DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Ave. 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

35GL-19-0260
Speaker Tina Rose Muña Barnes

MAR 2 5 2019
Time 10:05 (X)AM ( )PM
Received By:

March 22, 2019

Honorable Tina Muña Barnes
Speaker, 35th Guam Legislature
163 Chalan Santo Papa
Hagatna, Guam 96910

Dear Speaker Barnes:

Håfa Adai! I am submitting the Guam Education Board packet for the Regular Board Meeting scheduled for Tuesday, March 26, 2019, 6 pm, in the Gallery, DOE Bldg. B, Tiyan.

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

Attachment
- GEB Meeting Packet

2019 MAR 25 PM 1:26

0260

Public Notices

GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5001
Website Address: www.gdoe.net/geb

MARK B. MENDIOLA
Chairman

MARIA A. GUTIERREZ
Vice Chairwoman

9th Guam Education Board
REGULAR MONTHLY MEETING
Tuesday, March 26, 2019
6 PM
Gallery, Building B, Tiyan
AGENDA

I. Meeting Call to Order

II. Approval of Minutes

ACTION 1. Minutes of February 26, 2019 Regular Meeting

III. Public Participation (BP 125.6) Time Limit 3 minutes

IV. Communications

INFO 1. Correspondence

INFO 2. Superintendent's Report and Communication

V. Ex-Officio Member Reports

INFO 1. IBOGS

INFO 2. GFT

INFO 3. Mayor's Council of Guam

VI. Unfinished Business/ Committee Reports

1. **Executive Committee**

INFO/ACTION a. Naming of JFK HS JROTC Classroom

2. **Instructional & Academic Support Committee**

INFO a. Head Start Report

ACTION i. Head Start Grant Application

INFO b. Update from Joint Calendar Committee

3. **Safe & Healthy Schools Committee**

INFO a. Interscholastic Sports

INFO b. Central Middle School

4. **Organizational Efficiency and Development Committee**

5. **Fiscal Management**

INFO/ACTION a. Update on FY19 Budget / FY20 Budget

INFO b. US DOE High Risk

VII. New Business

VIII. Executive Session

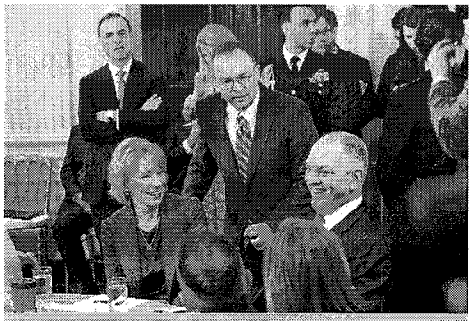
The Board of Education reserves the right to go into executive session during any part of the meeting. Based on the Open Govt. Law specific matters can only be discussed. (Personnel Matters, Collective Bargaining Agreement, Contracts, and Litigation).

IX. Adjournment

VOTING MEMBERS: Mark B. Mendiola, Chairman, Maria A. Gutierrez , Vice Chairwoman, Lourdes M. Benavente, James C. Lujan, Ronald L. McNinch, PhD
EX-OFFICIO MEMBERS: Hacie San Jose (SSHS) - IBOGS Representative, Mark McCarthy (AHES) - GFT Representative, Mayor, Rudy M. Matanane, MCOG Representative
EXECUTIVE SECRETARY: Jon J. P. Fernandez, GDOE Superintendent

Aide: Trump is 'not a white supremacist'

By Laura King
Los Angeles Times



MULVANEY: *Acting White House chief of staff Mick Mulvaney, center, speaks to Louisiana Gov. John Bel Edwards, right, and Secretary of Education Betsy DeVos, left, before President Donald Trump speaks to a group of governors during the 2019 White House Business Session on Feb. 25.*
Kevin Dietsch/CNP/Zuma Press/Tribune News Service

WASHINGTON – Two days after the New Zealand mosque massacre in which 50 people were slaughtered by a white nationalist targeting Muslims, President Donald Trump's acting chief of staff Mick Mulvaney said the president is "not a white supremacist" – even as Trump took to Twitter on Sunday to praise a Fox News host whose commentary has been denounced by critics as Islamophobic.

In a manifesto distributed on social media, the Australian man arrested in Friday's attack at two mosques in Christchurch, New Zealand's third-most populous city, said he considered Trump "a symbol of renewed white identity and common purpose" – although he said he did not admire the president's leadership style or policymaking.

On the campaign trail and as president, Trump has made derogatory references to Muslims. He told an interviewer in 2016 that he believed "Islam hates us," and in one of his first official acts, announced a measure targeting immigrants from Muslim-majority nations that set off months of court battles.

In a now-familiar scenario, White House aides and allies were in the position Sunday of attempting to distance the president from previous remarks criticized as racially insensitive or worse – at the same time that Trump was again expressing similar sentiments.

Mulvaney, on "Fox News Sunday," expressed frustration when asked about the positive citation of Trump in the alleged shooter's manifesto.

"The president is not a white supremacist. I'm not sure how many times we have to say that," he said. In a separate interview on CBS's "Face the Nation," Mulvaney, also discussing the New Zealand attack, said: "I don't think anybody could say that the president is anti-Muslim."

In the Fox interview, he said it was wrong to link the accused attacker's ideology to the previous comments of Trump or others.

"This was a disturbed individual, an evil person," Mulvaney said of the shooter. "And any attempt to try to tie him to an American politician of either party probably ignores some of the deeper difficulties that this sort of activity exposes."

Around the time that interview was being aired, the president posted on Twitter a vociferous defense of Jeanine Pirro, a conservative Fox News host who was condemned by her network after she questioned whether the first allegiance of Rep. Ilhan Omar – a Minnesota Democrat who is one of three Muslim lawmakers in the House of Representatives – was to Islamic law or the U.S. Constitution.

On Saturday night, Pirro did not appear in her usual weekend time slot on Fox.

On Sunday morning, Trump, in Twitter posts, urged viewers to rally around Pirro and another Fox host, Tucker Carlson, who has been under fire after old audio emerged of Carlson calling Iraqis "primitive monkeys" and also making lewd remarks about teenage beauty contestants.

Kaine: White House withholding details on military cuts to influence veto override vote

(Bloomberg News) – The White House isn't releasing a list of military construction projects whose funding could be diverted to President Donald Trump's border wall out of concern about the vote in Congress to override a presidential veto, Sen. Tim Kaine, D-Va., said Sunday.

"This is the White House wanting to hold the list back because they worry that if senators and House members saw the potential projects that were going to be ransacked to pay for the president's wall, they would lose votes," Kaine said on CBS's "Face the Nation."

Acting Defense Secretary Patrick Shanahan told senators at hearing last Thursday that he would provide the list of bases potentially affected later that day, but he didn't. Trump issued his first veto a day later on a congressional resolution that would block his declaration of a national emergency to shift $3.6 billion from Pentagon construction projects for his promised wall on the southern U.S. border.

CIVIL SERVICE COMMISSION
Kumision I Setbision Sibit
GOVERNMENT OF GUAM
I Gobletnon Guahan
LOURDES A. LEON GUERRERO, Governor
JOSHUA F. TENORIO, Lieutenant Governor
P.O. Box 2950 • Hagåtña, Guam 96932
Tel: (671) 647-1855/1857 • Fax: (671) 647-1867 • Website: csc.guam.gov
DANIEL D. LEON GUERRERO, Executive Director

CIVIL SERVICE COMMISSION
Kumision I Setbision Sibit
Notice of Meeting

The Civil Service Commission will meet in their hearing room at Bell Tower, Suite 201, 710 W. Marine Corps Dr., Hagatna, Guam on **Tuesday, March 26, 2019**, at 5:45 p.m. For additional information or special accommodations, please contact Eric D. Miller/ADA Coordinator at 647-1855 or eric.miller@csc.guam.gov. For the agenda, see the calendar at csc.guam.gov.

Chamorro Land Trust Commission
(Kumision Inangokkon Tano' Chamoru)

Chamorro Land Trust Commission Board Meeting
Thursday, March 21, 2019, 1:00 p.m.,
Land Management Conference Room,
3rd Floor, ITC Building,
590 S. Marine Corps Drive, Tamuning

The agenda may be viewed at: http://dlm.guam.gov/announcements-2/

In compliance with ADA requirements, individuals requiring special accommodations, auxiliary aids or services, may call 649-5263 Ext. 400. This ad is paid by CLTC funds.

NOTICE OF PUBLIC MEETING

The Public Defender Service Corporation Board of Trustees will conduct its Regular BOT meeting on **Tuesday, March 26, 2019** at **12:30 P.M.** in the Conference Room of the Public Defender Service Corporation, located at MVP Sinajana Commercial Building, Unit B, 779 Route 4, Sinajana, Guam 96910.

Copies of the agenda will be available prior to the meeting at the Public Defender Service Corporation.

Individuals requiring special accommodations are asked to contact Ms. Cathy Gogue at 475-3100.

/s/ KATHERINE A. MARAMAN
Chairwoman

This public notice is paid for with government funds.

GUAM EDUCATION BOARD
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5001
Website Address: www.gdoe.net/geb

MARK B. MENDIOLA, Chairman
MARIA A. GUTIERREZ, Vice Chairwoman

9th Guam Education Board
REGULAR MONTHLY MEETING
Tuesday, March 26, 2019
6:00 PM
Gallery, Building B, Tiyan

AGENDA

I. Meeting Call to Order
II. Approval of Minutes
III. Public Participation
IV. Communications
V. Ex-Officio Member Reports
VI. Unfinished Business/ Committee Reports
VII. New Business
VIII. Executive Session
IX. Adjournment

Individuals requiring special accommodations or information may contact Christie San Nicolas, Administrative Officer, at 671-300-1627 or by email: clsannicolas@gdoe.net. Agenda to be available on GEB website at least 72 hours before the meeting. This advertisement was paid for by GDOE local funds.

Minutes

Communications

Ex-Officio Member Report

March 26, 2019

To: Guam Education Board and Guam Department of Education

Fr: Mark McCarthy, GFT Representative

Re: GFT Report

Teachers in some elementary schools are being asked to vote on measures that would change their working conditions. Specifically, administrators are asking faculties if they would commit themselves and their students to cleaning the classrooms in exchange for receiving funding for classroom supplies and equipment.

As the Guam Education Board has been made aware of, some elementary schools have adopted a pilot program where teachers and students will clean classrooms as a way of transferring funding from janitorial services to equipment and supplies.

Teachers have reported that administrators in favor of changing these working conditions have positively endorsed the program and encouraged faculty members to vote in favor of the change with the promise of funding for needed supplies and equipment in the classrooms.

Teachers at our schools and the GFT do have a number of concerns, including:

- Teachers of younger students in the primary grades have reported that they cannot adequately and safely clean rooms without assistance.

- Teachers who vote against the pilot program that succeeds by a majority vote are then involuntarily forced into a change in their working conditions.

- The Guam Federation of Teachers opposes any changes in our teachers' working conditions without negotiation. We would like to remind the school board that any change in teachers' working conditions outside of the Collective Bargaining Agreement could result in teachers officially grieving the matter.

- We would prefer the Guam Education Board address this program through negotiations or policy without the fear of penalizing the teachers who do not clean.

Unfinished Business/Committee Reports

COPY

Jon J. P. Fernandez
Superintendent of Education

GUAM HEAD START PROGRAM
DEPARTMENT OF EDUCATION
501 Mariner Avenue;
Barrigada, Guam 96913
Tel: (671) 300-1603/0604
Fax: (671) 477-1535
www.gdoe.net/headstart

Catherine M. Schroeder
Program Director, Head Start

Guam Head Start Program
Program Director's Report
March 2019

In accordance with Section 642 (d)(2) of the Head Start School Readiness Act of 2007 (P.L. 110-134), the DOE Guam Head Start Program is required to report specific information to the Guam Education Board and the Guam Head Start Policy Council on a monthly basis.

Financial(s): (Attachment A)

As of February 28, 2019 financial statement the program expended and encumbered 58.1. % of the basic grant and 44.9% of the training and Technical Assistance Grant which includes the funds for the annual Hawaii/Outer Pacific Training.

The program is requesting approval to move forward budget revision to move $150.000 lapsed personnel funds to address safety concerns of our playgrounds. The Policy Council approved a budget revision.

ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance) (Attachment B)

Registration: Ongoing with priority placement for children with disabilities for the balance of this year.
Registration for next year will be launched at the Annual Fitness Fair on March 30. The program is currently scheduling registration at elementary schools and the Community Health Centers.
Enrollment: The program is fully enrolled
Attendance: The programs average attendance for February was 85.67% which meets 85%. The year to date however meets the requirement at 86.74%.
Disability Enrollment: As of March 20 the program has enrolled 50 children, an increase of 1 since the last report.

Meal Report: pending

RECEIVED
MAR 21 2019
Guam Department of Education
Division of Curriculum & Instruction

Program Information: **(Attachment C)**

Grants:

5 Year grant application inclusive of the COLA grant. DUE APRIL; Draft copy attached

- Joint work session on Monday March 18: Both chairs were present.
  - The draft was discussed and reviewed
  - Instructions:
    - Grant budget to be referred to Business Office for review.-- completed and approved
    - Review by the Superintendent
    - Prepare the GEB Joint Resolution to be used in addition to the Head Start Joint Resolution
- The Policy Council discussed, reviewed and approved the Head Start Grant March 20.

Status of Duration Grant application:

We have not yet received the notice of award but It is forthcoming per our Program Specialist at Region IX:

Staffing:

The Health Services Component of the program is fully staffed with the addition of an LPN. Education Services should be fully staffed with the additional 4 Head Start aides.

Annual Fitness Fair

This event is rescheduled for March 30 at the Dededo Sports Complex

Annual Region IX Hawai'i/ Outer Pacific Institute: April 29 –May 3.

The requested attendees are the Head Start Management Team and Head Start Mentor Coaches. The objective of this Institute is developing leadership skills in Creating and Enhancing a Culture of Safety and improving Strategies to Create Positive learning Environments for Children and Staff. Topics include the Pyramid Model Tier 3, working with homeless families and Positive Learning Environments.

Community Events: Program Staff continue to participate in community events as requested.

Wednesday, 3/20/19 - Criminal Justice & Human Services Recruitment Fair at GCC
Friday, 3/22/19 - GCC Math Carnival at the GCC Student Center Courtyard
Saturday, 4/6/19 - Autism Awareness Fair at the Agana Shopping Center
Saturday, 4/13/19 - A Club at the Agana Shopping Center
Saturday, 4/13/19 - Alee Shelter Annual Children's Carnival
Wednesday, 4/24/19 - Social Work Practicum Fair at University of Guam
Friday, 4/26/19 - Guam Homeless Coalition Passport to Services at Chamorro Village

Communications:

Information Memorandum: ACF-IM-HS-19-01: General Disaster Recovery Flexibilities: This memorandum provides new guidelines on how HS can meet the needs of our children and families affected by disaster.

Thank you letter from a Head Start Parent

Upcoming Head Start Events

Members of the Guam Education Board and DOE Management Team are welcome to attend all Head Start activities.

Date	Event
February 23: Cancelled	Annual Fitness Fair:
March 20	Policy Council Meeting 6:30 pm Building B
March 30	RESCHEDULED Fitness Fair: Dededo Sports Complex 9 am – 1 pm
April 1	Grant due
April 29 – May 3	Region IX Annual Hawaii /Outer Pacific Institute: San Francisco

Action Request:

Approval request

Grant Application

Budget Revision

Submitted: March 20, 2019

Catherine M Schroeder

Catherine M. Schroeder: Head Start Program Director

MAR 22 2019

Joseph L. M. Sanchez: Deputy Superintendent of C&II

3/22/19

Jon P. Fernandez: Superintendent of Education

FOR 2019 05

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
18 FY 2018							
32010 BASIC GRANT AWARD							
76020 831 215 SALARY FY18 HS BAS	1,593,539.00	1,593,539.00	990,058.83	126,871.98	.00	603,480.17	62.1%
76021 831 215 SUBS FY18 HS BASIC	7,000.00	5,240.00	.00	.00	.00	5,240.00	.0%
76022 831 215 PART-TIME FY18HS B	402,506.00	402,506.00	201,978.22	33,597.98	.00	200,527.78	50.2%
76023 831 215 STIPENDS FY18HS BA	1,760.00	1,760.00	1,760.00	1,760.00	.00	.00	100.0%
76024 831 215 BENEFITS FY18HS BA	795,764.00	776,714.00	437,143.26	58,511.29	.00	339,570.74	56.3%
76026 831 215 LOCAL MIL FY18HS B	6,800.00	6,800.00	1,601.38	296.09	.00	5,198.62	23.5%
76027 831 215 CONTRACTUAL 18HS B	80,480.00	115,135.72	28,905.58	925.15	40,447.65	45,782.49	60.2%
76028 831 215 SUPPLY FY18 HS BAS	85,000.00	104,571.28	21,056.20	7,828.66	40,728.10	42,786.98	59.1%
76029 831 215 EQUIPMENT FY18HS B	10,340.00	51,995.00	22,457.44	.00	1,079.80	28,457.76	45.3%
76030 831 215 MISC. FY18 HS BASI	500.00	500.00	51.75	51.75	.00	448.25	10.4%
TOTAL BASIC GRANT AWARD	2,983,689.00	3,058,761.00	1,705,012.66	229,842.90	82,255.55	1,271,492.79	58.4%
32030 TRAINING AND TECHNICAL ASSISTANCE							
76040 831 215 TRAVEL FY18 HS T/T	22,000.00	52,000.00	12,362.02	3,211.81	.00	39,637.98	23.8%
76041 831 215 LOCAL MIL FY18 HS	1,600.00	1,600.00	1,128.43	327.82	.00	471.57	70.5%
76042 831 215 CONTRACTUAL 18 HS	21,000.00	21,420.00	17,373.66	14,361.21	3,550.00	496.34	97.7%
76043 831 215 SUPPLY FY18 HS T/T	1,394.00	1,672.00	.00	.00	.00	1,672.00	.0%
TOTAL TRAINING AND TECHNICAL A	45,994.00	76,692.00	30,864.11	17,900.84	3,550.00	42,277.89	44.9%
TOTAL FY 2018	3,029,683.00	3,135,453.00	1,735,876.77	247,743.74	85,805.55	1,313,770.68	58.1%
GRAND TOTAL	3,029,683.00	3,135,453.00	1,735,876.77	247,743.74	85,805.55	1,313,770.68	58.1%

** END OF REPORT - Generated by MARIE NESSIE A. GARCIA **

09CH9160 - GUAM PUBLIC SCHOOL SYSTEM

End-Of-Month Enrollment - February 2019

Head Start

	Operated this month	Last day of services provided	Reported Enrollment	Funded Enrollment	Grant Status
	Yes	Feb 28, 2019	534	534	Reported
Initially Reported:	On 03/04/2019 by Enrico Pegarido				
Last Updated:	On 03/04/2019 05:09:07 PM, EST by Enrico Pegarido				
Grantee Comments:	Total Enrolled in Class: 530 Total Vacancies Within 30 Days: 4 Total Vacancies Replaced After 30 Days: 0				

Doc. No. 35GL-19-0260

Guam Head Start Program

2301 - Average Daily Attendance

Program Term: HS Program Year 53, Enrollment Status: Enrolled Attendance Date: 2/1/2019 - 2/28/2019

Guam Head Start Program

	Attendance Records			Operating Days	ADA [1]	Funded Enrollment		Actual Enrollment	
	Present [5]	Absent [6]	Neither [7]			Count	% Attendance	Count [2]	% Attendance [3]
Adacao Elementary School	307	73	0	20.00 (avg)	15.35	19	80.79%	19.00	80.79%
Astumbo Elementary School	307	93	0	20.00 (avg)	15.35	20	76.75%	20.00	76.75%
C.L.Taitano Elementary School	650	130	0	20.00 (avg)	32.50	40	81.25%	39.00	83.33%
Carbullido Elementary School	586	78	0	19.50 (avg)	30.08	39	77.00%	34.00	88.25%
Chief Brodie Elementary School	701	73	0	20.00 (avg)	35.05	40	87.63%	38.70	90.57%
D.L.Perez Elementary School	642	120	0	20.00 (avg)	32.10	40	80.25%	38.10	84.25%
Finegayan Elementary	349	51	0	20.00 (avg)	17.45	20	87.25%	20.00	87.25%
H.S.Truman Elementary School	327	52	0	19.00 (avg)	17.21	20	86.05%	19.95	86.28%
Inarajan Elementary School	364	36	0	20.00 (avg)	18.20	20	91.00%	20.00	91.00%
J.M.Guerrero Elementary School	327	73	0	20.00 (avg)	16.35	20	81.75%	20.00	81.75%
M.Sablan Elementary School	270	90	0	20.00 (avg)	13.50	20	67.50%	18.00	75.00%
M.U.Lujan Elementary School	324	53	0	20.00 (avg)	16.20	20	81.00%	18.85	85.94%
M.Ulloa Elementary School	706	94	0	20.00 (avg)	35.30	40	88.25%	40.00	88.25%
Machananao Elementary School	364	36	0	20.00 (avg)	18.20	20	91.00%	20.00	91.00%
Merizo Martyrs Elementary School	306	54	0	20.00 (avg)	15.30	20	76.50%	18.00	85.00%
P.C.Lujan Elementary School	271	59	0	19.00 (avg)	14.26	20	71.32%	17.37	82.12%
Price Elementary School	587	140	17	20.00 (avg)	29.35	39	75.26%	36.35	80.74%
Tafofofo Elementary School	323	37	0	20.00 (avg)	16.15	18	89.72%	18.00	89.72%
Upi Elementary School	342	58	0	20.00 (avg)	17.10	20	85.50%	20.00	85.50%
Wettengel Elementary School	655	57	0	19.50 (avg)	33.56	39	86.07%	36.45	91.99%
Guam Head Start Program	8,708	1,457	17	19.85 (avg)	438.56	534	82.14%	511.77	85.67%
Report Totals	8,708	1,457	17	19.85 (avg)	438.56	534	82.14%	511.77	85.67%

1. ADA for each clasroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Tardy(T), Left Early(LE), Tardy and Left Early(TLE)
6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U)
7. Statuses counted as Neither: No Class (-), Best Interest Day (B), Not Scheduled (N)

© ChildPlus

General Disaster Recovery Flexibilities | ECLKC

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-01

March 5, 2019

U.S. (United States) Department

of Health and Human Services

ACF

Administration for Children and Families

1. Log Number: ACF-IM-HS-19-01

2. Issuance Date: 03/06/2019

3. Originating Office: Office of Head Start

4. Key Words: Disaster Relief; Recovery Efforts; Displaced Families; Homeless; Hurricanes; Natural Disasters; Wildfires; Tornadoes; Typhoons; Earthquakes; Tropical Storms; Cyclones; Volcano Eruptions; Mudslides

Information Memorandum

To: All Head Start and Early Head Start Agencies and Delegate Agencies in Areas Affected by Disasters

Subject: General Disaster Recovery Flexibilities

Background:
In the event of a significant disaster, such as a hurricane, wildfire, or tornado, OHS is removing barriers to make it easier for Head Start agencies to meet the needs of affected children and families, especially newly homeless children and families. Review this IM for information on the role programs play in the recovery of impacted communities.

Information:
The Administration for Children and Families (ACF) and the Office of Head Start (OHS) are very concerned about the devastation resulting from disasters affecting Head Start programs, children, families, and staff. In the event of a significant disaster, such as a hurricane, wildfire, or tornado, OHS is removing barriers to make it easier for Head Start

Doc. No. 35GL-19-0260.

agencies to meet the needs of affected children and families, especially newly homeless children and families. Head Start programs serve a critical role in the recovery of impacted communities.

First, Head Start programs are urged to begin taking steps to resume services. Even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health, and mental health support, and alternative care for their children. Second, programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, rest/napping areas, computer labs, bathrooms, laundry, and power sources for recharging phones and other communication devices. Grantees are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

Serving Additional Eligible Head Start Families

Grantees near impacted areas are encouraged to assess how their services and resources might be used or shared to assist others affected by these disasters. Please consider your physical resources (e.g., facilities, equipment, supplies) and your human assets (e.g., staff, physicians, social workers, mental health personnel) that might be of assistance. In some cases, Head Start-eligible children and their families might relocate to your community from other communities or close by states that were devastated by disasters.

Administrative Flexibility

OHS will rely on the judgment of governing bodies and program administrators at the community level to determine the most expeditious steps necessary to resume services. Individual states may waive some aspects of licensing requirements post-disaster, and programs are encouraged to contact their state licensing representative or Regional Office for guidance.

In some circumstances, if a grantee is unable to comply with a Head Start standard as a direct result of a disaster, OHS will consider a waiver of that standard to the extent allowable by law. However, no Head Start standard or requirement will be waived where failure to comply endangers the health and safety of children or constitutes fraud or misuse of federal funds. Grantees must be able to assure the safety of children and financial accountability for funds and property.

Safe Environments

Grantees are encouraged to be sure that services are resumed only when children can be safely served in their centers and outdoor play areas. Programs must also ensure safe work environments for staff, including in administrative offices.

The following resources are available to provide information on best practices for disaster clean-up and safety practices.

Flood Cleanup to Protect Indoor Air Quality provides basic information from the Environmental Protection Agency (EPA) about how to clean up after a flood and prevent indoor air problems.

A Brief Guide to Mold in the Workplace bulletin assists employers in providing a safe and healthful workplace. Pursuant to the Occupational Safety and Health Act, employers must comply with hazard-specific safety and health standards and regulations from the Occupational Safety and Health Administration (OSHA), or by a state with an OSHA-approved state plan. In addition, pursuant to Section 5(a)(1), the General Duty Clause of the Act, employers must provide their employees with a workplace free from recognized hazards likely to cause death or serious physical harm.

OSHA Fact Sheet: Mold Hazards during Disaster Cleanup [PDF, 242KB] offers information on clean-up procedures, personal protective equipment (PPE), and practices to protect workers in moldy environments.

Mold Remediation in Schools and Commercial Buildings provides printable instructions from the EPA for clean-up and remediation of molds and moisture-related problems in schools and commercial buildings.

All state child care licensing requirements related to re-opening centers post-disaster must also be met before service in centers is resumed. Consult local and state health authorities for further information and be aware of flood recovery information available from the U.S. Centers for Disease Control and Prevention (CDC), which includes information and helpful links to other resources: https://www.cdc.gov/features/flood-safety/index.html

Eligibility, Recruitment, Selection, and Enrollment

Grantees in impacted areas that offer both Head Start and Early Head Start may serve eligible impacted children ages birth to 5 within their overall funded enrollment and are not restricted to the current funded enrollment slots assigned to each program. Grantees in impacted areas that do not currently offer Early Head Start but have appropriate space and staff qualified to serve infants and toddlers may contact their Regional Office about the potential to serve displaced infants and toddlers. Head Start programs that do not have qualified infant/toddler staff are encouraged to work with local programs that may have space for infants and toddlers or offer home visiting programs. As we work together to serve affected children and families, we must do so in ways that do not put children at risk.

Any age-eligible child from a family that has had to abandon their home because of the disaster should be considered homeless under the definition of "homeless children" in the McKinney-Vento Homeless Assistance Act. These children are eligible for Head Start

services due to loss of housing or the fact they are living in emergency shelters or sharing housing with family or friends.

If a displaced family does not have the eligibility documentation in-hand, programs should be flexible in accepting signed statements from the family attesting to necessary eligibility information.

Program Options and Hours of Program Operations

In the event of a disaster, OHS will, for the remainder of the school year, allow any grantee in or near the affected area to serve impacted or displaced children in any program option or options without obtaining advance approval. This applies to a conversion of a program segment, such as a center, to another program option so programs can accommodate as many children as possible. This time-limited exception to required procedures for obtaining OHS permission to convert services to a different program option as a "change to the scope or objectives of a program" under 45 CFR §75.308(c)(1)(i) is based on the need for programs to act quickly in response to a large-scale and widespread emergency situation in order to ensure children's safety and well-being. Also for the remainder of the current school year, significantly affected programs may add or reduce hours or days of program operations without obtaining prior approval as long as the changes can be justified. Finding creative ways to reach out and serve these families is encouraged.

Grantees are required to notify their Regional Office of the actions taken as soon as it is practical using the Head Start Enterprise System (HSES) correspondence.

Space, Class Size, and Ratios

Adequate classroom space may be a challenge post-disaster as programs strive to serve children displaced by the disaster. In order to provide grantee services within an area subject to an emergency or disaster designation under applicable local, state, or federal law, it's required to be as responsive as possible to these children and their families. This communication constitutes waiver approval, as described under 45 CFR §1302.24(c)(1) and (2), for such grantees to exceed the class size and group size requirements of 45 CFR §§1302.21(b) and 1302.23(b). This is in effect as long as grantees maintain appropriate adult to child ratios and comply with state and local licensing requirements, except when the state or local licensing agency waives these requirements, in which case grantees would not need to comply with the waived requirements.

In cases where grantees cannot comply with square footage requirements for centers in 45 CFR §1302.21(d)(2) during a temporary disaster recovery period, compliance with a less stringent state or local standard will be regarded by OHS as evidence of a good faith effort to comply with the Head Start standard to the degree possible.

Grantees are required to notify their Regional Office of the actions taken as soon as it is practical to do so using HSES correspondence.

Additional Classroom Staffing and Teacher Credentials

When using funds from existing operating budgets, programs may temporarily open additional classrooms to serve displaced children now considered homeless under the McKinney-Vento Act or children whose Head Start programs have closed due to damage. In addition, programs are encouraged to give priority to hiring staff displaced from other programs when hiring new classroom staff. All staff working directly with children must be eligible for employment under applicable criminal background check requirements under the Head Start Act and state childcare licensing requirements.

Health and Mental Health Services

Addressing the health and mental health of children, families, and staff impacted by a disaster is critical to the recovery process. Children, families, and Head Start staff may experience stress and even trauma related to a hurricane or other disaster. These effects can be short- or long-term, and responses may vary across individuals. Grantees are encouraged to work with local agencies and partners to assure that all affected children receive needed health and mental health services as quickly as possible. When enrolling newly homeless children, programs must make best efforts to ascertain children's health status and immediate needs. Programs are also encouraged to work cooperatively to share children's records with local health care providers and those who may be serving displaced children in other locations.

The following resources are available to assist programs in responding to a disaster, as well as preparing for any future emergencies.

The Emergency Preparedness Manual for Early Childhood Programs addresses response and recovery as well as preparation.

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of disaster. The field manual includes handouts for parents, caregivers, as well as children birth to 5.

Children's Responses to Crises and Tragic Events is a tip sheet identifying what behaviors young children may display after a tragic event. Knowing what to look for can help programs determine when to get children the support they need.

Helping Your Child Cope After a Disaster provides families and staff with tools to help a child after a disaster or crisis. Children benefit when adults assure them that they are safe and help them learn how to cope effectively.

Nutrition

Following disasters, the U.S. Department of Agriculture (USDA), Food and Nutrition Services (FNS) may provide additional flexibilities for Child Nutrition Programs, including the Child and Adult Care Food Program (CACFP). For example, FNS has the authority to consider requests from state FNS agencies to waive meal pattern requirements for CACFP for a period of time following a disaster. For the latest information on disaster-related flexibilities in your service area, please visit https://www.fns.usda.gov/disaster/.

Children with Disabilities

When serving displaced children, programs should acquire the Individualized Education Plans (IEPs) or Individual Family Service Plans (IFSPs) to assure the least possible disruption of these critical services.

Fiscal Management

Recovery Costs:

Grantees are expected to seek out and apply for all available national, state, and local disaster recovery funding. Insurance policies should be carefully reviewed to determine the extent to which losses may be covered. Insurance claims should be submitted promptly with regular follow-up on claims status. Insurance proceeds received because of losses related to Head Start-funded property must be spent on allowable program and recovery expenses.

If necessary, affected grantees may use funds already awarded for program operations and training and technical assistance (T/TA) to support needed recovery efforts (see Budget Modifications below). If OHS receives disaster relief funding, that funding may be used to replace program operation and T/TA funds re-directed to post-disaster recovery and resumption of services. Grantees should be mindful of budget consequences when using the program and T/TA funds for recovery activities to assure sufficient program operations and T/TA funding remains available for ongoing provision of services.

Budget Modifications:

It is anticipated that funds awarded for program operations may need to be re-directed to different budget categories to address post-disaster clean-up, repairs, health and safety issues, replacement of damaged equipment, furnishing and supplies, and other costs associated with resumption of services. Within a fiscal year, grantees may re-budget up to the lesser of $250,000 or 25 percent of their annual funding between budget categories without prior written approval. In the event that re-budgeting in excess of the noted amount is needed, a revised standard form (SF)-424 and prior written approval is required per 45 CFR §75.308(b). Equipment purchases covered by 45 CFR §75.308(c)(1)(xi) require prior written approval.

Staffing and Wages:

- Program staff and volunteers may have suffered personal and property losses because of the disaster. Employees may not be able to reach their work locations and centers may be closed for extended periods of time. Grantees should consider federal and state labor laws to determine whether they are required to compensate staff unable to work on account of inclement weather. The U.S. Department of Labor website provides helpful information about disaster related benefits and support: https://www.dol.gov/general/hurricane-recovery

  Laid-off employees should be encouraged to apply for unemployment compensation benefits and any other financial assistance available to support dislocated workers. With tasks that can be performed off-site, employees may be allowed to temporarily work from home during the disaster recovery period. Employees who take on new job responsibilities during the disaster recovery period, such as contacting parents or cleaning up centers, can be paid their regular wages for such work. Reasonable amounts of overtime may be paid if necessary to support recovery activities. Employees and volunteers should engage in clean-up and other on-site recovery activities only with appropriate supervision and safety gear.

  To facilitate the retention and availability for recall of employees when services resume, employees laid off on account of the disaster may be paid their regular wages (allocated for shared employees) from Head Start funds for up to two weeks (80 hours for hourly employees, one half of the regular monthly salary for salaried employees) if they are unable to engage in other employment activities, such as those noted above.

  Equipment:

  Replacement of equipment needed for classroom operations, transportation, and nutrition services is critical to resumption of services in affected areas. Prior written approval is required for replacement of equipment with a per-unit cost of more than $5,000. ACF will consider whether to provide blanket pre-approval for purchase of equipment without prior approval. The funding may be increased for grantees in the affected area in order to facilitate faster replacement of damaged or destroyed items. Guidance on any flexibilities related to the purchase of equipment will be released separately.

  Procurement:

  Programs may experience post-disaster scarcity of materials and labor needed for recovery, particularly in construction services. Grantees are encouraged to seek out reputable, licensed, local contractors to assist in recovery efforts. In consideration of the emergency and the pressing need to move forward with recovery activities, vehicle replacement, equipment, furnishing, materials, supplies, and minor repairs and renovations related to these disasters which do not require compliance with 45 CFR §1303—Subpart E may be undertaken by non-competitive proposals as allowed in 45 CFR §75.329(f)(2) for up to 12 months following the date of this Information Memorandum

(IM).

Procurement requirements, as noted in 45 CFR §§75.329–75.335, must be followed and a complete SF-429 in compliance with 45 CFR §1303—Subpart E must be submitted for purchase, construction, or major renovations as defined in 45 CFR §1305.2. Please note that the SF-429s must be submitted in the On-Line Data Collection (OLDC) system. Grantees are reminded that the cost of goods and services must be reasonable because of post-disaster conditions. Additionally, they must retain adequate documentation of all disaster recovery expenses and note their relationship to post-disaster recovery.

Davis-Bacon Act:

Unless waived in disaster relief legislation passed by Congress, the Davis-Bacon Act applies to covered construction activities in excess of $2,000. Davis-Bacon Act compliance information can be found at https://www.dol.gov/whd/govcontracts/dbra.htm.

Information on Damage and Recovery

Collecting accurate data on damages and recovery costs is critical. Impacted Head Start facilities should be inspected as soon as safely possible. Staff is strongly encouraged to use appropriate safety precautions when visiting centers that have experienced flooding, including the use of an N-95 National Institute for Occupational Safety and Health (NIOSH)-approved disposable respirator, gloves, and eye protection. Grantees should prioritize those repairs that must be completed before the facilities can re-open.

OHS Regional Office staff will be in close communication about recovery efforts. It is very important that accurate data is submitted as soon as the projected costs of these repairs are received. The following information will be particularly helpful:

- Did the center experience flooding or other damage?
- Was the structure of the center damaged (e.g., windows blown out, serious roof damage, exterior walls damaged, foundation settled, floodwater over 2 feet in depth at highest point)?
- What non-structural damage did the center experience (e.g., playground flooded, soaked flooring, minor roof damage, floodwater less than 2 feet in depth at highest point, some windows broken)?
- Were supplies and furnishings damaged at the center?
- Were buses or other vehicles at the center damaged directly or submerged over wheel-depth in water? How many?

While information on the potential recovery funds for Head Start is typically not available immediately following a disaster, having accurate information will help to inform federal recovery efforts. In the event of extensive power outages post-disaster, OHS will also grant extensions to those grantees affected by the recent disaster and recovery efforts

- by submitting SF-425s, SF-429s, End of Month Enrollment Data, and refunding applications due during or shortly after the period of the power outage. Notify your Regional Office to submit an extension.

Next Steps

OHS recognizes the incredible commitment and strength of program staff across the country. ACF and OHS will assist and support in every way possible. National and Regional ACF staff will be available to help coordinate services among the Head Start programs in neighboring communities and the federal, state, and local entities with which you collaborate. If programs encounter other obstacles in responding to children and families in need or to partnering with local education agencies or child care agencies, aside from those included in this IM, please let your Regional Office know so we can work together to resolve those barriers. Additionally, monitoring schedules will be adjusted, as necessary, for programs impacted by a disaster.

Lastly, this IM focuses on what you can do with the funding you have or can leverage through other sources. If Congress appropriates supplemental recovery funds for Head Start, OHS is committed to work expeditiously to communicate the process for applying for relief funding.

Thank you so much for doing all you can to help children, families, and staff who have experienced such disruption and loss.

/ Deborah Bergeron /

Dr. Deborah Bergeron

Director

Office of Head Start

See PDF Version of Information Memorandum:
General Disaster Recovery Flexibilities[PDF, 186KB]

GUAM HEAD START PROGRAM

2019 – 2024
BASELINE APPLICATION

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Section I: Program Design and Approach to Service Delivery

Subsection A: Goals

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

The Guam Department of Education (GDOE) is the grantee for the Guam Head Start Program. As part of the Program's Self-Assessment, parents, staff, and community partners such as GDOE division heads and school principals were asked about various aspects of program operations. The management team then analyzed linkages and potential considerations for program goals. The Program reviewed the findings of our community data from the Guam Annual Statistical Yearbook and community partners. The commonalities between the top issues facing our island community and Head Start parents include Access to medical and dental health care, Affordable housing, and Completing GED or Adult High School diploma. Related to these above issues are concerns with job skills and employment, parenting skills, and transportation.

Identified issues and potential program goals were discussed during joint work sessions with the Policy Council and the Guam Education Board (GEB) which is the governing body of the Program. Included in these initial discussions was the updating of the selection criteria and school readiness goals. While program goals 3 and 4 could have been incorporated in the first two goals the Policy Council felt they should be separate with reference to goals one and two as needed in objectives. Based on the input from these work sessions, the program goals and objectives were finalized for presentation. The Policy Council reviewed, approved and forwarded their recommendation to the GEB who concurred with the recommendations for the program goals, the selection criteria, and the school readiness goals and voted to approve.

- **Program Goal 1:** The Program will strengthen the culture of data-driven planning to improve program services and child and family outcomes.

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- **Program Goal 2:** The Program will strengthen partnerships with grantee divisions and schools to improve provision of services to children and families.
- **Program Goal 3:** The Program will strengthen the quality of teaching and learning to ensure all students demonstrate readiness for Kindergarten.
- **Program Goal 4:** The Program will strengthen connections and supports for families in achieving a better quality of life.

Program Goal 1: The Program will strengthen the culture of data-driven planning to improve program services and child and family outcomes.
Rationale: The Program uses data to measure the outcomes of activities, goals and objectives, and service provision. This has enabled the Program to identify data gaps and cross-component links which subsequently assists in formulating overall quality improvement plans.
Year 1 - Objective 1: To develop a visual data dashboard for cross-component comparison to assist with determining the root causes of identified concerns for continuous quality improvement. • **Activities/Action Steps:** o Each manager/coordinator will provide summaries of their component data at least monthly for review and discussion by the management team. o Management team will review monitoring data to identify the significant data elements for inclusion in the data dashboard; revise the Program's data plans as needed; and identify training needs in quality and timely data entry as well as data analysis. • **Tracking Progress:** Meeting minutes, Data reports • **Anticipated outcomes:** Improved ongoing monitoring to identify areas needing improved services; Continuous quality improvement of services to children and families; Effective program planning • **Expected Challenges:** Inconsistent record-keeping; Competing priorities
Year 1 - Objective 2: Staff will conduct timely and quality data entry into the database systems to enable management team to conduct data analysis at least monthly for continuous quality improvement. **Activities/Action Steps:** o Train all staff in their component areas on how to input, what to input, and what to do with data once inputted into the database systems. o Each manager / coordinator will review data with their team members and identify any additional supports needed to obtain quality data and services to children and families • **Tracking Progress:** Training agenda and attendance sheets; Meeting minutes • **Anticipated outcomes:** Staff will become more comfortable with use of data. Management team will be better able to conduct timely analysis of linkages and gaps in data. **Expected Challenges:** Individual issues with computer competency, time management, and use of data analysis to improve service provision; Inconsistent use of recordkeeping; competing priorities
Year 2 – 5: The Program will continue to identify data in each service area that is needed to make changes and improve the quality of services provided and identify the root causes of concerns.

Program Goal 2: The Program will strengthen partnerships with grantee divisions and schools to improve provision of services to children and families.

Rationale: The Program has been working to change the mindset regarding Early Childhood Education's role within GDOE. Since Head Start became part of GDOE (Public Law 12-165) additional early childhood programs have become part of the unified school district to include Early Childhood Special Education, Pre-GATE, and more recently the State Prekindergarten. The grantee has been very supportive of the Program with services, matching funds, personnel, etc. Over the last several years, there has been more collaboration and imbedding of Head Start in grantee SOPs, the local budget categories and contracts to name a few.

Objective 1: To revisit, review and modify as needed relevant grantee policies and procedures to ensure compliance with the provisions of the Head Start Act and Head Start Program Performance Standards (HSPPS).

- **Activities/Action Steps:**
  - Review GDOE policies and procedures to ensure compliance with the Head Start Act and HSPPS and make recommendations to GEB for revision (reference GEB Board Policy 1302 which states HS will be involved in changes of DOE policies and procedures.)
  - Review and revise Program policies and procedures to ensure compliance with the Head Start Act and HSPPS and make recommendations to Policy Council and the Guam Education Board for revision as needed.
  - Training for division regarding Public Law 12-165 which mandates HS be part of GDOE and on the reasons for recommending HS specific modifications of procedures/
- **Tracking Progress:** Revised policies and procedures
- **Anticipated outcomes:** Increased inclusion of Program within GDOE; Policies and procedures will incorporate HSPPS requirements
- **Expected Challenges:** The program anticipates resistance to change and adjustment recommendations for Head Start requirements.

Objective 2: To strengthen collaboration, there will be at a minimum quarterly meetings with GDOE management, Program management and chairpersons of the governing bodies.

- **Activities/Action Steps:**
  - Review data reports from each component manager/coordinator at least quarterly with GDOE management and governing bodies
  - Review and revise the Program's data plans as needed
  - Explore how to integrate and share data within the GDOE systems
  - Increase Head Start awareness training to school principals and division heads.
- **Tracking Progress:** Meeting agendas, minutes, and attendance sheets
- **Expected Outcomes:** Increased understanding that partnership with the Program supports GDOE families and students
- **Expected Challenges:** Mindset of some GDOE divisions and schools that the Program is an unfunded mandate for local budgeting.

Objective 3: To strengthen the framework for mental health service provision in the Program by formalizing partnerships with the School Based Behavioral Health (SBBH) Program of the GDOE Division of Student Support Services.

Activities/Action Steps:

- Review all GDOE policies and procedures related to mental health and social-emotional development and submit suggested revisions as applicable to reflect the HSPPS as well as the Program's mental health continuum
- Train all school psychologists and school guidance counselors on Head Start as well as applicable HSPPS and GDOE SOPs

Tracking Progress: Training agendas and attendance sheets; Center sign-in logs; Monthly mental

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health service summary from centers
Anticipated outcomes: Enhanced services for Head Start children
Expected Challenges: School guidance counselors are part of the SBBH program but are under the immediate supervision of their on-site school principal who may not be fully supportive of the expectations of service provision by the school guidance counselor.

Program Goal 3: The Program will strengthen the quality of teaching and learning to ensure all students demonstrate readiness for Kindergarten.

Rationale: Quality of teaching was part of the previous grant using CLASS (Classroom Assessment Scoring System). The Program is maintaining CLASS scores, but new staff each year means that ongoing training and mentoring is always needed. The Program has focused on more intensive mentoring as well as data analysis of staff strengths and challenges. In addition, the Program has supported curriculum fidelity by upgrading all centers to the Creative Curriculum 6th Edition and further ensured implementation to fidelity by bringing in a certified TSG Trainer to provide intensive training to the Teaching Staff on its use.

Objective 1: The Program's CLASS scores in the three domains and each dimension will meet or exceed the national average with the goal of meeting the OHS Region IX expectations each year.

Activities/Action Steps:
- Disaggregate the data by age (3-4 yrs and 4-5 yrs), certified disability (active IEP status), dual language where applicable
- Using CLASS data, identify centers which need additional supports during the practice-based coaching process to increase intentional teaching in areas of concern
- Increase number of certified CLASS observers in the Program

- **Tracking Progress:** CLASS Observation Tools; TSG School Readiness Goals Tracking, Comparative and Snapshot Reports; Education Action Plan; Mentor Action Plan
- **Anticipated outcomes:** CLASS scores will improve and meet OHS Region IX expectations.
- **Expected Challenges:** Shortage of CLASS reviewers; Staff turnover

Objective 2: The Program will ensure that all centers are implementing the Creative Curriculum 6th Edition and all of its components to fidelity.

- **Activities/Action Steps:**
  - Site visits will be conducted by Assistant Program Director/Education Manager and Mentor Coaches using fidelity checklists
  - Assistant Program Director/Education Manager monitors online reports to review lesson plans, observations, and child outcomes as well staff completion of training modules
- **Tracking Progress:** Curriculum Teacher Fidelity Checklists; Curriculum Administrator Fidelity Checklists; Curriculum Administrator Fidelity Implementation Snapshot and Summary Report

Anticipated outcomes: Continued improvement of curriculum implementation to fidelity

Expected Challenges: A percentage of the staff are working with mentor coaches to achieve full implementation. Staff turnover; new hires; onboarding training on the curriculum for Fidelity

Objective 3: All children will make progress in all Teaching Strategies GOLD areas of development and learning with at least 85% of them at or above the "Gold Readiness Benchmark" for their age. The number of children who do not meet age expectations will improve by at least 2% each year.

- **Activities/Action Steps:**
  - Teaching Staff will use the curriculum to fidelity and provide learning opportunities to encourage and enhance all developmental skills.
  - Teaching Staff continue to meet with parents at least three times a year during Parent Teacher Conferences to review the child's progress in their mutual goals.
  - Staff will encourage parent engagement and provide parent-child activities (ReadyRosie, Teaching

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Strategies family activities, etc.) to support child outcomes.

- **Tracking Progress:** Child observations, parent attendance sheets, Teaching Strategies reports
- **Anticipated outcomes:** Children will be emerging or accomplished in all developmental domains as appropriate.
- **Expected Challenges:** Lack of child observations; Individual staff issues with computer competency, time management, and usage of data

Program Goal 4: The Program will strengthen its community partnerships to provide additional supports for families in achieving their goals for family well-being.

Rationale: As we collaborate with community partners, the Program has identified many who offer similar services to our families. Thus, agencies are making adjustments to their service population. For example, an agency who only services couples may incorporate single parents while another may narrow their focus to ages 3 to 5 years rather than birth to 5 years. Thus, the Program will explore additional options to address family needs.

Objective 1: The Program will continue to build relationships with parents through increased family engagement and parent-child activities.

Activities/Action Steps:

- Family Services Staff will conduct monthly case management meetings with Teaching Staff.
- Teaching Staff will plan for monthly Center Level Parent Group meetings and at least one parent-child activity each quarter.
- Family Services Staff will attend at least one CLPG meeting and one center activity each quarter.
- Family Services Manager will conduct ongoing individual supervision meetings with Family Services Staff.
- Assistant Program Director and education coordinators will conduct ongoing individual supervision with Teaching Staff regarding family engagement.

Tracking Progress: Family Services Summary forms, Documentation in ChildPlus and Child & Family Files, Center sign in logs, CLPG attendance logs

Anticipated outcomes: Increased parent and family engagement across component areas

Expected Challenges: Staff absences and turnover may lead to shortages of Teaching Staff and the continued need to utilize Family Services Staff as primary sources of classroom coverage to ensure compliance with ratio. This may result in the inability of staff to complete planned activities and action steps.

Objective 2: The Program will strengthen service provision through ongoing monitoring and follow up on referrals across service areas to ensure child and family concerns are addressed.

a. Education Services: developmental concerns
b. Mental Health Services: social-emotional and behavior concerns
c. Health Services: at risk categories
d. Family Engagement Services: identified family needs

- **Activities/Action Steps:**
  - Site Coordinators will assist with review and onASQ-3, ASQ:SE-2, and DIAL-4 results to ensure children who may follow up for need additional observations and/or referral is done in a timely manner.
  - Health Services Staff will review health information to determine which children may be at risk, provide related referrals to families, and follow up on compliance with referrals.
  - Family Services Staff will provide families with referrals for identified family needs and follow up with parents for appropriateness and effectiveness of referrals.
- **Tracking Progress:** ASQ-3, ASQ:SE-2, and DIAL-4 screening results; Internal referral forms; Documentation in ChildPlus; Education and Health Cumulative Files; Child & Family Files
- **Anticipated outcomes:** Increased parent and family engagement across component areas

- **Expected Challenges:** Parent compliance and follow-through may be an issue with voluntary referrals. However, the Program hopes that increased family engagement will support a corresponding improvement in compliance.

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

The Guam Early Learning Guidelines were revised to align with the Creative Curriculum indicators and Head Start Early Learning Outcomes Framework (HSELOF). The Guam State School Readiness Plan referenced social emotional development, the ability of students to follow simple directions and routines, and assessment indicators under the Preschool Brigance but does not contain specific academic indicators.

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

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

School Readiness Goals

Approaches to Learning: By the end of the program year, students will be able to regulate their own emotions and behavior, establish and sustain positive relationships, and participate cooperatively in group situations 85% of the time.

Social and Emotional Development: By the end of the program year, students will be able to regulate their emotions and behaviors by following classroom rules, routines and expectations 85% of the time.

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

- 3-4 years old: express their thoughts and needs using a complete sentence of 3 to 5 words through conversations, shared stories, and group discussion.
- 4-5 years old: express their thoughts and needs using a complete sentence of 5 to 6 words through conversations, shared stories, and group discussion.

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

- 3-4 years old:
  - Distinguish when two words rhyme and when two words begin with the same sound;
  - Show awareness of alphabet letters, recognizes letters in own name, writes some letter-like forms and letters; and
  - Answer and ask basic questions about characters or events in storybook.
- 4-5 years old:
  - Identify which words rhyme from a group of three words and count syllables in given words;
  - Identify 18 upper case letters and 15 lower case letters of the alphabet, produces the sounds associated with several letters and writes first name; and
  - Answer questions in detail by identifying characters, main events, sequences in storybooks and making

predictions.

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

- 3-4 years old:
  - o Count verbally up to 10 by ones, begin recognizing the number of objects in a group without counting and begin to understand that written numerals represents a quantity;
  - o Recognize & name basic shapes circle, square & triangle; and
  - o Makes simple comparisons between to objects height/size.
- 4-5 years old:
  - o Count verbally up to 20, recognize without counting quantities of objects up to 5, associate a number of objects with a written numeral 0-5 and recognize, and with support write numerals up to 10;
  - o Correctly name basic shapes regardless of size and orientation, identify and describe the characteristics of two-dimensional and three-dimensional shapes; and
  - o Compares and orders a small set of objects as appropriate according to size, length, height and weight.

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

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

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

Gross Motor:

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

Fine Motor:

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

Health, Safety, and Nutrition:

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

Subsection B: Service Delivery

Service and Recruitment Area

The service and recruitment area for the Program continues to encompass the entire island which is 210 square miles. The socio-economic impact of poverty affects all villages. All public

schools meet the USDA standard qualifying them for free lunch for all students. The Program enrolls eligible children from each of the island's 19 villages:

- Northern Villages: Dededo, Yigo
- Central Villages: Agana Heights, Asan-Maina, Barrigada, Chalan Pago-Ordot, Hagåtña, Mangilao, Mongmong-Toto-Maite, Piti, Sinajana and Tamuning-Tumon-Harmon
- Southern Villages: Agat, Inarajan, Merizo, Santa Rita, Talofofo, Umatac, Yona

Needs of Children and Families

Characteristics of Eligible Children Under Five Years of Age

The 2010 Census found 14,289 children on Guam under five years of age. The annual birth rate averages from 2,500 - 3,000 per year. As per the 2017 Guam Statistical Report, the population projection for the 2020 census is estimated to be 13,381.

Estimated number of eligible children under five years of age and pregnant women			
Village	Number of Elementary Schools; Number of Head Start Classes	# of Children Under Age 5 Years	Families with income in 2009 below poverty level
Northern Villages			
Dededo	• 5 elementary schools • 6 Head Start centers in 4 schools	• Dededo: 4,409	• Dededo: 2,046 families o 921 with children below age 5
Yigo	3 elementary schools 4 Head Start centers in 3 schools	• Yigo: 1,982	• Yigo: 776 families o 367 with children below age 5
Central Villages			
Agana Heights, Asan-Maina, Hagåtña, Piti	1 elementary school No Head Start centers	• Agana Heights: 295 • Asan-Maina: 197 • Hagåtña: 80 • Piti: 127	• Agana Heights: 131 families o 56 with children below age 5 • Asan-Maina: 72 families o 40 with children below age 5 • Hagåtña: 47 families o 26 with children below age 5 • Piti: 41 families o 19 with children below age 5
Sinajana	• 1 elementary school • 1 Head Start center	• Sinajana: 255	• Sinajana: 103 families o 46 with children below age 5
Barrigada	2 elementary schools 3 Head Start centers	• Barrigada: 736	• Barrigada: 304 families; 128 with children below age 5
Mangilao	2 elementary schools 3 Head Start centers	• Mangilao: 1,357	• Mangilao: 669 families o 308 with children below age 5
Mongmong-Toto-Maite	1 elementary school No Head Start centers	• MTM: 698	• MTM: 284 families o 194 with children below age 5

Ordot-Chalan Pago	1 elementary school No Head Start centers	• Ordot-Chalan Pago: 609	• Ordot-Chalan Pago: 251 families o 97 with children below age 5
Tamuning-Tumon-Harmon	4 elementary schools 3 Head Start centers in 2 schools	• Tamuning: 1,474	• Tamuning: 769 o 236 with children below age 5
Southern Villages			
Agat	1 elementary school 1 Head Start center	• Agat: 466	• Agat: 244 families o 112 with children below age 5
Inarajan	1 elementary school 1 Head Start center	• Inarajan: 210	• Inarajan: 70 families o 38 with children below age 5
Merizo, Umatac	1 elementary school 1 Head Start center	• Merizo: 195 • Umatac: 93	• Merizo: 70 families o 33 with children below age 5 • Umatac: 38 families o 27 with children below age 5
Santa Rita	1 elementary school 1 Head Start center	• Santa Rita: 505	• Santa Rita: 153 families o 66 with children below age 5
Talofofo	1 elementary school 1 Head Start center	• Talofofo: 283	• Talofofo: 100 families o 50 with children below age 5
Yona	1 elementary school 1 Head Start center	• Yona: 678	• Yona: 246 families o 136 with children below age 5

The 2010 Census found a total population on Guam of 159,358 persons with 91% claiming a single ethnicity and 9% claiming two or more ethnic origins. Program data shows 22% of our families have more than one ethnic origin. Census data shows over 54% of the population are Pacific Islanders with the Chamorros as the majority followed by those from the Federated States of Micronesia which includes Yap, Chuuk, Kosrae, and Pohnpei. The Asian population averages 36% with Filipinos as the majority.

Ethnic Origin or Race of Guam			
One Ethnic Origin or Race: 144,429	Native Hawaiian and Other Pacific Islander: 78,582 • Carolinian 242 • Chamorro 59,381 • Chuukese 11,230 • Kosraean 425 • Marshallese 315 • Palauan 2,563 • Pohnpeian 2,248 • Yapese 1,263 • Other Native Hawaiian and Other Pacific Islander 915	Asian: 51,381 • Chinese (except Taiwanese) 2,368 • Filipino 41,944 • Japanese 2,368 • Korean 3,437 • Taiwanese 249 • Vietnamese 337 • Other Asian 678	• Black or African American 1,540 • Hispanic or Latino 1,201 • White 11,321 • Other Ethnic Origin or Race 404
Two or More Ethnic Origins or Races 14,929	Native Hawaiian and Other Pacific Islander and other groups: 11,656 • Chamorro and other groups 9,717	Asian and other groups 8,574	

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The 2010 Census data found a total population on Guam of 145,069 persons ages 5 years and over. The table below reflects languages spoken at home and the frequency of language usage by this population. 42% of the population speak English Only. Of the remaining who speak a language other than English, 62% speak English at least as frequently as their primary language. This correlates with the GDOE estimate of Dual Language learners in the system.

A majority of these dual language families speak English at least 50% of the time and encourage their children to speak English. Frequently it may be an older sibling of a Head Start Child who will interpret for the parents. The Program has Teaching Staff and Family Services Staff who speak the primary languages seen in the Program to include Chamorro, Tagalog, Chuukese, Palauan, and sign language. This past year, the Program used the Google Translate application to work with several Russian families.

Languages Spoken at Home and Frequency of Language Usage By Those Age 5 Years & Over	
Language Spoken at Home	Frequency of Language Usage
• Pacific Island languages: 70,988 • Chamorro 25,827 • Philippine languages 30,720 • Other Pacific Island languages 14,441 • Asian languages 9,192	• English only 63,238 • Language other than English: 81,831 • Speak other languages less frequently than English 21,300 • Speak other languages equally often as English 29,057 • Speak other languages more frequently than English 30,808 • Does not speak English 666

The Guam Homeless Coalition (GHC) works to identify individuals and families who are experiencing homelessness on Guam through an annual Point-In-Time (PIT) count in which volunteers take a census of sheltered and unsheltered homeless persons on a single day as a "snapshot" of the minimum number of people experiencing homelessness in our community.

Guam Homeless Point-In-Time Count Statistics					
Total Identified	2015	2016	2017	2018	2019
Total Identified Persons	1,280	1,085	852	854	873
Number of Identified Persons Below Age 5	210	192	142	135	130
Total Identified Households	388	317	259	265	300

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Unsheltered Persons	1,193	973	765	727	765
Number of Unsheltered Persons Below Age 5	196	168	117	109	99
Sheltered Persons	87	112	87	127	108

The Bureau of Social Services Administration (BOSSA) of the Department of Public Health and Social Services (DPHSS) administers various child welfare programs designed to protect children and strengthen families. Data below reflects the CPS referrals received and children placed in foster care.

Data as of September 30 of each year	FY2014	FY2015	FY2016	FY2017	FY2018
CPS Referrals Received	1548	1492	1389	1471	1364
Total Number of Children, Subject of CPS Report	2300	2185	2147	2205	2039
Children in Foster Care, Under the Legal Custody of CPS	236	213	230	247	294

The following table reflects data reported by GDOE to the U.S. Department of Education regarding children with disabilities served during each respective school year.

Children Below Age Five Years with Disabilities					
	2014-15	2015-16	2016-17	2017-18	2018-19
Birth up to Age 3, receiving early intervention services under IDEA, Part C	161	187	144	114	152
Ages 3 to 5 years, served under IDEA, Part B	171	159	165	167	132

Data Regarding the Service Needs of the Proposed Children and Families

Based on the Community Assessment, the top five issues facing our island community include Job skills and employment, Access to medical and dental health care, Affordable housing, Completing GED or Adult High School diploma, and Homelessness. Comparatively, the top five issues facing Head Start-eligible children and families are parenting skills, Affordable housing, Getting a GED or adult high school diploma, Access to medical and dental care, and Public transportation system.

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Availability of Other Child Development Options to Serve Eligible Children

The Program works to not only prepare children for kindergarten, but also meet the need for quality childcare for parents. This need is evident in the shortage of childcare facilities on island. There are 42 licensed child care facilities including two family care centers on island with the majority being located centrally where the majority of business and hotels are. Alternative child care at licensed child care facilities is especially limited for southern villages. There are 3 day care on the southeastern side of the island. There is no licensed child care facility on the southwest side of the island.

Two programs provide home-based services to young children and their families.

- Guam Early Intervention System (GEIS), under the GDOE Division of Special Education, provides services and support in the home or community settings to young children birth to three years of age who have or are at risk for developmental delays and disabilities.
- Early Childhood Special Education provides both home and center-based services.
- Project Bisita I Familia is a home visiting program under the Department of Public Health & Social Services serves families that live in the villages of Dededo, Yigo, and Mangilao. It supports pregnant women and parents of children from birth to age 5 access resources and develop positive parenting skills.

GDOE preschool options include the Guam Head Start Program, the Gifted and Talented Education (GATE) Prekindergarten, the Pilot State Prekindergarten Program, and the Early Childhood Special Education (ECSE) Prekindergarten (Part B 619). The maximum number of students served among the other GDOE center based preschool options is currently 234.

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- GATE Prekindergarten serves a maximum of 126 students (14 students in each of nine classrooms). Children must be four years of age by July 31, pass qualifying tests, be able to separate from parents and meet his/her bathroom needs independently.
- GDOE Pilot Prekindergarten serves a maximum of 72 students (18 students in each of four classrooms). Children who reside within the school attendance area and will be four years old by July 31 may apply and are selected through a lottery. Two of these sites also have a Head Start center.
- ECSE Preschool serves a maximum of 36 students (12 students in each of three classrooms) and provides services to children ages three to five years who have been identified as having delays in two or more developmental areas. Participants also include "typical peer" models.

GDOE is a single unified school district consisting of 26 elementary schools, eight middle schools, six high schools and an alternative school. With GDOE as the grantee for the Program, Head Start is available to all villages. GDOE assigns attendance areas for each school which the Program follows when recruiting children and enrolling them in Head Start. When schools needed room or had no space for a Head Start classroom however, the Program merged attendance areas with that of neighboring schools as noted in the table below.

GDOE Elementary School	Village(s) Within Attendance Area	Head Start Centers	Other GDOE Preschool Options
Northern Villages			
Astumbo Elementary	Dededo	Astumbo Head Start	1 GATE Pre-K
Finegayan Elementary	Dededo	Finegayan Head Start (duration)	1 State Pre-K
Liguan Elementary	Dededo	none; HS children assigned to neighboring school - Wettengel	
Maria A. Ulloa Elementary	Dededo	Maria Ulloa I Head Start (duration) Maria Ulloa II Head Start	
Wettengel Elementary	Dededo	Wettengel I (AM) Head Start Wettengel II (PM) Head Start	1 ECSE Preschool class
DL Perez Elementary	Yigo	DL Perez I Head Start DL Perez II Head Start	
Machananao Elementary	Yigo	Machananao Head Start	1 GATE Pre-K

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Upi Elementary	Yigo	Upi Head Start	
Central Villages			
Agana Heights Elementary	Agana Heights, Asan-Maina, Hagåtña, Piti	none; HS children assigned to neighboring school - CL Taitano	
CL Taitano Elementary	Sinajana	CL Taitano I Head Start (duration) CL Taitano II Head Start	
Carbullido Elementary	Barrigada	Carbullido I (AM) Head Start Carbullido II (PM) Head Start	1 GATE Pre-K
PC Lujan Elementary	Barrigada	PC Lujan Head Start	1 ECSE Preschool class
Adacao Elementary	Mangilao	Adacao Head Start	
Price Elementary	Mangilao	Price I (AM) Head Start Price II (PM) Head Start	2 GATE Pre-K
JQ San Miguel Elementary	Mongmong-Toto-Maite	none; HS children assigned to neighboring school - Carbullido	1 State Pre-K
Ordot-Chalan Pago Elementary	Ordot-Chalan Pago	none; HS children assigned to neighboring school - CL Taitano	
Chief Brodie Elementary	Tamuning-Tumon-Harmon	Chief Brodie I Head Start (duration) Chief Brodie II Head Start	
JM Guerrero Elementary	Tamuning-Tumon-Harmon	JM Guerrero Head Start (duration)	
LBJ Elementary (PreK-K)	Tamuning-Tumon-Harmon	none; HS children assigned to neighboring school - Chief Brodie	2 GATE Pre-K 1 State Pre-K
Tamuning Elementary (grades 2-5)	Tamuning-Tumon-Harmon	none; HS children assigned to neighboring school - Chief Brodie	1 ECSE preschool class
Southern Villages			
Marcial Sablan Elementary	Agat	Marcial Sablan Head Start (duration)	1 State Pre-K
Inarajan Elementary	Inarajan	Inarajan Head Start	
Merizo Elementary	Merizo, Umatac	Merizo Head Start	
HS Truman Elementary	Santa Rita	HS Truman Head Start	1 GATE Pre-K
Talofofo Elementary	Talofofo	Talofofo Head Start	
MU Lujan Elementary	Yona	MU Lujan Head Start (duration)	1 GATE Pre-K

Proposed Program Options and Funded Enrollment Slots

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

The Program operates a center-based option with a funded enrollment of 534 children. Seven of its 27 centers currently operate as duration expansion classrooms. The Program has been approved for an additional 5 duration expansion centers for School Year 2019-2020. These

expansion centers will bring the Program's total funded enrollment for full day centers to 239 enrollment slots. The remaining 295 enrollment slots will continue as half day sessions.

Meeting the Needs of Children and Families

The Program will meet the needs of the community in the villages served by active participation in community activities. Guam does not have a Head Start State Collaboration Office, but Program management and staff work directly with both private and public agencies and organizations that serve children and families. Such collaboration will increase the Program's available resources and supports to meet identified needs.

The management staff and component specialists actively contribute to and participate in building capacity and sustainability of Guam's early childhood initiatives through focus groups and advisory committees. For instance, Head Start has an active role on the Guam Early Learning Council and all subcommittees working to improve early childhood services on island. This collaboration impacts the sharing of information and resources, and will ensure the Program is involved in the development of projects that will impact services the Head Start children and families. The Program is working to formalize oral agreements into Memorandums of Agreement (MOA) and update Memorandums of Understanding (MOUs).

Funded Enrollment Changes

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

Centers and Facilities

Service Locations

The Program's central office operations has moved into the main office complex of GDOE. The rationale for this move was to have all GDOE support divisions and operations in the same location thereby improving communication and being more cost effective.

There is no anticipated change in service areas for the first year of the grant. The grantee management team has been exploring long term approaches such as redistricting schools and possible closure and merging of schools as a means of cost reduction but there is currently no approved plan. The merging and redistricting could potentially have an impact on the Program specifically with regards facilities: Does the Program lose a classroom? Is a classroom replacement equal to the original classroom specifications?

Minor Renovations and Repairs

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

Facilities Activities Subject to 1303 Subpart E

The Program does not currently foresee the need for any major renovations or construction of classrooms.

Eligibility, Recruitment, Selection Enrollment and Attendance (ERSEA)

Recruitment Process

The Program makes intentional efforts to actively recruit and enroll vulnerable children who are in greatest need of its services throughout the year. Recruitment is conducted in low recruitment areas, community partner outreaches, schools, and each of the island's regional public health centers. Notices are posted on the Program's website as well as in places such as schools, stores, and community centers. To ensure recruitment of categorically eligible children, the Program works closely with Child Protective Services which has custody of children in foster care, providers of direct services to homeless, and TANF recipients with age-eligible children. To meet the mandated 10 percent enrollment of children with disabilities, the Program works closely with

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the GDOE Division of Special Education to identify age-eligible children with certified special needs throughout the school year.

To ensure that it is serving those in greatest need, the Program conducts an annual review of its Selection Criteria which is subsequently reviewed and approved by the Policy Council as well as the GEB. Approved criteria are then reflected in the ChildPlus database which assigns specific points to eligible children and families based on criteria such as categorical eligibility, age, family risk factors, and income.

Currently, the majority of children in the classroom are 4 year olds. However, recruitment challenges have led to a moderate increase in three year olds. Monitoring of age at enrollment is ongoing. With the potential expansion of State Prekindergarten, the Program is anticipating a corresponding increase in the enrollment of 3 year olds.

Strategies to Promote Regular Attendance

The Program's attendance policies and procedures are used to effectively guide its strategies to promote regular attendance. Family Services Staff monitor classroom attendance within 30 calendar days of the first day of school and every month thereafter to identify those who are at risk of missing at least ten percent of program days for the month as well as over the course of the school year.

Family Services Staff and Teaching Staff engage in more intensive case management for those children with identified patterns of excessive absence. Consideration is made as needed for vulnerable children such as those with disabilities, experiencing homelessness, or in foster care. A plan is developed with the family to improve attendance of identified children with chronic absences. Concerns are reviewed by Family Services Manager during individual supervision meetings with each Family Services Staff.

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As part of ongoing monitoring, the Family Services Manager reviews classroom attendance rates which fall below 85 percent at the attendance checkpoints of October, January, and March to analyze the causes of absenteeism; identify any systematic issues that contribute to the Program's absentee rate; and then make timely changes as necessary. The management team is analyzing possible linkages between staff attendance, chronic absenteeism, and overall classroom attendance.

Education and Child Development

Early Childhood Curriculum

The Program will continue using Creative Curriculum 6th Edition and the online MyTeaching Strategies GOLD assessment tool.

Appropriateness / Scope & Sequence

Creative Curriculum 6th edition is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. The scope addresses areas of development from birth to age 8 years (3rd grade) in the domains of social-emotional development, physical development, language, cognitive, literacy, and mathematics. When implemented to fidelity, all components of the curriculum are used. The Teaching Staff provide learning opportunities and assess children's skills and progress.

Alignment with HSELOF

The Creative Curriculum 6th Edition is aligned with the HSELOF, Guam Early Learning Guidelines, and GDOE Content Standards. Its content has many meaningful and interesting learning experiences that support children's learning and development in all domains.

Support for Implementation of Curriculum with Fidelity

The Program provided Professional Development Training on the 6th Edition Creative Curriculum kit and all components to implement the curriculum with fidelity. At the beginning of the school year, Teaching Staff complete the Teacher Fidelity Checklist which Mentor Coaches review along with the Coaching to Fidelity Guide. Mentor Coaches are additional supports for staff should they not understand parts of the curriculum. The Administrator Fidelity Checklist is then administered twice a year by the Assistant Program Director/Education Manager for compliance with the Use of the curriculum, Physical Environment, Structure, Teacher-Child Interactions, Families and Assessments.

Teaching staff are required to complete the TSG Interrater Reliability Test to ensure their proficiency with inputting accurate and intentional data on learning and progression of all children. New teaching staff are provided training to be proficient with the Objectives of Development and Learning and are required to complete all 8 modules of the online tool which enables them to implement the curriculum and provide intentional learning opportunities to all students. All teachers are provided a laptop by the grantee for their use during the school year.

Curriculum Enhancements
Social-Emotional: Second Step for Early Learning Program: Second Step for Early Learning teaches preschool-aged children core social-emotional and self-regulation skills, including executive-function skills, skills for learning, empathy, emotion management, problem-solving skills, friendship skills, and transitioning to kindergarten. • *Scope & Sequence:* Second Step consists of 28 Weekly Themes divided into five units. Each Weekly Theme features short five- to seven-minute activities that incorporate various learning strategies. Teachers model, notice, reinforce, coach, and cue the self-regulation and social-emotional skills being taught. • *Appropriateness / Alignment with ELOF:* Second Step is designed for typically developing four-year-olds in culturally diverse classrooms, but can be used successfully in multi-age classrooms with three- and four-year-olds. It is research-based and aligns strongly with the HSELOF in the domains of Approaches to Learning and Social and Emotional Development.
Health: I am Moving, I am Learning (IMIL): The IMIL tool is filled with quick and easy ideas for integrating movement, nutrition, and healthy habits into everyday life. • *Scope & Sequence:* The three goals of IMIL are to increase the quantity of time children routinely spend in moderate to vigorous physical activities (MVPA) to meet national guidelines for physical activity; improve the quality of structured movement experiences intentionally facilitated by teachers and adults; improve healthy nutrition choices for children every day.

• *Appropriateness / Alignment with ELOF:* All components of the IMIL approach are scientifically based and provide developmentally appropriate practices for physical activity, music and movement, and nutrition during early childhood. IMIL is also aligned with the HSPPS and HSELOF.
Health: Food Friends/Mighty Moves (FFMM): FFMM was developed by researchers at Colorado State University to provide resources and teaching guides to parents and teachers focused on exposing preschool kids to new foods and get them moving. The Program has partnered with the University of Guam Cooperative Extension SNAP-Ed program to implement FFMM in 14 centers. • *Scope & Sequence:* FFMM presents children with new foods to taste including locally grown fruits and vegetables, and other foods available at a local supermarket. It includes a total of 72 teacher-led lessons that focus on various gross motor skill. • *Appropriateness / Alignment with ELOF:* All components of the FFMM approach are scientifically based and provide developmentally appropriate practices for physical activity, music and movement, and nutrition during early childhood. Thus, it is also aligned with the HSPPS and HSELOF.

Developmental Screening and Assessments

The Program administers a developmental screening to each child to determine the child's present level of performance in the areas of fine and gross motor skills, speech and language, concepts, behavior, and self-help skills. Staff who speak dual languages serve as interpreters to assist parents of dual language learners in understanding the Developmental Screener and Assessment questions and ensure accurate information across the board. The results of these screening are used to identify goals and objectives for each child, develop an individual learning plan, and modify lessons, experiences and activities to assist the child in learning and improving his/her skills. Developmental screening tests include the following:

- **Ages and Stages Questionnaire (ASQ-3):** The Guam Early Learning Council developed a Memorandum of Understanding between government agencies and the medical community involving the use of the Ages and Stages as a developmental screener which includes and a Universal Referral form and procedure. This parent questionnaire is scored and if there are developmental and parental concerns referrals may be made to the GDOE Division of Special Education, Project Launch, or Kariñu. The Program is part of the MOU.
- **Ages and Stages Questionnaire: Social-Emotional (ASQ:SE-2):** If the ASQ-3 or observations indicate a possible social-emotional concern, then the ASQ:SE-2 is completed.

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This screener asks parents about some of their child's behaviors including their child's ability to self-regulate, take direction and follow rules, communicate, perform daily activities, act independently, demonstrate feelings, and interact with others.

- **DIAL-4 (Developmental Indicators for the Assessment of Learning):** The program utilizes DIAL-4 as an additional developmental and behavioral screener as it provides more detail as to the child's skill level in motor, language and concepts, self-help, and social development. It includes both a Teacher Questionnaire and a Parent Questionnaire. The Program uses this as part of the documentation for referral for further assessment.

Opportunities for Family Engagement in Child's Education

The Program provides many opportunities for parents and family members to be engaged in their child's education. As part of developmental screening, parents complete a questionnaire to provide information on their concerns. If translation is needed to ensure parent engagement, the Program encourages other family members to provide such translation if possible. Staff also serve as interpreters when needed. Parents of English Language Learners are encouraged to provide simple words or phrases in their home language to assists with communication, as well as to create a comfortable environment with familiarity for the child.

During home visits, Family Services Staff discuss the family expectation of school readiness goals for their child. They also encourage family engagement in the ReadyRosie parenting curriculum to enable them to better support their child in reaching those goals. The Teaching Staff discuss parent expectations for their children as they review the findings from the developmental screeners. During the year, there are three scheduled opportunities for Teaching Staff to update the family on the child's progress and discuss activities to enhance learning and to

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modify the focus. Teachers may suggest parent-child activities from the Creative Curriculum and ReadyRosie parent curriculum as home projects or within the classroom.

Opportunity for parent feedback on the lesson plan is a standing agenda item during monthly Center Level Parent Group (CLPG) meetings. Teaching Staff discuss the ongoing "Study" as well as their planned activities. Parents have the opportunity to discuss the lesson plan and offer and make suggestions for additional ideas to further enhance and celebrate children's learning. This may include field trips, guest presenters, and parent-child activities.

Health

Ensuring Up-To-Date Child Health Status, Ongoing Care, and Timely Follow-Up Care

The Program has restructured to enable oversight of the Health Services area by a Health Coordinator, Family Service Worker, and Licensed Practical Nurse (LPN). The Program is working closely with the GDOE Community Health & Nursing Services Administrator who supervises School Health Counselors (SHC) to assist our families and children. SHC are assigned to schools and provide onsite emergency care, administer medications, and follow up on referrals made by the teaching staff on issues such as lice and communicable diseases. The Program provides copies of children's physicals, immunization records and specific physician orders such as medication and special diets.

The driving focus of the Program's health services remains prevention, early intervention and strong partnerships. Staff work with families on completion of health requirements and any subsequent referrals for health concerns. At the centers, teaching staff conduct daily health checks and refer directly to the school health counselor as needed. With the increase in medically fragile children, the Program works with the Community Health & Nursing Services Administrator to ensure that the onsite school nurses provide health services such as seizure

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monitoring and tube feedings. With an LPN in the program, collaboration and support is given especially as needed for children needing ongoing medication and medical procedures such as tube feedings and tracheostomy care. Having an LPN available can address the specific medical questions that may come up with parents, staff and our community partners.

The Program is listed as a Community Health practicum option for nursing students who are assigned to children who have medical conditions where extra supports to both the child and family would be an added benefit such as those who are medically at risk, have behavioral challenges, or are experiencing homelessness.

The Program has seen a steady increase in compliance with the lead screening requirement as a result of expanded time at the available testing sites. The Program continues to educate physicians about this requirement although some may disagree with the need to screen. Those still pending health requirements state that transportation is an issue even when offered transportation. Another challenge is the scheduling of hearing screening for those who did not have it done during their physical exam. The Program works with onsite school nurses as well as the GDOE Audiological Services to meet the 45 day deadline.

The Program continues to partner with community agencies and private providers in providing medical and dental services. The Program's continued partnership with the Department of Public Health and Social Services (DPHSS) Dental Program has enabled the Program to provide fluoride varnish, Dental examinations and referrals at a minimum of two times a year. Referrals and follow ups are made addressing any new or recurring medical, dental, or nutritional concerns.

The standards of the Child and Adult Care Food Program (CACFP) are incorporated in the food services for the schools with Head Start classrooms. The Preschool specific menus for

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breakfast and lunch are reviewed by Head Start twice a year (July and December) with input from Head Start children, staff, the Policy Council and other Preschool programs within GDOE ensuring alignment across programs. To be better prepared for the school year, the Program has parents complete the Nutrition Profile during registration rather than after enrollment. If any allergies are noted on the nutrition profile or on the physical exam, the parents are asked to provide the request for Special Meal Accommodation due to Medical Condition form which must be signed by a healthcare professional.

All public schools qualify for free lunch based on the USDA Community Eligibility Program indicating that more than 40% of the population qualifies for free lunch. The actual range based on 2012 data is that 45% to 87% families qualified for the free lunch program within the Elementary Schools. Specifically, over 60% of the student population in 21 of the 26 elementary schools qualify for free lunch.

A safe and healthy environment is also important factors in children's success. Teaching staff update the OHS Environmental Health and Safety Checklist at the beginning of the year to ensure they have updated documents from the school. Thereafter, Teaching Staff conduct a monthly environmental health and safety check of their center. Management team monitor compliance through periodic site visits.

Mental Health and Social and Emotional Well-Being

Mental health consultation services in partnership with staff and families has been provided through Kariñu, an Early Childhood Systems of Care under the Department of Public Health and Social Services (DPHSS). Children with identified social emotional concerns based on the ASQ-3 and ASQ:SE-2 are referred to Kariñu which provide screening, assessments, play therapy, family supports, referrals, and training. Mental health consultation services continue to be provided as

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needed by either of Kariñu's two Early Childhood Mental Health Clinicians. The Family Service Manager is licensed at the level of Licensed Master of Social Work (LMSW) and is working on the next level of licensure as Licensed Clinical Social Worker (LCSW). In keeping with this, she will support mental health service provision in the Program under the clinical supervision of a licensed mental health professional with Kariñu.

To further support the area of mental health consultation, the Program is working with the GDOE Student Support Services Division and the Lead District School Psychologist to expand the supports from this division. We are working collaboratively on implementing the Early Childhood Education Pyramid Model for behavior interventions with the support of mentor coaches also received training in Practice Based Coaching for the Pyramid Model.

Family and Community Engagement

Strategies for Building Trusting and Respectful Relationships with Families

The Program continues to build trusting and respectful relationships with families and to provide program environments and services that are welcoming and culturally and linguistically responsive to all families. As part of case management, Teaching Staff and Family Services Staff identify those children and families who may have specific cultural and linguistic needs. Based on family needs, staff also ensure that additional support is provided to single fathers and non-custodial fathers engaged in co-parenting.

Family Engagement Activities

The Program continues to conduct engagement activities to support parent-child relationships, child development, family literacy, and language development including supporting bilingualism and biliteracy. A Family School Readiness Assessment is conducted with all enrolled families to determine their knowledge of parent rights and ways that they can

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support their child's attainment of school readiness skills. Family Services Staff continue to provide child development information and share the school readiness goals with families at home visits. In addition, the Program continues to build connections between school readiness and family engagement throughout the school year whenever possible.

Selection and Implementation of Parenting Curriculum

The Program reviewed selected ReadyRosie as a research-based parenting curriculum aligned to the Head Start Parent, Family, and Community Engagement (PFCE) Framework and HSELOF. Training can be done via webinar at no additional cost which eliminates the expenses related to sending staff off-island for training and/or bringing trainers to Guam. The management team can easily measure outcomes, monitor impact, track family engagement by classroom, and view trends in usage such as which videos are most shared and most viewed.

Families are introduced to the Parenting Curriculum during registration. Additional information is provided at time of selection for enrollment as well as during parent orientation, Center Level Parent Group meetings and in parent-teacher conferences. Family Services Staff register families in their assigned centers and ReadyRosie sends invitations to families via email and/or text. Both Teaching Staff and Family Services Staff follow up directly with families to ensure that they understand and are able to access the modeled moment videos. Those without a computer or cellular phone are encouraged to access videos on the computers available in every Head Start center. Staff can also print related information at parents' request.

ReadyRosie automatically sends three highlighted videos on a weekly basis via text or email. However, staff can also select specific videos to share with families based on their lesson plan or the identified needs of the child or family. "Modeled moment" videos ensure that families can "see" the techniques and better understand the concepts even if English is their second

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language. When families receive the weekly video, they are able to give it a "thumbs up" or "thumbs down" and can share feedback with staff assigned to their center in the comment section who can then respond to the comment in the same section.

Staff are assigned to each classroom and can determine engagement of families by looking at how many videos the caregiver has watched and which ones they liked. Multiple caregivers can be added for each child and have access to the tools. This ensures that access to non-custodial parents engaged in co-parenting as well as to grandparents, aunts, uncles, and any other significant adult in the child's life. Subscribed families continue to receive weekly messages over the summer of ways they can have fun and learn together and can continue to access the site indefinitely as long as the Program continues to renew annually. Because videos are available to model parent interactions from birth through grade 3, the curriculum supports the family's continued engagement regardless of whether the child is enrolled in Head Start.

Strategies for Family Partnership Services

The Program continues to take intentional steps to promote parent and family engagement. As soon as possible after enrollment, Family Services Staff begin the family partnership process to build relationships with families and subsequently engage them in their child's development and learning as part of the two-generational approach of working with children and adult family members. A home visit is conducted using the PFCE Framework as a guide for discussions regarding Program policies and procedures. A Family Assessment is conducted to determine the level of assistance needed in each of the PFCE family outcomes. A Family School Readiness Assessment is also conducted to identify ways to support families in creating positive child outcomes aligned to the HSELOF. Family Services Staff then review the results of the assessment and all other available data with families and collaborate with them to

create a family partnership agreement which identifies their interests and strengths, prioritizes their needs, and explores community resources and ways that Head Start can support their aspirations as self-determined goals and objectives.

As part of this family partnership process, Family Services Staff continue to follow up with families to review progress, revise strategies, and determine whether any aspect of the family partnership agreement needs to be revisited or revised. They seek guidance as needed from the Family Services Manager as part of ongoing supervision and discuss the individual family partnership process with Teaching Staff as part of case management. If they learn of any urgent concerns, Teaching Staff submit an internal referral for information and/or follow-up.

Information is inputted in ChildPlus to ensure better tracking, follow-up, and data analysis. Goals are entered in the database and categorized by family engagement outcome. Any subsequent referrals and other follow up action are entered to demonstrate progress toward individual family goals.

Community Partnerships that Facilitate Access to Services or Resources

The Program maintains ongoing collaborative relationships with agencies and organizations to facilitate the access of children and families to available services and resources related to family partnership goals and children's needs. For instance, the Program maintains an active role in the Guam Homeless Coalition to ensure quick access of available services to children and families experiencing homelessness. The Program also works closely with WestCare Pacific Islands to ensure that families have access to their Spark Program which provides comprehensive healthy relationship skills, marriage education, and parenting skills services to improve the overall well-being of children and their parents. This not only helps WestCare Pacific Islands to meet their grant requirements, but also ensures enrolled families

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have access to their educational workshops and financial assistance for core curriculum classes at the Guam Community College (GCC) Trades Academy and the GCC Adult Education program.

Program staff actively contribute to and participate in building capacity and sustainability of Guam's early childhood initiatives through focus groups and advisory committees such as the Guam Early Learning Council and its subcommittees which work to improve early childhood services on island. This collaboration impacts the sharing of information and resources, and ensures the Program is involved in the development of projects that will impact services to enrolled children and families. One such collaboration led to the launch of the "Neni 3-1-1" phone line as part of the Help Me Grow initiative and aims to help callers understand developmental milestones as well as the importance of monitoring milestones to ensure that children are developing on track, conducting developmental screening to support children's growth and identifying challenges, and connecting children to services and supports.

Services for Children with Disabilities

Full Participation of Enrolled Children with Disabilities

The Program maintains a strong relationship with the Early Childhood Special Education Division within the grantee. Head Start is considered the natural and least restrictive environment for this age group within the grantee. The Division of Special Education early childhood is moving towards for inclusive settings and are restructuring their services to support the natural environment options. Since the last grant cycle they have gone from 7 resource rooms to 3. At two of their sites, there are three Head Start centers allowing for easy transition and dual enrollment opportunities. In place of the resource room the Early Childhood Special Education teachers provide onsite consultation to centers, day cares, and at home.

Meeting the Individualized Needs of Children with Disabilities

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Special Education assigns Early Childhood Special Education Resource Teachers who provide one on one supports to the teaching staff in working with the individual needs of each special education child in the classroom and assist with referrals for additional assessments of children identified through screening and observations. An Individualized Education Plan (IEP) coordinator schedules meetings and evaluations while working with the Program staff. Services are provided onsite at schools for enrolled children. The GDOE Division of Special Education has been challenged with a shortage of certified providers particularly in the areas of occupational, physical, and speech therapy and continues to work on the possible implementation of an online program pending a decision from the Allied Health Board.

The Program also experiences challenges in transitioning children who need full physical assistance in the home. For these children, a transition IEP meeting may not held in a timely manner to assign a one-to-one aide if needed. The Program continues to work with the Division of Special Education to improve the transition process for those who need full physical assistance especially those with significant health concerns.

Transitions

Transitions to and from Early Head Start

There is currently no Early Head Start program on island. Transitions from Guam Early Intervention Services (GEIS) are to Part B, Section 619. The Division of Special Education shares a listing of age-eligible children with the Program for recruitment outreach as part of the Program's child find efforts. This list is compared with the Program's database to determine if there are any current or former Head Start families. Such connections make it easier to contact families to complete eligibility determination and registration. When children are enrolled, the Program then

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informs the Division of Special Education in order to facilitate timely transitions and conduct a transition IEP meeting.

Transitions from Head Start to Kindergarten

During the last two months of the school year, Teaching Staff begin to transition children to Kindergarten. Children eat lunch in the cafeteria with the primary grades, visit the kindergarten classroom, and join primary grades for outdoor play during recess. Teaching Staff coordinate a parent transition meeting to include the principal and a kindergarten teacher who provide the kindergarten registration packet and discuss what to expect in kindergarten. Health summaries which list pending immunization and medical follow up are provided to enrolled children to meet the health requirements for kindergarten registration. Cumulative folders are forwarded to the district school with the consent of the parent or at the request of the receiving school. Transition IEP meetings are held for children with certified special needs. Each child that transitions to kindergarten in public school are given a PowerSchool identification number.

Transitions between Programs

Through the use of the Universal Referral form, all Early Childhood programs can refer to another program. The exchange of referrals is across all current programs and those medical clinics who are participating.

Transportation

Level of Need for Child Transportation Services

School buses are mandated to transport all children to school both public and private. Thus, Head Start children may ride the bus to and from school. The Program meets annually with the Department of Public Works (DPW) Division of Bus Operations to review routes and pick up

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times for all sites based on the school attendance areas. The average percentage of children who ride the regular school bus either to or from the center has been 35-37%.

During orientation, bus drivers attend to talk with the families on expectations and the routes based on maps provided by the Program. Teaching Staff provide children and families with bus tags which identify authorized adults. If there is no authorized adult at the bus stop designated on the child bus tag, then the child is returned to the school where staff will contact the parent to pick their child up from school.

The Program applies yearly for a transportation waiver for seatbelts on the school bus.

Assisting Families in Accessing Transportation

The public transit system is very limited. Families who choose not to use the school bus services must provide their own transportation which at times is a challenge. Some families may share one vehicle and rely on others to transport their child to and from school. Teaching Staff encourage families to make connections and support each other with transportation challenges.

As appropriate, information is also provided to families on the schedule for the island's mass transit system. Transportation remains a challenge to families for activities, appointments, and emergencies as the Public transit routes and schedules are still limited and not all areas of the island have access to public transportation.

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

Governance

Structure

Public Laws 26-26 and 31--183 established the GEB as the governing body for Head Start. The GEB will of nine members, which include 6 elected at- large members who serve a term of

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two years; and 3 Governor appointed members who serve a term of three years. Appointed members are to include an upper level managerial position in a private business, a parent of a student enrolled within GDOE, and a retired teacher or administrator of GDOE. Non-voting members include a student representative elected by the Island-wide Board of Governing Students (IBOGS). A union representative appointed by Guam Federation of Teachers (exclusive bargaining unit), and a mayor representing the Mayor's Council. There are attorneys and early education consultants available within the grantee who are available for consultation.

The new board becomes effective the January after the election. The GEB chairperson and vice chairperson are elected at this time and committee chairs are appointed. Head Start falls under the purview of the Curriculum and Instruction Committee with the Deputy Superintendent of Curriculum and Instructional Improvements as their GDOE representative. The Head Start Program is part of the Division of Curriculum and Instructional Support.

Processes

Governing Body

Work sessions with the Policy Council are scheduled to jointly discuss action items such as the grant and budget which will be presented for approvals and review. In addition, GEB members review reports and information which are provided at least 72 hours in advance and seek clarifications as needed prior to the meetings. Both the Policy Council and the GEB receive the same director report. When subjects are referred to the GEB for action, copies of the Policy Council meeting minutes accompany the request.

Guam Head Start Policy Council (Policy Council)

The Policy Council consists of a Parent Representative from each center as well as community representatives. Centers also elect a Parent Alternate Representative who attends

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Policy Council meetings in the absence of the Representative. The parent representatives and alternates are elected by their center's Center Level Parent Group (CLPG). The Policy Council may recruit community representatives to include former Head Start parents. All parents may attend Policy Council meetings to present an issue, concern, or complaint. GDOE employees and their immediate family members are not allowed to serve on the Policy Council, but may attend meetings in a consultative capacity at the request of the Policy Council. Program staff assist the Policy Council as resources and do not possess voting rights.

Management prepares and presents key information on program updates during the regular monthly meeting. Work sessions and special meetings are held to discuss specific information such as the proposed annual budget, grant application, and selection criteria. Policy council members play a crucial role in sharing key program information as they serve as the link to their CLPG and disseminate the information after attending the meetings. Meeting packets from the monthly Policy Council meeting are also distributed to centers and posted on their parent bulletin board for review by interested parents.

Parent Committees: Center Level Parent Group (CLPG)

Parent committees in the Program are also known as the Center Level Parent Group (CLPG) and consists of all parents and guardians of children enrolled in that center and the teaching staff who serve as their advisor. Monthly CLPG meetings provide an opportunity for parents to participate in lesson planning, plan parent-child activities and discuss any issues or concerns of the center. Each CLPG elects a Policy Council representative and alternate representative who shares parent concerns at the Policy Council meetings and provides updates to the CLPG on program information shared during the Policy Council meetings. Should any

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questions or concerns arise, the Policy Council member will forward those inquiries at the next Policy Council meeting for discussion and resolution, if applicable.

The Policy Council Amended By-Laws Article VI, Section VII specifies the process for communication between the Policy Council and CLPGs. The CLPG chairperson submits a copy of the written recommendation for the Policy Council agenda to the Executive Committee and the Head Start central office to be kept in file. The Policy Council chairperson discusses the recommendation with the designated Program Staff. After consultation the recommendation may be placed on the agenda for the next regular meeting.

Relationships

Training and Technical Assistance or Orientation for Governing Body and Policy Council

Training is provided to the GEB and Policy Council to ensure the members understand their roles and responsibilities and the reports and program information they receive via the monthly Directors report so as to ensure they can effectively oversee the program. Topics include HSPPS; eligibility determination selection criteria; strategies for treating families with dignity and respect and for dealing with possible community and parental issues (i.e. domestic violence, stigma of poverty, transportation). Additionally there is training and review on policies and procedures related to shared governance and also program specific policies and procedures. The GEB and Policy Council members are given references to ECLKC resources. Planning calendars were provided to support their expectations for the year.

Potential Conflict of Interest

The GEB members is an exception to the requirements of the Head Start Act because its members oversee a public entity and are selected to their positions with the public entity by public election or political appointment. However by law they may not be employees of GDOE. Policy

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Council Representatives may not serve if they or a member of their immediate family work for the grantee.

Consultation and Collaboration of Governing Body and Policy Council

Each member of the GEB and Policy Council receives a yearly planning calendar. All information from OHS is forwarded to both chairpersons. When there are joint decisions that must be approved by both bodies, the Program holds a joint work session of members of the GEB, Policy Council, and the management team to discuss issues and ensure meaningful consultation and collaboration. GEB members are invited to attend a Policy Council meetings as are parents to attend GEB meetings. All GEB meetings are open to the public.

Human Resources Management

Organizational Chart

The Program has added additional staff to further support health and education services. The staffing pattern was modified to release the Mentor coaches from their classroom and ensure full implementation of Practice Based Coaching. To decrease the amount of assistance with classroom coverage by Family Services Staff, the Program hired extra limited term part time aides who could assist in classrooms as well as cover lunches and breaks in the extended duration classrooms.

The Health Services Coordinator (Program Coordinator I) is overseeing the delivery of services and working with the community partners. A Family Service Worker is assigned to work with families in meeting the health needs and requirements. Under the local budget, the Program is waiting for a Licensed Practical Nurse to be assigned to work with the school health counselors, children and staff. Once assigned, the Program Director (who is a Registered Nurse) will continue

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to strengthen the collaboration between the Program and the GDOE Division of Community Health & Nursing Services.

Education services is overseen by the Assistant Program Director as the Education Manager. The Program has four Head Start Mentor Coaches who provide the support to teaching staff based on observations, CLASS, and curriculum fidelity. One of the current Mentors is stepping up to become the Education Coordinator and another Mentor Coach will be hired. The Education Coordinator will be working directly with the Assistant Program Director. With the duration grant, the Program has added Program Coordinators who will provide additional supports to education as site coordinators, collaborate with Mentor Coaches, follow up on issues and concerns within the classrooms, participate in case management meetings, and assist with follow up on referrals submitted by Teaching Staff.

As part of the GDOE, the Program is provided the same supports as the schools. The GDOE headquarters inclusive of Head Start has moved to a new location. The move has improved communication, interdepartmental collaboration and understanding of Head Start requirements. For instance, the GDOE Business Office provides the program with an accountant who oversees the accounts; GDOE Division of Student Support Services assists with psychological referrals; GDOE Facility and Maintenance Division supports our maintenance worker with certified staff (plumbers, electricians); and GDOE Capital Improvements assists with processing scope of work for projects, and cost estimates.

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

Before a person is hired, the Program conducts an interview and the lead manager for the interview verifies references. Once selected, the potential employee submits a police clearance and court clearance and is referred for drug screening. The GDOE Designated Title IX

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Coordinator does an administrative check of the sex offender registry both local and national, allegations of child abuse and neglect, criminal records, and FBI. Once the person clears the administrative review the Superintendent of Education will sign off.

The grantee does not currently conduct a FBI clearance with fingerprint checks although many police clearances will attach fingerprint checks if they are on file. The Program is collaborating with the Department of Public Health and Social Services (DPHSS) Block Grant division to finalize an MOU with the Superior Court of Guam to begin implementation of this requirement. The Program has identified funds in the budget to cover the costs for Program staff and has the informed the staff of this requirement. Staff who have been with the program for more than 5 years submit an updated police and court clearance.

Orientation Provided to New Staff, Consultants, and Volunteers

The GDOE Personnel Office provides all new staff with a GDOE orientation packet. The Program provides all new staff, consultants, and volunteers with an orientation that focuses on the goals and underlying philosophy of the Program, service area policies and procedures, and on the ways they are involved as a team with all content areas. This packet has new staff orientation with the manager of each service area. Realizing the overwhelming amount of information, the program provides additional on-boarding.

The on-boarding process in the Program is designed to ensure that it starts early and remains consistent. The goals of this on-boarding are to establish interpersonal relationships and information network through experience and communication, provide them with a sense of formal and informal norms in the Program, ensure they understand their position, related expectations, and are provided the tools to succeed in their job, and teach them the basic legal and policy-related rules and regulation that apply to their position. New staff and volunteers will be assigned to a

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more experienced staff member in a similar position who will mentor them, and shadow them during their first week after orientation and training that may be needed before they start. The program has a Quick Reference Guide for Teaching Staff to reference policies, procedures, and relevant HSPPS

Approach to Staff Training and Professional Development

The GDOE school calendar includes Head Start specific events and includes nine scheduled district-wide professional development days throughout the year. GDOE has one professional development day at the beginning of the year and Head Start added three for pre-service training bringing our total to 12. Our challenge is planning the topics for the last 2 days which are scheduled at the end of the year and the fact that GDOE Professional Development Days are makeup days for typhoons and other emergencies closure of schools.

If specific or focused training is needed between the scheduled professional development days which occur quarterly the Program will utilize our Community Learning Groups to address additional topics. These meetings are scheduled monthly. Additional Central support staff training is usually scheduled when there are no classes and these would be specific to their service area. The program notifies staff of community, GDOE, and online webinar training which they can attend. The Program maintains a listing of all staff development and attendance to assist where continuing education is mandated.

The management team in conjunction with content specialists and the Head Start Mentors Coaches, look at multiple sources of data to identify topics for professional and skill development. The Program divides the training into two components as supported by documentation, required training and program improvement/professional enrichment training. Improved data collection using CLASS, curriculum fidelity, staff self-assessments and classroom observations / referrals

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assists with identifying global training and individual supports. The Program is going into its second year using Practice Based Coaching Model which provides more individualized support to Teaching Staff

Coordinated Coaching Strategy

Centers are organized into four learning communities with a mentor coach assigned to each one. Through informal observations and goals created through the partnership of Mentor Coaches with assigned Teaching Staff, support is correlated on needs identified by Teachers. Teaching Staff complete the Teacher Curriculum Fidelity Checklist to determine their level of implementation and need for compliance and submit it to the Assistant Program Director. The mentor coaches review this checklist and use the Coaching to Fidelity guide determine areas of concern and develop strategies to assist them with meeting curriculum fidelity.

Learning Community Meeting Practice-Based Coaching Teacher Self-Assessment:

Mentors will work with their assigned Learning Communities to review the teacher Self-Assessment questions to obtain a more accurate scoring outcome. Staff will have a better understanding of how to accurately self-reflect in the self-assessment to benefit them with opportunities to improve their teaching performance and growth in the professional development.

By the end of the first quarter of the school year, the Assistant Program Director conducts scheduled site visits to complete the Administrator Fidelity Checklist and provides feedback to the Teaching Team and assigned Mentor Coach. The first cycle of CLASS observations are then scheduled to assess quality of teacher interactions. Teaching Staff are then placed in tiers of support to determine the level of coaching needed based on their Curriculum Fidelity findings and CLASS scores in the domains of Emotional Support, Classroom Organization, or Instructional Support.

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- Tier 1: Teaching staff are considered to need "Intensive Coaching" if scores are low in Curriculum Fidelity in a majority of the findings and in two domains in CLASS and OHS Region IX expectations. Level of intervention consists of Intensive Coaching support two to three days per week for 6 weeks. A reassessment will then be conducted. Should more intensive coaching be needed, Assistant Program Director and Mentor Coaches will give appropriate support to teaching staff in the areas of concern.
- Tier 2: Teaching Staff are considered to be "emerging" if scores are low in two to three areas of Curriculum Fidelity and CLASS scores in one domain is below the OHS Region IX expectation. Level of intervention for Tier 2 consists of coaching support on one day per week.
- Tier 3: Teaching Staff are considered to be "Confident" if they have medium to high fidelity in all areas. Level of Intervention for Tier 3 consists of coaching support every two weeks.

Program Management and Quality Improvement

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

The management team reviews current data to address concerns, brainstorm solutions, and implement changes that may be needed across all service areas. The computer systems of Child Plus, Teaching Strategies GOLD, and ASQ provides the program with point in time reports that can be disaggregated as needed. The first program goal of this grant applications is to improve the data analysis through multiple reports from all component areas. Besides the qualitative data the Program utilizes information from parents, staff, referrals addressing program services and classroom observations.

Ongoing oversight has been beneficial in drilling down the root causes of issues, searching for options for improvement, as well as identifying supports, resources and training needs to address the concern. The focus on data driven discussions has been useful in collaboration within

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GDOE support systems. The Program has become more comfortable with data analysis and recognizing cross component concerns and potential gaps needed to make a decision The results of the data review has aided key areas for self-assessment discussion. Health-related concerns are reviewed and discussed with the Health Services Advisory Committee (HSAC).

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

Management Process and System to Ensure Continuous Program Improvement

Effective Use of Data

The management team schedules a meeting twice a monthly and as needed to address ongoing monitoring concerns and other issues related to Program operations. Each manager/coordinator provides summaries of their component data at least monthly for review and discussion by the management team. Management team then discusses possible root causes using the data and linkages across service areas. With improved data analysis, the Program anticipates better planning and ongoing improvement plans.

Ongoing supervision to support individual staff professional development

Each manager / coordinator is responsible for ongoing supervision of their staff to ensure that those engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery. The management team discusses specific training needs for

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individuals or small groups as identified through ongoing supervision. An individual plan will be developed and monitored for progress with additional discussions related to relevant training, mentoring, and resources. This may include assigning the staff to a more experienced staff member in a similar position who will mentor them.

Management System That Ensures Supportive Budget and Staffing Patterns

The Head Start Management team works with Division of Financial / Administrative Services which oversees budget, payroll, Human Resources, maintenance, and procurement and the respective division administrators. The program's assigned accountant works with the Program on all monetary actions and reporting and provides budget projections in personnel once the grantee fiscal year (October 1 - September 30) is closed. Adjustments are then made. Approvals for expenditures are tracked on the Financial Management System (MUNIS). Within the system a series of people review and approve requests. Within the Head Start office the Administrative Assistant keeps maintains documentation and tracks status of all expenditure requests. The Program is assigned an accountant to GDOE also has an internal auditor.

The program plans to hold more formal quarterly management meetings with the grantee Deputies / designees to present data based concerns to looking for solutions. Within the grantee Program Managers are included on committees that address services and decisions that impact the program. An example is the GDOE calendar committee which plans the yearly school calendar to include professional development days and includes the Program Director as a member insuring Head Start requirements are complied with. As part of planning there are specific times given to small group trainings that are specific to Head Start.

Under the training and technical assistance grant the budget includes professional development and contractual funds for either on island or off island professional development

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some of which may be specific for new staff. Staff is supported with tutorials from webinars and online instructions for our systems. During small group activities this too is offered.

The management team reviews staffing issues as part of monthly meetings and as issues arise and address as needed -- referral to coaches, additional training.

Section II: Budget and Budget Justification Narrative

Total budget application: $3,159,605
Basic Grant: $3,059,459
COLA Grant 54,152
Training and Technical Assistance Grant 45,994

Basic Grant $3,059,459

As GDOE employees, all salaries are part of the Guam Unified Pay Plan. With the impact of the pay plan implementation the Program began hiring limited term teachers and teacher assistants each year to insure sufficient funds to operate. This also provided a mechanism to evaluate their skills should they apply for a full time position when available. The Program's local staffing pattern budgets for 12 teachers, 3 Head Start Aides, 3 family service workers, a substitute, and the Health Services manager who all work 100% for the Program. The Program applies a majority of these local funds to the 20% match.

All employees receive the following benefits: retirement, life insurance, FICA withholding, and Death and Disability Insurance. Medical and Dental coverage is optional with employees selecting from the plans offered by the Government of Guam. All new rates are effective October 1. Limited term employees receive life insurance 6 months after employment and are eligible for the medical and dental coverage within 30 days of hire.

The GDOE Finance and Administrative Services Division manages the accounting and reporting for the Program. On a day to day basis the Program's Administrative Assistant

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maintains files and follows up on status of all expenditure requests. The Child and Adult Care Food Program (CACFP) reimbursements go directly to the grantee. The estimated reimbursement from USDA is about $427,584 for the program year, if all children are present every day. The Reimbursement rate for the territory is the same as the stateside rates.

COLA Grant $54,152

The GDOE is a unified school district and operates as both the State Education Agency (SEA) and the Local Education Agency (LEA). Because GDOE is the grantee, all Guam Head Start Program staff are considered Government of Guam employees regardless of their funding source and are subject to the wage scale itemized in the Unified Pay Plan developed by the Hay Group. Head Start staff of the Guam Head Start Program receive the same salaries and benefits as all other Government of Guam employees in similar positions. The base salary for staff is aligned with that of similar positions within the Government of Guam as established by public law. The Program, therefore, is unable to adjust base salaries for staff. Any change in benefit percentages and or fees change October 1 (the government fiscal year).

The Cost of Living on Guam is estimated to be 26% higher than the national average. This is an 8.4% increase since the last COLA grant. As an island, most products are imported either by ship or air raising the costs of both supplies and services. Factors influencing our costs are shipping rates which range from 25-33% with the average being about 29%, the 1% increase in business tax this year, and local procurement law which gives priority to businesses licensed on Guam and maintain an office or facility on Guam who is willing to be a vendor. This law allows up to a 15% increase in costs of items purchased from off island. An impact has been a local vendor will buy from a sole source provider and add up to 15% to the cost plus shipping.

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Looking at the operational costs of the basic grant plus the training and technical assistance grant a majority of the non-personnel related funds are affected by the challenges of living on an island where everything is imported. To support this, the Program would like to apply the COLA funds to the budget categories of equipment, supplies, miscellaneous and contractual expenses where the Program anticipated a potential increase in costs. (Examples of increased costs this year: reimbursed staff certifications costs up to 25% as in CLASS, food handlers permits: Mileage allowance has increased: gasoline has risen $0.35 in the last 20 days which has stimulated staff to request their allotment for mileage reimbursement)

Any balance remaining from adding COLA to the above categories would be used to offset any increase in benefit costs for retirement deduction, life, medical and dental insurance once these rates go in effect come October 1. Details of breakdown are itemized below.

Category of budget	COLA applied Basic Grant	COLA applied T/TA grant	Total
Contractual	$6,980	$1,596	$ 8,576
Equipment	$5,800	0	$ 5,800
Supplies	$ 32,440	$404	$ 32,844
Miscellaneous	$2,604	0	$ 2,604
Mileage	0	$269	$ 269
Off Island travel	$1,848	0	$1,848
Apply change in benefit rates to increase in expenses	$2211	0	$2,211
			$54,152

Personnel costs: $ 2,773,849

As stated above salaries are part of the Guam Unified Pay Plan. The Program budgets for all staff to receive all benefits. This year the Program prorated the benefits based on the length of services for part time staff and new staff. With the extra funds the Program plans to increase supports by increasing the number of full time teacher aides and adding an additional

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family services worker who will focus on parent engagement activities to include the Policy Council and Center level parent groups.

The Head Start Mentor Coaches, in order to extend their teacher days will be reimbursed via a stipend for end of school year and beginning of school year preparation activities and special projects addressing the assessment needs of teaching staff and onboarding of new teaching staff. They will extend their work for 80 hours, half at the end of the year and half at the beginning of the school year. The hourly stipend based on an average of their basic salaries is $24 / hour.

Cost	Projected Costs

Salaries Federal staffing
Full-time Staff
• Teaching Staff:
  ○ Full time Teachers (11):
  ○ Full time Teacher Aides (11):
• Family Services Staff:
  ○ Social worker (1):
  ○ Family Service workers (6):
• Health Services Staff
  ○ Family Services – Health (1)
• Program Design/Management staff:
  ○ Program Director
  ○ Managers (3)
  ○ Administrative Support (3):
  ○ IT coordinator (1):
  ○ Maintenance Worker (1):
Part-time Staff
• Limited Term Full time Teachers (6):
• Limited term part time aides(22)
• Substitute Teacher(s) (1)
Employee increments
Mentor Coach (4) Stipends:(4) 80 hours each
	$2,025,272
	details to be completed

Benefits: Retirement: 26.56% DDI: (Death and Disability Insurance)$494 Medicare (FICA 1.45%) Life Insurance Medical Dental	$ 748,577

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TOTAL	$2,773,849

Indirect Costs: $ 40,505

The current Indirect Cost Rate is 10.56% with the agreement expiring September 30, 2019. The new Indirect Cost Rate agreement usually is received after the grant application is submitted. If fully implemented the administrative costs percentage cap of $15% would be exceeded significantly and impact the operating budget for the Program. The Program averages 11-12 % administrative cost based on the enterprise system calculations, thus allowing no more than 3% so as not to exceed the 15% cap on administrative costs. At this point in time the Program will budget 2% towards indirect cost rate which should not exceed our 15% cap. When the Indirect Cost Rate changes the percentage for the program would remain the same until accounting determines it needs to be change based on the actual administrative costs expended. Discussion with the governing bodies would take place to address adjustments to indirect costs based accounting reports.

Operational funds for basic grant: $245,105

Contractual: $ 82,240 + COLA at 8.4% 6980 =$ 89,148

Items and program activities in this category usually require a contractual Purchase Order. The key areas where this may occur are under direct services, computer maintenance, vehicle maintenance and parent activities. Each category of expenditure has an explanation of use. If funds are available the proposed local budget includes $7,515 for Photocopier contractual services, ERATE contractual services, and Vehicle Fleet Maintenance Services.

Description	2019-2020
Direct Services: Funds are set aside to assist children with health and interim disability services as needed where other resources and other supports are unavailable.	$4,000

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Membership: Hawaii/Outer Pacific Head Start Association or the Region IX Head Start Association	$250
Computer Maintenance: Cleaning contract and repairs as necessary for the 80+ program computers and laptops. All 27 classrooms have at least 2 computers each and all support staff have computers.	$3,500
Vehicle Maintenance and Registration: The Program currently has 4 vehicles, two of which are still under warranty. Funds may need to transfer to supplies if it is specifically parts. Gasoline is usually covered under the Local budget.	$3,000
Parent / Child Activity Fund: Most centers use these funds for field trips. Most field trips are a minimal cost, but those sites that parents may not be able to afford will be covered or greatly reduced. The funds allocated are $35/child. The Policy Council determined that the increased amount should cover at least one field trip with bus transportation ensuring all parents can attend.	$ 18,690
Parent Training Activities: Venues Program provides at least two Program wide parent conferences. (The fall parent conference provides general information based on the expressed needs and interests of the parents and requirements. The Spring conference looks at school readiness/transition and summer enrichment activities for families. Transition focuses on elementary programs for parents and children, and specific requirements for entry. Estimated cost; $8,000 Fall and $5,000 spring. The program is looking at exploring adding an additional venue during the year in the southern part of the island. $5,000) The conferences provide opportunities for community partners especially early childhood service providers to provide information, answer questions, and train. The venue is usually a hotel with multiple breakout rooms and a child care room. Annual Fitness Fair: Every year the parents/staff/ and community set up activities and information that address wellness and lifestyle improvement (exercise and nutrition). Estimated cost for the Government venue is $275. **ReadyRosie parent Curriculum** $5,750	$24,000
Background checks for volunteers and Program staff For Program volunteers this would include drug testing which is a grantee requirement To meet the requirements of the new performance standards all full time employees who have been with the Program longer than 5 years the will update their background checks. Estimate $50/person x 94 add 4700.	$7,500
Computerized tracking systems: • **Creative Curriculum MyTeaching Strategies Gold.net:** This program provides child assessment, strategies generates reports, and assist in addressing each child's individual needs and working with the parent to address specific	$20,000

goals and objectives. It aligns with Common core Kindergarten standards, the Head Start Outcome framework, and the Guam Early Learning Guidelines. • **Child Plus:** this is a program wide data system which generates reports in all the required data collected by the Head Start Upgrades in family services and special reports allow for data analysis and assists with program planning. The system provides a link to the Creative Curriculum Teaching Strategies Gold. • **ASQ screening tracking program:** This program provides reports and cross program data on students who may need additional interventions within the classroom or additional assessments and/or referrals to Special Education or Mental Health consultants.	
Internet: Portable Wi-Fi subscription for registration documentation and outreach parent / staff training.	$1,300
TOTAL	$ 82,240

Supplies: $111,855 + 29% shipping: $ 32,438= $ 144,293

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

Head Start provides items specific to our program plan, performance standards and the comprehensive services the Program provides to families, children and staff. In the classroom this includes instructional supplies specific to our curriculum, additional custodial supplies are provided to ensure the Program meets the Environmental Health and Safety criteria of the Program, first aid kit supplies, pampers etc. The proposed 2019-2020 local budget includes a proposed $20,500 for supplies and materials for the non-teaching staff. The local budget is usually not

approved by the legislature until September. Availability of funds may be delayed, the amounts lowered based on budget constraints, or not allocated. .

Description	2019-2020
Administrative: Paper, folders, flyers, surveys, and general office supplies to support program activities (registration materials, information packets	$ 9,000
Health: Toothbrushes, toothpaste, gloves for food serving, first aid supplies, hearing machine paper, and other health related supplies, pampers, Lead screening supplies: test kits. Adaptive disability supplies, developmental screening forms, and classroom supplies related to health, mental health, nutrition, safety etc.	$ 17,000
Educational supplies and consumables: Education supplies includes items to ensure fidelity of the curriculum and variety of materials for centers and lesson plans / studies. $ 1,500 per center	$41,850
Parent Activities Supplies / Training Materials: The Program provides information, booklets, etc. to families address their needs, and support training on parenting skills, budgets, typical growth and development, challenging behaviors, health, stress management etc.	$10,000
Computer Maintenance: Repairs, supplies, toner, ink	$8000
Custodial/ Maintenance: The Program purchases supplies for minor repairs and vehicle maintenance. Custodial supplies include but are not limited to paper towels, toilet paper, Clorox, mops, brooms, vacuum cleaner bags and belts, trash bags, cleaning supplies, paint, stripper, pest control products.	$26,015
TOTAL	**$111,865**

Equipment: $ $20,000 + shipping rate 29% $5,800 = $25,800

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

Description	2019-2020
Equipment replacement items: • Replace classroom furniture to ensure the environmental health and safety guidelines are in compliance. Not item exceeds $5000	$ 20,000

• Replace Computers / printers (does not exceed 5000/ unit • Replace up to 2 air conditioners as needed (cost is estimated between $4500 - $5000/ unit	
Total	$ 20,000

Miscellaneous: $28,000 + COLA 8.4% $2,352 = $30,352

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

Description	2019-2020
Printing: Service area forms (NCR triplicate), the parent handbook and planner, the parent resource directory, volunteer handbook, and the Staff professional development/calendar booklet, annual report Color printing for newsletters and leaflets **Advertising:** Policy Council Nonprofit annual report of expenditures, program information and awareness materials for use at outreach activities	$ 13,000
Annual Audit: This amount is the business office estimate for next year's share of the grantee audit.	$ 8,000
Parent Reimbursement / Policy Council: Child care and Mileage Child Care Reimbursement: $500 Mileage Reimbursement: $500 Both child care and mileage reimbursements have historically been underutilized. The child care rate is 5.75/ hour for up to 4 hours per meeting. Mileage reimbursement is based on the current federal rate of reimbursement / mile.	$1,000
Staff on- island Mileage: Central office support staff do a significant amount of field work. The Program does not have enough program vehicles to provide all who travel with a car. If staff do not exhaust their allotment, it will be shared with those who travel longer distances. (up to 23 staff would be eligible) • Central office staff providing direct services to children and families: Family services, Health Services, Education Services: (site visits, home visits, coverage, outreach activities etc.) • Central office staff providing supports to staff and Program and roving aides and substitutes should they cover more than one classroom (expenditure quotations, site visits	$9,000
TOTAL	$31,000

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

Basic Grant – Budget Summary

BUDGET CATEGORY	ALLOCATION	COLA allocation
Personnel and fringe costs	$ 2,773,849	0
Supplies	$ 111,865	$ 32,440
Contractual	$ 82,240	$6,980
Equipment	$ 20,000	$5,800
Miscellaneous	$ 31,000	$2,604
Indirect Costs	$ 40505	0
TOTAL	$ 3,059,709	$ 47,842

TRAINING/TECHNICAL ASSISTANCE AWARD: $45,994

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

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Description	2019-2020
Areas / topics • Content area specific training / new Head Start initiatives offered by the Office of Head Start, the National Centers, regional Head Starts, and / or Head Start Associations. Conferences the Program is considering. o Family Engagement and Cultural Effectiveness Conference: Hawaii o Early Childhood STEM Institute: California • Training for new program managers/coordinators. o Health Services: areas of mental health, disabilities • Costs to bring presenters with specific Head Start and/or Early Childhood knowledge and experience to the island. Head Start specific training for management, content coordinators and Mentor Coaches would assist them in acquiring the knowledge and skills needed to improve the quality of services provided in their area. Estimated cost per person to the USA for a 5 day conference with a registration fee is estimated at: • Airfare: $ 3,000 • Per Diem: $ 2,000 (lodging and meals) • Incidentals: $ 200 (taxes, shuttle, taxi/bus) • Registration: $ 600 • Total $ 5,800 The exact location of the trainings has not been identified. Living on an island, most travel for training is off island. Off island training for 3 people would be approximately $17,400(trip to include airfare, per diem, and registration fees. Trainings from the National Centers to the regional districts provides more opportunities to improve the quality of services to the Program. Region IX trainings have been mostly in California and Hawaii. The balance and savings in airfare and registration fees, will provide for at least one more person to attend training specific to their area of work or pay for a presenter to provide training on island.	$22,000
TOTAL	$22,000

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On Island Training/Technical Assistance: $24,600

Description	2019-2020
Training venues: Since moving to the DOE headquarter building there are numerous conference rooms to reserve for training of the different groups. The Grantee / Head Start calendar provides for 9 professional development day plus an extra two for Head Start Preservice. There may be times the Program will need to outsource a space. Rental of space for Program specific training and professional development activities of staff, grantee administration, and governing bodies will be the plan B options should space not be available within the DOE office, school sites, or Community Partners. Trainings • Self-assessment training & Governance training: • Family Services and central staff Training: training is usually during meetings in the office conference room. • Classroom strategies to improve instruction and learning and behavior management. The Program uses a mix of training sites depending on the size of the group. Community Learning Groups meet in a classroom. • If the program needs to hold training at a hotel venue the cost averages $1,500/day if beverage service is provided.	$ 4,000
On island Professional Development Conferences / professional and program improvement Estimated breakdown • Social Work conference: March/April for up to 12 family services staff $250/ person ($3,000) • School Health Counselors/ Nursing conferences (1 staff : $250) • Accountant training fees for the Program's assigned accountant to attend on island conference in July. ($500) • • Reimbursement for required training: Food Handlers permits for new staff and renewals: 75 staff: ($ 2,000); First Aid/CPR ($2,200), and recertification for 6 CLASS reliable observers and training for at least 1 -2 ($750 for renewals and $600 for new staff training and certification.) • Professional development credits: conference fees, and webinars at the Guam Community College, the University of Guam, Office of Head Start, Teaching Strategies, Teachstone (CLASS), that will improve staff skills. ($400) unused funds estimated in above categories may be added as needed. Conference fees and professional development credits may also include • On island consultant fees: averages $500/day. (Look to up to 4 of the professional development days.	$13,000
Total:	**$ 19,000**

Mileage for mentors	*$3,200*

Supplies for training: $1,394

Description	2019 -2020
Printing information, presentations, binders, information resources, interactive activity supplies, etc. for professional development.	$1,394
TOTAL	$ 1,394

Training/Technical Assistance Award – Budget Summary total COLA $4117

BUDGET CATEGORY	ALLOCATION	COLA allocation using 8.4%	COLA allocation 29%
Off Island Travel	$ 22,000	$1,848	
Contractual	$19,000	$1,596	
Mileage	$ 3,200	$ 269	
Supplies	$ 1,394		$404
TOTAL	$ 45,994	$ 3713	$404

NON- FEDERAL SHARE: $789,901

The local match / level of effort funds are taken from Personnel salaries of grantee's local budget. The GDOE budget provides for Head Start Family Services staff (Community Program Aides), the Health Services Manager (School Health Counselor) and fourteen teachers and Head Start aides. All are full-time employees, and work for the Program 100%. The wages are the same as those of the federally funded employees as all grantee staff fall under the unified pay plan. The proposed local budget inclusive of salaries exceeds the 20% non-federal share. When supplemental grants are submitted the Program will use the difference and apply it to possible supplemental grant non- federal share.

IN KIND CONTRIBUTIONS: $50,000

Calculations of the in-kind contributions of volunteers and donations have annually been reported at a minimum of $ 25,000 per year. The computation method is to multiply the number of hours in the classroom volunteers by $17/ hour inclusive of benefits which is the entry level pay

of a Head Start Aide with all benefits. Other volunteer computation is based on the activity average salary and if the governing bodies the salary of the Director or Superintendent. The Federal child Care Development Fund (CCDF) includes the Head Start classrooms in supplies and equipment they purchase for all child care providers on island. The estimated value has averaged $25,000 per year.

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Dearest Faculty and Staff of Headstart,

I, Kimberly SanNicolas is writing to you to let you know that I really appreciate the time and effort out of your busy schedule to donate a stroller to my family which is a really helpful to me to and from school while my son is sleeping and that I don't need to carry him, and not getting caught in the rain while rushing my daughter to school. And also for ~~taking~~ us to our appointment when I didn't have transportation. Thank you so much.

Sincerely me,
Kimberly SanNicolas

Mother of Kha'Leighi'Lanny Rosario
Carbullido HS P.M.

New Business

Executive Session