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NARRATIVE

Grant Title: Territories & Freely Associated States Educational Grant (T&FASEG)
CFDA#: 84-256A **Grant Award Period:** 07/01/03 – 09/30/04
Grant Award No.: S256A030004 (with carryover of 12 months)
Administering Division: Curriculum and Instruction **Grant Award Amount:** \$357,945.00
Date of Report: September 30, 2004 **Program Number:** 21.03.20.XX.XXXX.9602

The Annual Performance Report to the Grantor was submitted in June 2004. Noted in the report was the plan to carry out activities described in the grant that were scheduled after the June deadline. An update of these activities is described below:

1. A Leadership Academy was held July 23, 26-30, 2004 for all school administrators, central office administrators and teachers aspiring to be administrators. Facilitated by Joseph T. Pascarelli, Ed.D., 93 participants attended the 6 day training centering on the six national administrator standards (Council of Chief State School Officers, 1996) of a school administrator as an educational leader who promotes the success of all students through a vision of learning, a school culture and instructional program conducive to student learning and staff professional growth, a safe, efficient and effective learning environment, collaborating with families and community members and mobilizing community resources, acting with integrity, fairness and in an ethical manner, and understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. School leaders contributed to the sessions by doing presentations on best practices of their own school leadership experiences.
2. The school administrator profile of the current school leaders was completed in August 2004. Information on their educational background, professional development needs and interests for professional enhancement will be used to develop a comprehensive plan to upgrade the qualifications and skills of these administrators.
3. A survey on the technological needs of the administrators was completed in September 2004. Work has begun to organize training sessions on the use of technology to facilitate effective communication, data collection and a maintenance system that will accurately and efficiently assimilate data regarding student demographics, yearly student progress and school administrator and teacher effectiveness.
4. Information on family and school partnerships is still being gathered. School Action Plans, from the 37 K-12 schools, that contain individual school plans to address home-school connections are being reviewed for common needs. A plan to support these needs will be developed.