their child to complete their project every month. Our family projects made a great impact for our students because they were able to communicate, socialized and ability to express creativity.

Overall, the family project was a success for us because each and every family participated in all the activities.

November: (Turkey Decorating)

The Pilot Pre-Kindergarten Teachers decided to incorporate "Thanksgiving" as a theme in the month of November. We taught our Pre-Kindergarten Students "All about Thanksgiving". Discussed and Explained Traditional Feast during the Thanksgiving Times back in the past and now in the present times. The teachers from the four school decided that our pre-kindergarten students will be decorating a Turkey for their November Family Project. Ms. Pabroa emailed all the other teachers the turkey template for our students to decorate.

The Turkey Decorating Project include various materials such as beans, feathers, cereal, glitter, and other mediums to complete their project. The teachers were amazed by the creativity and effort that the families put in this project.



December: (Christmas Performance/Dear Santa Letter)

Our December Family Project was to have our students write letters to Santa. Students were given the Dear Santa Letter Template. Each student in the classroom were to write a letter to Santa for what they wanted for Christmas. With the assistance of the parents, our students were able to write letters to Santa. When students have completed the letters, they were to drop the letter to the Dear Santa Mailbox at Macys.

The second part of our family project for December was to have our parents involved in our Christmas Programs. Our students participated in a Christmas Program in December. Students showcased their talents from singing, dancing and performing arts.







January: (58 Days of School

Our January Family Project was our "58 Days of School" We chose to do 58 days of School because our school celebrated their 100th Day of School. This project allowed our students to use number and quantity concepts. This project had parent involvement. Students were to create something that has "58" objects. For instance, some families used 58 pompoms to represent 58 gumballs in a machine. Below are some examples of our January Family Project.





February: (Valentine's Day Mailbox)

In February, we chose to have our pre-kindergarten students create valentine's day mailboxes. Students were to use recycled shoe boxes or any boxes to create their unique mailbox. Our students decorated their own boxes with various of materials. Some students used orange juice boxes and created a robot. Our pre-kindergarten students used paint, glitter, stickers and various materials to complete their mailboxes.

When students have completed their mailboxes at home with families. They were to bring it back to school. Students brought letters and gifts for their classmates. We had our students gather in the carpet and deliver letters for their friends in their mailboxes. This project allowed our students to gain confidence and social skills.











March: (Life as a Tourist/ Easter Baskets)

In March, we decided to have our students choose between two projects. First was My Life as a Tourist Project and the second choice was to create a home made Easter basket. Our families and students enjoyed these projects. LBJ Students decided to do "My Life as a Tourist". We received positive comments about this project because all the parents thought it was a wonderful idea to have our students learn and explore the beauty of our island, Guam. Some students made poster boards, PowerPoint and movie presentations for their tourist project. Some students at Marcial Sablan Elementary School made homemade Easter Baskets. They used various of materials to [illegible] kets.

















April: (Reduce, Reuse and Recycle Sculpture)

Our last Family Project of the school year was a Reduce, Reuse and Recycle Sculpture. We decided to do incorporate our Earth Day theme into our Family Project. We wanted to tie the theme of the Month to our lessons. We had our students create a sculpture using recyclable materials such as water bottles, boxes, egg cartons, tissue rolls, etc. Our parents and students were very creative! Some parents made guitars, castles, flowers and more with their child.

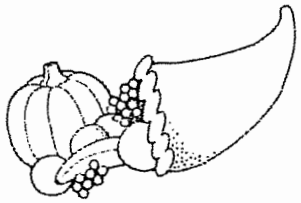








Pre-K November Family Project



Dear Parents/Guardians,

Throughout the school year, our Pre-K students will be assigned a monthly family project. These projects are designed to help our students develop self –esteem skills, showcase creativity and reinforce lessons previously taught in our classroom.

The project is designated for families to work together for a common cause, help facilitate our Pre-K student's presentation of the project and it allows families to learn new concepts with their child.

Attached is our first family project. Please have your child decorate the attached Turkey Template by using various materials such as, glitter, beans, pasta noodles, fabric, cotton balls, or any materials not listed. Be creative! The family project is not graded; however, your child will present it to the class during circle time. You may practice with your child presenting his/her project by helping your child with the questions below.

Sample Questions:

Who helped with your project?

What kinds of materials did you use to decorate it?

What colors are in your project?

The November Family Project is due: Monday, November 23, 2015

Thank You,

Ms. Nikka L. Olalia

Acknowledged by: Carolyn D. Camacho, Principal

Pre-Kindergarten November Newsletter

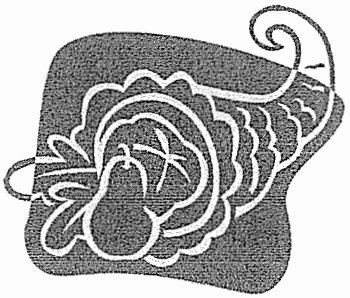
Dear Parents/Guardians,

Thank you to the students and their families for attending our OPEN HOUSE on October 28!

Please mark your calendars for the following dates:

November 11, Wednesday: Veteran's Day (No Classes)

November 21, Saturday: Family Conference at U.O.G. multipurpose room. (Flyer will be sent home to parents that were not able to attend the OPEN HOUSE.)



November 23, Monday: Turkey Template due (Family Project#1)

November 26, Thursday: Thanksgiving Day (No Classes)

November 27, Friday: Make Up Day#1 (No Classes)

Friendly Reminders

Attendance:
It is important that the students come to school daily and on time. If your child is absent, please provide an excuse note the **following** day upon returning to school. Attendance is being taken and monitored for our program. Please take note that Half Days also count for attendance.

School Planners:
Please check your child's school bag and planner for any important information and daily behavior color. Don't forget to sign his/her planner and return in your child's school bag

Your Pre-K Team,
Ms. Pabroa & Ms. Jennifer

Acknowledged By: _____
Darlene C. Castro, Principal

Prekindergarten December Newsletter

Parents/Guardians,

Thank You to *Coby Tedtaotao and Family* for attending our Family Conference on November 28. Your participation shows your commitment and partnership in support of our PreK Program!

University of Guam, College of Agriculture & Life Sciences Food, Friends & Mighty Moves

Our students will be participating in a health/fitness program UOG's "Food, Friends & Mighty Moves" The program consists of taste testing of different types of foods and daily structured physical fitness. Please sign the attached waiver and return as soon as possible.

Kindly keep note of the following dates for this month. Please check your child's planner daily for other events and notes throughout the month.

December 8 Santa Maria Kamalen Holiday, NO CLASSES
December 18 Christmas Program – 8:30a.m. in the school cafeteria.
December 21-January 1. Christmas Break. **Classes resume Monday, January 4.**

Christmas Program Attire



- ✓ Santa Hat
- ✓ Top: Plain green shirt
- ✓ Bottom: Black pants
- ✓ Shoes: Black shoes

Thank You for all your support,

Ms. Pabroa/Ms. Jen

_____

Acknowledged: Ms. Darlene C. Castro, Principal

Pre-Kindergarten January Newsletter

Parents/Guardians,

We hope everyone had a wonderful Christmas break! Thank you for joining and supporting our Christmas program performance on Friday, December 18, 2015. Our Pre-Kindergarten students did a wonderful job rockin' around the Christmas tree!

Please take note of the following dates:



Friday, January 8, 2016 – End of 2nd Quarter

Monday, January 11, 2016 – 3rd Quarter Begins

Monday, January 18, 2016 – Martin Luther King Holiday (No Classes)

Wednesday, January 27, 2016 – Professional Development Day (Half Day)

Thursday, January 28, 2016 – Family Project Due. *Please see attached Family Project letter.*

Thank you parents for reviewing the waiver form for the *Food Friends and Mighty Moves Program.* We will be launching *Food Friends* this month. The program consists of taste testing on different types of local produce and daily structured physical fitness.

Your Pre-K Team,

Ms. Pabroa & Ms. Jen

Acknowledged By: Darlene C. Castro, Principal

Pre-Kindergarten January Family Project

Hooray! We are finally half way through the school year! On Thursday, January 28, 2016, all grade levels will be celebrating their 100th day of school. Because our Pilot-Prekindergarten program had started a quarter late, we will be celebrating our 59th day of school on that day!

For this month's family project, each student will work with their family to put 59 items together to represent any theme of your choice. (*For example: 59 fish in a fish tank, 59 gumballs in a gumball machine, and 59 apples on an apple tree.*) You may use various items and materials to compromise with your theme such as, cereal, goldfish crackers, cotton balls, etc. Please be creative! Each student will share their family project to the class during circle time.

Please practice the following questions with your child. Your child will present his/her project to the class.

1. Who helped you with your project?
2. What materials did you use for your project?
3. What colors and shapes do you see on your project?
4. What was your favorite part of your project?

Family Project due: Thursday, January 28, 2016

Thank you,

Ms. Nikka L. Olalia

Acknowledged by: _____

Mrs. Carolyn D. Camacho, Principal

February Family Project

Dear Parents/Guardians:

Our February Family Project will consist of 2-parts:

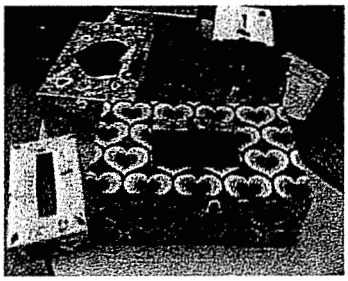
Part 1: Valentine Cards

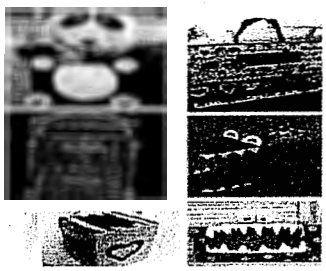
Valentine's Day takes place in the month of February. This holiday is a time of expressing love, friendship and appreciation for our friends, family and/or people we care about. Our Family Project for February is to have your child make Valentine Cards for each of their classmates and a Valentine Box. Valentine Cards can be made by your child or you may opt to purchase boxed Valentines cards. If your child is making their Valentine cards, have your child draw/write a friendly saying and/or draw a picture. Some examples are:

Happy Valentine's Day!
Im Happy we're friends!
You are awesome!
School is cool and so are you!

Part 2: Valentine Boxes

Our class will personally deliver their Valentine Cards to their friends. Therefore, each student is to make a Valentine Box. The Valentine Box can be made from recycled cardboard shoe boxes, large cereal boxes, etc. You can have your child decorate it to his/her liking. The Valentine Box should have a open slot to insert letters/cards. You may use paint, construction paper, or any art materials. Be Creative! Here are some examples:





Please bring in both Valentine Cards and Valentine Box on Thursday, February 11, 2016.

Thank you,
Ms.Olalia

Acknowledged by: _____
Mrs. Carolyn D. Camacho, Principal

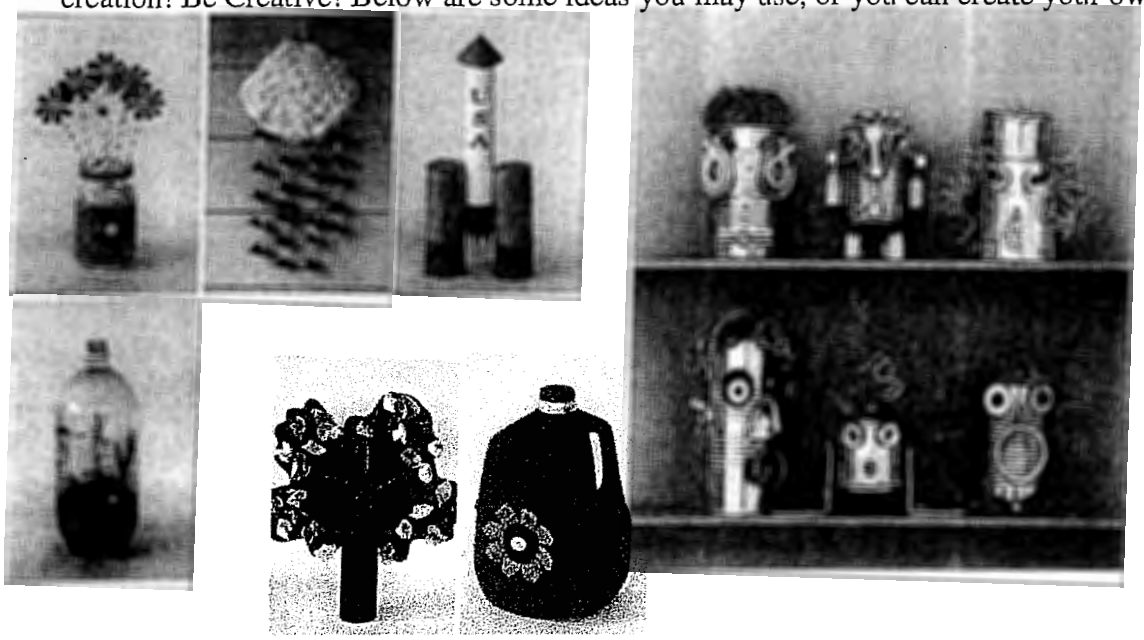


APRIL FAMILY PROJECT

Dear Parents/Guardians:

This year, Earth Day is celebrated on April 22, 2016. There are many ways to celebrate Earth Day in our homes and classrooms. We all have a responsibility to take care of our Earth by pitching in one way or another to Reduce, Reuse and Recycle.

Our April Family Project is to create a sculpture using any recycled materials such as plastics, cans, plastic bottles, tissue rolls, etc. Let's use these recyclable materials to create a beautiful creation! Be Creative! Below are some ideas you may use, or you can create your own:



The April Family Project is Due April 26, 2016.

Thank you,

Ms.Nikka L. Olalia

4-13-16



L.B.J. Elementary School
Parent Teacher Conference
November 3, 2015
TF-1



Ms. Nikka Olalia

(17)

	Student(s) Name	Parent's Name	Parent(s) Signature
1	YUKINA WATANABE	MINAKO WATANABE	
2	Amanda Bautiste	Vickie Bautista	
3	~~Karen~~ Joaquin Grape	Karen Grape	
4	JOSELIN GRAPE	JOSELIN GRAPE	
5	Kamelyn Jean Flores	Grace O. Flores	
6	Jia Gumaban	Tamara Gumaban	
7	Kamila Kaneshiro	Canny M. Apolonio	
8	Anah Taitano Kani	Joleen Taitano Kani	
9	Astrid LG	Juanita LG/Teog	
10	Isabella Panganiban	Rhose Panganiban	
11	Kayla-marie Pangelinan	Joshua Pangelinan	
12	NEO JAMES PEROY	FERLITO M. PEROY	
13	Latoya Ringlen	Lemioleen Neth	
14	KYLI AMONO SANCHEZ	KOLLEEN RICONE T. RIOS	
15	~~AVA~~ CIVYA SIMION	JUDY FERROZ	
16	Kira-Ani Untalan	Vince & Stephanie Untalan	
17	KNOX BADAR	Megumi Badar	
18			
19			
20			
21			
22			
23			
24			
25			
26			

LBJ ELEMENTARY SCHOOL SY 2015-2016
PARENT TEACHER CONFERENCE
April 7, 2016, Thursday
7:30 AM – 12:30 PM

Teacher: Ms. Nikka Olalia

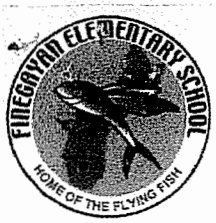
Room Number: TK3

	Student Name	Parent/Guardian Name	Contact Number / Email Address
1.	YUKINA WATANABE	AINAGO WATANABE	689 - 9807
2.	Vickie [illegible]	[illegible]	787-9147
3.	Kameryn Flores	[illegible]	6870520
4.	Joaquin Jade Grape	[illegible]	777-4269
5.	Jia Guevara	[illegible]	6856113
6.	Kamila Kaneshiro	[illegible] Astrid J.	486-8341
7.	Leon Guerrero, ~~Juanita~~	[illegible]	486-1636
8.	Ariah Mae Kani	[illegible]	4870053
9.	NEO JAMES PEROY	[illegible]	482-3111
10.	Isabella Panganiban	[illegible]	486-0180
11.	~~Kaitlyn Cepeda~~ Kayla Pangelinan	[illegible]	929-4868
12.			
13.	Latoya Ringlen	Lemioleen Neth	727-2507
14.	Annamarie Concepcion Cabrera	Kolleen Rios	689-4541
15.	MYA SIMION	JUDY TERLAJE	488-7134 judy.terlaje2@gmail.com
16.	Kira-Ani Untalan	Stephanie Untalan	688-2420 smuntalan@gmail.com
17.	Knox Badar	Megumi Badar	929-0767
18.			

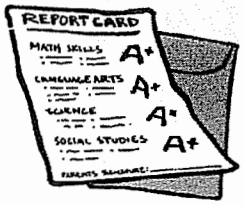
Thank you! ☺

Finagayan Elementary School Prekindergarten Sign in Sheet

Date	Name	Purpose of Visit	Signature
1-15-16	Kolin Tyler Medina	Pick up	
1-19-16	RRanan	visit	
1.20.16	Beverly De Gome Flickinger	Visit	
1.29.16	Beverly De Gome Flickinger	Pick up	
2-2-16	Colin Tyler Medina	Pick up	
2.9.16	Colin Tyler Medina	Appt.	
2-12-16	Jinky Carlos	Visit	
2.16.16	Charlita Harper	Observe	
2.18.16	Beverly De Gome-Flickinger	Visit	
4.7.16	COLIN TYLER MEDINA	PTC	
4/7/16	Marlon Inamijeol	PTC	
4.7.16	Jolene P. David	PTC for Kole Miner	
4 7 16	Jhoven Ordanez	PTC	
4.7.16	Kim Ordillas	PTC	
		PTC	
4/7/16	Rose Ann Verdon for Rianne	PTC	
4/7/16	Chris & Terry (CAEDEN) Chloe Verdon	PTC	
4/7/16	Vickann Cruz - Hawkins Z.	PTC	
4/15/16	Colin Medina	Pick up	
4.22.16	Beverly DeGome Flickinger	Visit	
4.22.16	Jinky Carlos	Pick-up	



3rd Quarter Parent-Teacher Conference
Date: April 7, 2016 **Time:** 8 am – 1 pm
Teacher: Mrs. Tina William
Grade: PreK **Room:** 102



	Student Name	Parent / Guardian Name	Contact Phone
1	Eli'ann Atalig	Rosemary Atalig	864-7592
2	Zoe Jane P. Cruz	Barbara Ann P. Cruz	632-8903
3	~~Marbetn~~ Jarmaine Manipol	Marbetn Manipol	632-5105
4	COLIN TYLER MEDINA	WENDY MEDINA	483-3636
5	Kole Miner	Jolene David	487-3606
6	Jhoven D. Ordanez	Joan D Ordanez	972-0196
7	JADEN RILEY PANGANIBAN	ANTHONY PANGANIBAN	988-4454
8	Rayden Ordillas	Kimberly Ordillas	486-2605
9	Benjamin Payumo	Ina Payumo	989-0639
10	Benedict Payumo		
11	Rianne Chloe Verdon	Rose Ann Verdon	969-3001 / 788-860
12	Caeden Salas	Chris & Terry	989-1935
13	Hadlne Zamora	Vickiann Cruz	7476418
14			
15			

DOE VISION: *"Every student: Responsible, Respectful and Ready for Life"*
FINEGAYAN ELEMENTARY SCHOOL MISSION:
To prepare all students to succeed in meeting the challenges in an ever-changing global society.

PILOT Pre-K OPEN HOUSE
October 30,2015, Friday

Student	Time/Signature
1. Knox Kaishin Badar	
2. Amanda Bautista	
3. Kameryn Flores	
4. Joaquin Grape	2:28
5. Jia Gumabon	2:40
6. Kamila Kaneshiro	
7. Ariah Kani	
8. Astrid Leon Guerrero	Teo 2:28
9. Ginn Nena	
10 . Isabella Panganiban	2:35
11. Kayla Pangelinan	2:28
12. Neo James Peroy	2:41
13. Solemn Reyes	2:40
14. Latoya Ringlen	2:54
15. Amaiya Sanchez	
16. Mya Simion	2:30
17.Kira-ani Untalan	Ben Untalan 2:30
18. Yukina Watanabe	

1/ MM

Finagayan Elementary School Prekindergarten Sign in Sheet

Date	Name	Purpose of Visit	Signature
10/30/15	Barbara Ann P. Cruz Zoe Jane	OPEN HOUSE	Barbara Cruz
10/30/15	PATRICK KRISTINA BALUYUT	OPEN HOUSE	
10 30 15	Beverly De Gomez	OPEN HOUSE	
10 30 15	Maribeth manipul	Open House	
10-30-15	KENNETH C. ORDILLAS	OPEN HOUSE	
10/30/15	Teresita Salas	Open house	
10/30/15	Jinky Carlos	Open house	
10/30/15	WENDY MEDINA	OPEN HOUSE	
11-3-15	JOAN ORDIANE	PTC	
11.3.15	WENDY MEDINA	PTC	
11-3-15	Kristina Baluyut	PTC	
11-3-15	Ha'ahoe's Parents	PTC (forgot to sign in)	
11-3-15	Barbara Ann P. Cruz Zoe Jane	PTC	Barbara Cruz
11/3/15	CAEDEN Parents	PTC	
11/3/15	Kimberly Ordillas	PTC	
11/3/15	Jinky Carlos	PTC	
11/19/15	Beverly/Sarah Flickinger	mother met w/Teacher re: Behavior	
12/4/15	R Ranan	visit / read aloud	

Performance Level Keys

B = Beginning (Child is beginning to demonstrate skill)
D = Developing (Child demonstrates skill intermittently)
P = Progress (Child demonstrates of understanding of skill)
- = Not Taught at this time

Personal Social	Fall	Spring
Follows simple classroom rules, routines and moves easily from one activity to another.	P	P
Stays focused and seeks help when encountering a problem.	P	P
Participates in the classroom environment.	P	P
Shows empathy in caring for others.	P	P
Attempts to solve conflicts independently and seeks adult help when n[redacted]	P	P
Identifies simila[redacted] others.	P	P

Language Arts/Literacy	Fall	Spring
Gains meaning by listening.	P	P
Speaks clearly enough to be understood.	P	P
Uses vocabulary and language for a variety of purposes.	P	P
Shows appreciation for books and reading.	P	P
Comprehends and responds to stories read aloud.	P	P
Shows beginning understanding of concepts about print (e.g. pictures and words convey meaning)	P	P
Demonstrates phonological awareness (e.g. rhyming, beginning sounds)	P	P
Begins to identify letters.	P	P
Represents ideas and stories through pictures, dictation and play.	P	P
Uses shapes, symbols and letters to convey meaning (e.g. write name, tell a story)	P	P

Mathematical Thinking	Fall	Spring
Uses and explains simple strategies to solve mathematical problems.	P	P
Shows beginning understanding of number and quantity (e.g. answers the question how many).	P	P
Counts to 10.	P	P
Recognizes and copies patterns.	P	P
Shows understanding and uses several positional words. (e.g. up, down, on, off).	P	P
Recognizes and labels basic shapes.	P	P
Describes attributes of basic shapes (e.g. sides, angles)	P	P

Scientific Thinking	Fall	Spring
Explores materials and the environment.	P	P
Sorts and compares objects.	P	P
Observes and asks questions about how things work.	P	P

Physical Development & Health	Fall	Spring
Moves with balance and control (e.g. climbs, walks, runs).	P	P
Uses eye-hand coordination to perform tasks (e.g. throwing, and catching a ball).	P	P
Shows beginning control of writing, drawing, art tools and building materials. (e.g. blocks, Legos).	P	P
Performs some self-care tasks independently (e.g. washing hands, zipping, dressing).	P	P

The Arts	Fall	Spring
Participates in and appreciates music experiences.	P	P
Participates in and appreciates creative movement, dance and drama.	P	P
Uses a variety of materials for expression and exploration.	P	P

Chamorro Language	Fall	Spring
Participates in oral language activities.		

Learning Profile	
Fall – Strengths/Interests	Rianne excels in all areas! Rianne has become a classroom motivator + a positive role model!
Fall - Comments	Please continue to support and nurture Rianne's learning capabilities.
Spring – Strengths/Interests	Rianne has now starting to read! She excells continually! She has earned the respect of being the classroom positive role model and leader! A gifted student!
Spring - Comments	Please continue to nurture, support and encourage her motivation to learn!

Parent/Guardian's Signature		Date
Fall	[signature]	February 11, 2016
Spring	[signature]	May 19, 2016

Department of Education
Pilot Pre-Kindergarten Progress Report

School Year 2015-2016

Child's Name: [redacted]

School: Finegayan Elementary School

Teacher: Mrs. Tina M. William [signature]

Principal: Mrs.Renielle A. Ranan

Superintendent: Jon J.P. Fernandez

Attendance Record			
	Fall	Spring	Total
Present	43	73	116
Absent	2	3	5
Tardy	0	0	0

Date Entered: _____

€ Promoted to Kindergarten

[signature]
Teacher's Signature

4 year-old

A. Child's Name _____ Date of Screening Year ____ Month ____ Day ____ School/Program _____

Parent(s)/Caregiver(s) _____ Birth Date Year ____ Month ____ Day ____ Teacher _____

Address _____ Age Year ____ Month ____ Day ____ Examiner _____

B. Core Assessments			**C. Scoring**		
Page	**Domain**	**Directions:** Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by **circling** the item number. (1) For a skill not demonstrated (an incorrect response), **slash through** the item number. 1.	**Discontinue**	**Number Correct × Point Value for Each**	**Child's Score**
19	Academic/ Cognitive	**1B Knows Personal Information** Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	___ × 2.5	___/10
20	Language Development	**2B Names Colors** Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	___ × 1	___/10
22	Language Development	**3B Identifies Pictures by Naming** Names: 1. scissors 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	___ × 1	___/ 8
23	Academic/ Cognitive: Literacy	**4B Visual Discrimination—Forms and Uppercase Letters** 1. ○ 2. □ 3. ○ 4. ⬡ 5. > 6. O 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row.	___ × 1	___/10
24	Physical Development	**5B Visual Motor Skills** Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	___ × 2	___/10
26	Physical Development	**6B Gross Motor Skills** 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	___ × 1	___/ 5
28	Language Development	**7B Names Parts of the Body** Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	___ × 2	___/12
29	Language Development	**8B Follows Verbal Directions** Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	___ × 4	___/ 8
31	Academic/ Cognitive: Mathematics	**9B Counts by Rote** Counts to: 1 2 3 4 5 6 7 8 9 10	Stop after the first error.	___ × 0.5	___/ 5
32	Academic/ Cognitive: Mathematics	**10B Recognizes Quantities** Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	___ × 4	___/12
33	Language Development	**11B Verbal Fluency and Articulation** 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	___ × 5	___/10
				Total Score =	___/100

D. Notes/Observations: _____

E. Next Steps: _____

Promotional Ceremony







Portfolio Showcase




Amanda's
Pre-Kindergarten
Portfolio







DEPARTMENT OF EDUCATION
VOLUNTEER PRE-KINDERGARTEN (VPK) APPLICATION
SY2016.2017

CHILD'S INFORMATION

Last Name:	First Name:	Middle Initial:
Date of Birth:	Sex:	Social Security No.:
Current address:		
City:	State:	ZIP Code:
Mailing Address (if different from current address:		
City:	State:	ZIP Code:

Citizenship: [ ] US [ ]CNMI [ ]FSM [ ]Belau [ ] Resident Alien [ ] Non-Resident

Ethnicity (Check all that apply): [ ] Hispanic/Latino [ ]American Indian or Alaska Native [ ] Asian [ ] Black or African American [ ] Native Hawaiian or Pacific Islander [ ] White, and [ ] Two or more races

Child's Primary Language:	Family's Primary Language:

FAMILY INFORMATION

Name of Mother/Guardian (Circle One):	Date of Birth	Ethnicity	Occupation	Full/Part Time
Last, First, Middle Name:				
Contact Information Home Cell Work Email				
Mailing Address	Home Address			

Name of Father/Guardian (Circle One):	Date of Birth	Ethnicity	Occupation	Full/Part Time
Last, First, Middle Name:				
Contact Information Home Cell Work Email				
Mailing Address	Home Address			
Name of Emergency Contact: Relationship:				
Contact Information Home Cell Work Email				
Mailing Address	Home Address			

Optional: 1. Did your child receive or is currently receiving early intervention services?* No: _____ Yes: ____ If yes, what services: _____ Note: Information provided will be used for research purposes.	Option: 2. Does your family receive or participate in public assistance program(s)*? No: _____ Yes _____ If yes, what services: _____ Note: Information provided will be used for research purposes.

Please read before signing.

I certify that the above information is true and correct. I understand that this information will be used to determine the eligibility of my child for the Pre-Kindergarten Program. I understand that the deliberate misrepresentation of the information may result in the dismissal of my child's participating in the Pre-Kindergarten Program. This program does not discriminate based on disability in accordance with the Americans with Disabilities Act.

Print Name:	Date: Time:
Signature:	
Reviewed by:	Submitted Date:

Evaluation of Effectiveness of Pre-K Program via Longitudinal Tracking

Evaluation of Effectiveness of Pre-K Program via Longitudinal Tracking	Evidence Presented	Relative Adequacy of Evidence in light of Best Practices 1 Inadequate 2 Not quite Adequate 3 Adequate enough 4 More than Adequate 5 Significantly Adequate
1. Follow through of Pre-K students as they progress from grade to grade within the GDOE system	The following data will be collected at the end of SY17-18 as indicators of the long-term effect or impact of the pre-K instruction: 1) Marks analysis in English, Reading and Math (cohort Grade 2) 2) Test results in the ACT Aspire (from Gr. 3) 3) At least attendance rate of 90% each grade level (from Gr 3) 4) No more than 15% discipline issues (from Gr 3, adjudicated) **5)** Other records of exceptional noteworthiness (from Gr. 3)	

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4 year-old

A. Child's Name _____ Date of Screening Year ____ Month ____ Day ____ School/Program _____

Parent(s)/Caregiver(s) _____ Birth Date ____ ____ ____ Teacher _____

Address _____ Age ____ ____ ____ Examiner _____

B. Core Assessments			C. Scoring		
Page	**Domain**	**Directions:** Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by **circling** the item number. (1) For a skill not demonstrated (an incorrect response), **slash through** the item number. 1.	**Discontinue**	**Number Correct × Point Value for Each**	**Child's Score**
19	Academic/ Cognitive	**1B Knows Personal Information** Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	___ × 2.5	___/10
20	Language Development	**2B Names Colors** Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	___ × 1	___/10
22	Language Development	**3B Identifies Pictures by Naming** Names: 1. scissors 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	___ × 1	___/ 8
23	Academic/ Cognitive: Literacy	**4B Visual Discrimination—Forms and Uppercase Letters** 1. ○ 2. □ 3. ○ 4. ⬡ 5. > 6. O 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row.	___ × 1	___/10
24	Physical Development	**5B Visual Motor Skills** Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	___ × 2	___/10
26	Physical Development	**6B Gross Motor Skills** 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	___ × 1	___/ 5
28	Language Development	**7B Names Parts of the Body** Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	___ × 2	___/12
29	Language Development	**8B Follows Verbal Directions** Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	___ × 4	___/ 8
31	Academic/ Cognitive: Mathematics	**9B Counts by Rote** Counts to: 1 2 3 4 5 6 7 8 9 10	Stop after the first error.	___ × 0.5	___/ 5
32	Academic/ Cognitive: Mathematics	**10B Recognizes Quantities** Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	___ × 4	___/12
33	Language Development	**11B Verbal Fluency and Articulation** 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	___ × 5	___/10
				Total Score =	___/100

D. Notes/Observations: _____

E. Next Steps: _____