

**FEDERAL PROGRAMS DIVISION
DEPARTMENT OF EDUCATION
Government of Guam**



QUARTER 4 PROGRESS UPDATE

- **Education Stabilization Fund -State Educational Agency (ESF-SEA)**
- **Education Stabilization Fund II -State Educational Agency (ESF II-SEA)**
- **American Rescue Plan - Outlying Areas -State Educational Agency (ARP-OA-SEA)**

To the United States Department of Education
Office of Elementary and Secondary Education
Rural, Insular, and Native Achievement Programs
Washington, D.C. 20202-6400

September 16, 2021

**FEDERAL PROGRAMS DIVISION
DEPARTMENT OF EDUCATION
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Progress Update Form**
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To the United States Department of Education
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QUARTER 4 PROGRESS UPDATE

ESF-SEA | ESF II-SEA | ARP-OA-SEA

**GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Progress Update Form**

To the United States Department of Education
Office of Elementary and Secondary Education
Rural, Insular, and Native Achievement Programs
Washington, D.C. 20202-6400

September 16, 2021



**Rural, Insular, Native Achievement Programs (RINAP)
Progress Update**

Grantee Name Guam Department of Education

Grant	<input checked="" type="checkbox"/> ESF I – SEA	<input type="checkbox"/> IA – Consolidated Grant
	<input checked="" type="checkbox"/> ESF II – SEA	<input type="checkbox"/> Republic of Palau
	<input checked="" type="checkbox"/> ARP-OA SEA	<input type="checkbox"/> ESF I – Gov
		<input type="checkbox"/> ESF II – Gov

Topic¹ **Grant Administration & Evaluation:** In your responses, please describe the efforts made to ensure that grant program staff are aware of their individual responsibilities and are following the policies and procedures related to the current grant. Also describe any significant actions taken to ensure Federal funds are used for their intended purposes and that the projects and activities supported by Federal funds are meeting the established goals and objectives. Provide supporting documentation (e.g., training materials; communication of rules, regulations, and grant requirements; completed project/activity evaluation instruments; communication with beneficiaries/grantees regarding the assessment or progress of projects; project timelines; or quarterly budgets), as applicable. Supporting documentation should also include evidence that the grantee has established timelines for major grant funded projects and activities and are making noteworthy efforts to adhere to the timelines if implementation of major projects or activities has not occurred or is significantly off schedule. Furthermore, an explanation should be provided and an updated scheduled for how the projects or activities will be implemented or completed before the end of the grant performance period (2 CFR §200.301; 2 CFR §200.329).

Directions: *In preparation for the Progress Update, grantees will receive an electronic form four weeks in advance of the grantee interview to submit their responses and associated*

¹ The topic will change for each progress update and will be selected by the U.S. Department of Education. Grantees will be notified of the topic at least one quarter in advance of progress updates and the topic will be the same for all grantees completing a progress update. The topic will be closely related to a specific, or set of related, statutory or regulatory requirements. The specific, or set of related, statutory or regulatory requirements outlining Departmental oversight authority will be cited in the electronic questionnaire distributed in advance of progress updates (e.g., Internal Controls: 2 C.F.R. 200.61).

documentation. Grantees must submit their completed form (and upload any related supporting documentation) two weeks in advance of the grantee interview. Where applicable, grantees should upload documentation that supports the narrative response (e.g., public notice to stakeholders, guidance documents, sample monitoring report, media interviews, speeches, meeting agenda, etc.). Narrative responses should be brief and in bullet form, aligned with grantee goals and priorities.

As it relates to the progress update topic:

1. What were the grantee's key accomplishments this past quarter?

GDOE RESPONSE:

COVID-19 Area Risk (CAR) Score: As of September 15, 2021, Guam has recorded a COVID-19 Area Risk (CAR) Score of thirty-eight (38). Due to the drastic and continuous increase in positive cases and alarming CAR score, the Governor of Guam has issued Executive Order No. 2021-21: Relative to Suspending In-Person Learning and Amending Social Gathering Restrictions resulting in school closures effective August 30, 2021 pending an amendment by further Executive Order.

- This is the third instance of school closures attributed to the surge of positive COVID-19 cases in Guam. The initial instance began March 2020, the second, August 2020, and the current school closure will be the third occurrence.
- With the most recent school closures and abrupt shift to remote online learning, GDOE anticipates an increase in challenges with student attendance. The social and emotional well-being of Guam's students is an equally important focus of the educational community. Guam's students once again will bear the burden of academic learning and extracurricular activity loss.

 Education Stabilization Fund– State Educational Agency (ESF– SEA):

- As of September 13, 2021, approximately 96%, or \$39.7 of the \$41.5 million of the total Guam Department of Education (GDOE) ESF-SEA has been drawn, obligated through Purchase Order and/or in the requisition process.
- Remaining funds will support: (1) grant and project personnel costs for employees performing duties directly supporting the ESF-SEA grant activities; (2) proportioned cost for professional, software and installation fees for the automated *Employee Time Tracking and *Fixed Asset Management systems; and (3) professional fees related to the *Single Audit.
** Proportioned costs with all grants/projects (Consolidated Grant, ESF – SEA, ESF II – SEA, and American Rescue Plan – Outlying Areas State Educational Agency (ARP-OA SEA) **
- GDOE is on target to fully expend the ESF – SEA grant funds on or before the end of the performance period.

✚ Education Stabilization Fund II – State Educational Agency (ESF II – SEA):

- As of September 13, 2021, approximately 67%, or \$73.9 of the \$110.5 million of the total Guam Department of Education (GDOE) ESF II-SEA has been drawn, obligated through Purchase Order and/or in the requisition process.
- Remaining funds will support the following:
 - (1) Grant and project personnel costs for employees performing duties directly supporting the ESF II-SEA grant and project activities; (2) proportioned cost for professional, software and installation fees for the automated *Employee Time Tracking and *Fixed Asset Management systems; and (3) professional fees related to the *Single Audit.
** Proportioned costs with all grants/projects (Consolidated Grant, ESF – SEA, ESF II – SEA, and American Rescue Plan – Outlying Areas State Educational Agency (ARP-OA SEA) **
 - Procurement of professional development, additional educational tools and resources, Personal Protective Equipment (PPE) including plexiglass, electrostatic sprayers, thermal scanning equipment, consumable PPE supplies for teachers and students. Additional procurement includes industrial washers and dryers, network server, hard copy instructional materials and implementation of various extended day learning and enrichment programs (i.e. afterschool, and summer).
 - Procurement of professional services for construction management, new/repair of walkway awnings/canopy, restroom repairs, improved ventilation systems, high energy efficient filtration units and other relative supplies.
- **Status of current activities implementation and ongoing Procurement, Delivery and Distribution of Equipment, Supplies and Contractual Services:**
 - Technology Supplies and Equipment (i.e. laptops, tablets, peripherals) - All current technology supply/equipment requests have completed the procurement process. Delivery, inventory and distribution of items continue as they become available from awarded vendors.
 - Instructional Materials - Hard Copy Instructional Materials have partially completed the procurement process with large quantities of deliveries being made within the last quarter. The procurement of the additional Hard Copy Instructional Materials is ongoing.
 - Community Learning Centers (CLC) - As a result of the recent and drastic rise in active COVID-19 cases on the island resulting in school closures, the GDOE Public Schools District has modified CLC operating hours, Monday through Friday 7:00 am to 4:00 pm. at 31 school sites.
 - CLCs have become vital to the educational community, including PNP and Charter Schools. The CLCs provide students with necessary resources such as laptops, internet access, and a safe learning environment, most especially underrepresented

students, such as foster care, wards of the state, homeless, and indigent children.

- Personal Protective Equipment (PPE) and Health & Safety Materials
 - PPE consumable supplies and materials (i.e. masks, gloves, sanitizing wipes, etc.) continue to be used and re-ordered as necessary for students and school site/ancillary personnel.
 - Initial orders of PPE and Health & Safety Equipment (i.e. handwashing stations, bottle filling stations, thermal scanning cameras, etc.) have been received, distributed, and installed at various school sites. GDOE is in the process of procuring additional health and safety equipment to ensure adequate resources support the student populations on campus.
- Walk-In Chillers and Walk-In Freezer Boxes
 - GDOE Public School District has begun the procurement of six (6) walk-in chillers and six (6) walk-in freezer boxes through leveraging funds from the U.S. Department of Education ESF II – SEA and the U.S Department of Agriculture National School Lunch Program Equipment Assistance Grant.
- Capital Improvement Projects
 - HVAC inspection, preventative maintenance, and repair contract has been procured utilizing ESF II SEA funds. The following are types of work being conducted: repair and replacement of old HVAC units, cleaning and maintenance to existing units to prolong their effective use, replacement of hoses and other accessories that have worn down, and complete replacement of HVAC units, when necessary.
- Federal Programs Division State Educational Agency - (FPD-SEA) continues to monitor the implementation of services and/or deliveries/installation of supplies/equipment to include:
 - Hands-Free Water Bottle Filling Stations
 - Hand Washing Stations
 - HVAC
 - Community Learning Center Activities
 - Receipt and delivery of the Hard Copy Instructional Materials
 - Extended Summer Learning and Enrichment Programs
 - Repurposing of technology equipment between the Consolidated Grant and emergency relief grants
 - Hard Copy Instructional Materials
- FPD-SEA in collaboration with LEAs (public, PNP, and charter schools) continues to conduct need assessments of current indoor classrooms, offices, and outdoor spaces to adhere to the safe physical distancing guidelines based on CDC’s regulations and the Guam Department of Public Health and Social Service protocols for the safe return of classroom instruction.
- Extended School Year Summer Learning Programs were implemented throughout Summer 2021. GDOE Public School District, Office of Catholic Education, *Guahan* Academy Charter School, and the iLearn Academy Charter

School successfully implemented extended Summer School activities to address learning loss/gaps and recover credits as a result of school closures due to the COVID-19 pandemic:

- GDOE Public Schools District supported approximately 6,300 students.
 - The Office of Catholic Education supported approximately 318 students.
 - *Guahan* Academy Charter School supported approximately 222 students.
 - iLearn Academy Charter School supported approximately 105 students.
- **Repurpose of Fixed Assets:** In June 2021, all public, private, non-public and charter schools targeted for the return of in-person learning in August 2021 prioritizing academic learning time loss as well as providing students with extracurricular activities. In compliance with the ARP-OA SEA requirements to address learning loss, the FPD-SEA notified all participating educational institutions on June 2021 that all fixed assets (i.e. technology supplies and equipment) that were repurposed to support distance learning are required to be returned from the ESF-SEA to the CGA. The FPD-SEA then proposed to the LEAs that they may subsequently repurpose these fixed assets to the ARP-OA SEA to address learning loss as noted in the ARP-OA-SEA application. The transference of fixed assets (CGA to ESF, ESF to CGA, and CGA to ARP-OA-SEA, if applicable) was necessary as the authority to repurpose these assets was temporarily granted until June 30, 2021 as per the US Department of Education’s Fact Sheet for Repurposing Federal Equipment and Supplies to Combat COVID-19 (updated October 2020):
 - *...For temporary use, grantees and subgrantees may repurpose federally purchased equipment and supplies that are not currently in use to carry out a Department grant program to meet the general education needs of students, including students with disabilities and English learners, and the instructional needs of teachers, related services providers, and other educational personnel during school closures, including those caused by COVID-19. For example, a local educational agency (LEA) might distribute unused laptops that it purchased to provide academic enrichment in its paused before- and after-school program to assist students in accessing online instruction in their home. This authority is temporary and extends only through June 30, 2021. When the schools fully and permanently reopen, and students once again consistently attend schools in person, the equipment and supplies that are not consumed must be returned for use in the Department grant programs for which they were purchased. The Department notes that some grant programs include statutory flexibility regarding loaning equipment; in those cases, grantees may use existing flexibility within the scope of their grant...*

As a result of recent school closures, schools that did not opt to repurpose from the CG to ARP-OA-SEA in June 2021, are presented with the need to do so to address remote online learning and academic learning time loss.

In consideration of the unpredictable circumstances surrounding COVID-19, coupled with the cumbersome administrative requirements and documentation necessary to repurpose fixed assets between CG and ESSER grants, **GDOE specifically requests additional guidance to streamline processes moving forward.** As noted earlier, this is the third instance of school closures, repurposing of fixed assets between the CG and ESSER funds, and the burdensome administrative responsibilities to complete such tasks. GDOE anticipates that upon the return to face-to-face in-person instruction will result in another cumbersome administrative cycle of repurposing fixed assets.

- GDOE is on target to fully expend the ESF II– SEA grant funds on or before the end of the performance period.

✚ American Rescue Plan – Outlying Areas State Educational Agency (ARP – OA SEA)

- **FFY’2021 Consolidated Grant Title V-B, RLIS | FFY2021 American Rescue Plan – Outlying Areas | Grant Award Notification and Accountability Workshop July 29-30, 2021:**

- The FPD-SEA held timely and meaningful consultations with all participating educational institution representatives from the GDOE public, private-non-public and charter schools. Sessions were held in-person aligned to the goals and objectives of the ARP-OA SEA to return school and grant operations back to face-to-face. FFY 2021 ARP-OA SEA Grant Award Notification, Implementation and Accountability Workshop provided critical information to ensure compliance, accountability and understanding of Federal Grants requirements to support activities that ultimately benefit students. Sessions topics included:

- Overview of ARP-OA SEA | Programmatic and Administrative Requirements
- Allowable Uses of Funds
- Maintenance of Effort Requirements
- Quarterly and Annual Reporting | Programmatic and Administrative Monitoring and Risk Factors
- Constitutionally Protected Prayer
- Federal Regulations regarding the support of Underrepresented Students
- Standard Service Agreements
- Automated Employee Time Tracking – Live Demonstration
- Procurement Process and Compliance Review
- Invoicing and Drawdown Procedures
- ARP-OA SEA Activities and Q&A Session

- Guam Department of Public Health and Social Services Presentation – COVID-19 Protocols and Procedures in Educational Institutions
- The following information outlines the survey results from the FFY2021 CGA & ARP-OA SEA GAN, Implementation & Accountability Workshop:
 - Workshop Evaluation Survey Results | July 29, 2021 (Day 1 - Public Schools)
 - No. of attendees – 100
 - Percent of participants who indicated understanding the presentations on grant regulations and requirements – 94.6%
 - Percent of participants who indicated understanding the ARP-OA SEA presentation 95.3%
 - Percent of participants who indicated understanding the DPHSS presentation 81.4%
 - Percent of participants who indicated understanding the CG project presentations 92%
 - Percent of participants who indicated satisfaction with the consultative services and technical assistance provided by the Federal Programs Division 90.7%
 - Workshop Evaluation Survey Results | July 30, 2021 (Day 2 – Private-Non-Public and Charter Schools)
 - No. of attendees – 60
 - Percent of participants who indicated understanding the presentations on grant regulations and requirements 90%
 - Percent of participants who indicated understanding the ARP-OA SEA presentation 93.3%
 - Percent of participants who indicated understanding the DPHSS presentation 86.7%
 - Percent of participants who indicated satisfaction with the consultative services and technical assistance provided by the Federal Programs Division 86.7%
- **ARP – OA SEA Implementation Plan**
 - The FPD-SEA has transmitted the most recent revised ARP–OA SEA Implementation Plan to the US Department of Education on September 14, 2021 (ET) / September 15, 2021 (CHST). GDOE-FPD awaits the final review and approval of the Implementation Plan prior to the drawdown of funds.
- **Capital Improvement Projects**
 - As part of the GDOE ARP-OA SEA Implementation Plan, the GDOE Public School District has requested Contractual Services for Capital Improvement Projects aligned to the GDOE Facilities Master Plan to include the Initiative Assessment of Buildings and Classrooms from the Department of Interior – Office of Insular Areas in partnership with the US Army Corps of Engineers. In preparation for the lengthy

procurement process and implementation required for these activities, FPD-SEA and LEA personnel have begun the strategic planning and assessment of the applicable school sites. Funds for the implementation of this activity have yet to be drawn pending the final approval of the GDOE ARP-OA SEA Implementation Plan.

- **Health and Hygiene Kits/School Uniform Vouchers**

- The GDOE Public School District has requested to procure health/hygiene kits and school uniform vouchers for underrepresented, specifically economically disadvantaged students. In preparation for the lengthy procurement process and implementation required for the acquisition and distribution of these supplies, FPD-SEA and LEA personnel have begun the strategic planning and assessment of the applicable students and potential vendors. Funds for the implementation of this activity have yet to be drawn pending the final approval of the GDOE ARP-OA SEA Implementation Plan.

- **Youth Employment Internship Program**

- The GDOE Public School District has requested funds for the implementation of the Youth Employment Internship Program (YEIP). The YEIP took place between June 2021 – July 2021. GDOE, in collaboration with the Office of the Governor of Guam and the Guam Department of Youth Affairs, implemented the YEIP. The YEIP provided summer learning and enrichment for approximately 700 secondary students, 9th through 12th grade, from eligible and participating public, private-non-public and charter schools; priority placement of students included the underrepresented populations who are indigent, homeless, wards of the state (foster) and incarcerated. Funds for the implementation of this activity have yet to be drawn pending the final approval of the GDOE ARP-OA SEA Implementation Plan.

- **Ongoing Professional Development: FPD – SEA Personnel**

- FPD-SEA Personnel continue to participate in Professional Development opportunities to enhance awareness of roles and responsibilities related to grants administration, compliance with policies and procedures, improved technical assistance services and ensure proper internal controls. During this quarter, FPD-SEA personnel have participated in:
 - Air Quality and Ventilation in America’s K-12 Schools: Guidance and Strategies for Improved Results
 - Lessons from the Field – Strategies for Safely Returning to School: The Latest Federal Guidance
 - Lessons from the Field – Returning to School: Strategies for Supporting Staff
 - Lessons from the Field – Returning to School: Strategies for Reengaging Students
 - Lessons from the Field – Safe and Supportive Early Learning: Lessons Learned for the New School Year

2. *What were the grantee's key challenges this past quarter?*

GDOE RESPONSE:

- ✚ Leadership changes and limited administrative workforce within the Public, Charter and Private-Non-Public Schools:
 - LEA Leadership, School and Administrative: The COVID-19 pandemic has affected the workforce within the schools significantly. A large number of school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various school sites as the changing educational (i.e. multiple models of learning, health and safety protocols) requirements created additional stress and burden on existing individuals.
 - FPD-SEA continues to provide guidance and technical assistance to new LEA leadership as they navigate through the grant requirements and expectations, and the approved CGA activities.
 - FPD-SEA continues to provide guidance, technical assistance and training to new school administrative personnel with regard to the procurement processes, fixed assets management, reporting and tracking procedures, and employee time tracking, if applicable.
 - Key Grant | Project Personnel and GDOE Local Personnel: To date, GDOE has lost a significant number of key personnel, both grant/project and local employees throughout the Fiscal Year as a direct result of the global pandemic and unrelenting extensive work hours and workloads. Countless grant, project and ancillary personnel (including Procurement) have opted to either retire, relocate and/or assume other employment to minimize work stress, ensure personal, family time is intact, and to minimize their health and safety risks.
 - Over the course of the last 2 months of the 4th Quarter, the FPD-SEA reports the following changes in SEA and LEA key personnel:
 - ❖ ***State Educational Agency - State Administration (Consolidated Grant Application, ESF-SEA, ESFII-SEA, ARP-OA SEA):***
 - Hired (1) State Program Officer (Program Coordinator III)
 - Hired (1) Administrative Officer
 - Resignation of (2) State Program Officers (Program Coordinator III)
 - ❖ ***Local Educational Agency – GDOE Public Schools District (Consolidated Grant Application, ESF-SEA, ESFII-SEA, ARP-OA SEA)***
 - Hired (1) Administrative Officer
 - Hired (5) Instructional Coaches
 - Resignation of (1) Program Coordinator IV
 - Resignation of (1) Instructional Coach
 - Resignation of (2) Program Coordinator III

- Resignation of (1) School Program Consultant
- Transfer out of (1) Program Coordinator III
- Transfer out of (3) Instructional Coach
- Retirement of (1) Instructional Coach
- With limited resources, remaining professional, administrative and procurement personnel have taken on substantial workloads in addition to their already immense roles and responsibilities thereby leading longer workdays including weekends and holidays. Essentially, remaining staff are burdened with addressing a multitude of demands and timelines, which has and/or will lead to burnout, mental and emotional challenges and potentially opting to leave GDOE. The hiring of additional employees will provide critical support to remaining professional, administrative and procurement personnel, as well as to the schools in providing critical resources needed to operate effectively and safely.
- ✚ The COVID-19 pandemic situation has presented a multitude of challenges on the education and island community affecting both the delivery of educational supports and project activity implementation/timelines:
 - As mentioned previously, on August 27, 2021 the Governor of Guam issued Executive Order 2021-21 which called for the suspension of in-person models of learning for all public, charter and private, non-public educational institutions serving prekindergarten through twelfth (12th) grade students. GDOE has had to once again shift the focus of students, teachers and the entire educational community to provide an effective remote online model of learning. To date, there is no anticipated date of reopening as a result of the continued rise of active COVID-19 cases on the island.
 - The economic impact of COVID-19 pandemic has diminished the vendor pool causing a lack of, or minimal responses to Small Purchases, Request for Proposals (RFP) and Invitation for Bids (IFB). The ability of vendors to meet the needs remain a consistent challenge considering the global supply and demand coupled with the extended delivery to Guam. Additionally, vendors continue to request for extensions and/or cancellation of deliveries due to these issues. Challenges include:
 - Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more extending delays in shipments
 - Nationwide shortages and competing demands for supplies and materials further delays delivery. This applies especially to technology supplies and equipment as the global chip shortage has impacted the ability of manufacturers to complete orders.
 - Lengthy IFB/RFP for high value supplies, equipment and contractual services creates further delays. Some examples include the procurement of:
 - High Efficiency Particulate Air (HEPA) Filtration Systems
 - Indoor and Outdoor Wireless Local Network Infrastructure (upgrading internet capacity)
 - As mentioned in previous reports, the COVID-19 pandemic situation has negatively impacted Guam students economically, academically, socially and emotionally. As the GDOE continues to implement activities to support the

increased number of transient, homeless and foster children, there still remains unaccounted students participating in this new school year. There are an estimated 1,000 students unaccounted for at the beginning of School Year 2021-2022 in both the initial in-person model of learning and the online model of learning.

3. *What methods, tools, and processes are you utilizing to address these challenges?*

GDOE RESPONSE:

- ✚ Although delays and challenges are prevalent due to the COVID-19 pandemic, GDOE is making every effort to accelerate the implementation and expansion of activities. GDOE has and continues to carry out the following to ensure activities move forward and status is monitored collaboratively:
 - As the sudden shift to online models of learning was required for educational institutions, FPD-SEA began to provide meaningful and timely technical assistance to participating public, charter and private, non-public schools to repurpose supplies and equipment to support this change. This would primarily include laptops and other technology items to support remote learning.
 - Collaboration between the Procurement Office, key LEA personnel, FPD-SEA and Management is on-going as it relates to accelerating the procurement of services, supplies, materials, and equipment for participating schools.
 - Collaboration with other GDOE divisions to streamline processes and increase efficiency in the implementation of approved activities.
 - Collaboration with the Office of the Governor of Guam and respective agencies to provide services, tools and resources for underrepresented students to include transient students, students facing homelessness, wards of the state and foster children.
 - The FPD-SEA, GDOE Public School District, Social Workers, Community Program Aides and school site personnel continue to collaborate to identify and locate the estimated 1,000 unaccounted students in need of further assistance and support. These unaccounted and underrepresented student populations are in dire need of support due to the disproportionate impact of the COVID-19 pandemic on these subgroups.
 - Continuous communication with stakeholders, educational institution representatives from the GDOE public, eligible participating private-non-public and charter schools.
 - Communicating with vendors to ensure services, activities and deliveries are accomplished/received in a timely manner.
 - FPD –SEA continues to develop and revise comprehensive Federal Grants Manual Guidance that will allow for consistent internal controls ensuring Federal compliance.

4. *How can the U.S. Department of Education help the grantee address these challenges?*

GDOE RESPONSE:

- ✚ A streamlined process for fulfilling the administrative requirements associated with the repurposing of fixed assets to support remote learning, and the unpredictable COVID-19 pandemic conditions is needed.

- ✚ A streamlined process for fulfilling the administrative reporting requirements (Federal financial reporting, quarterly and annual performance report) is needed. GDOE is seeking administrative relief from the burden of meeting concurrent report deadlines for the following:
 - Consolidated Grant
 - Education Stabilization Fund – State Educational Agency
 - Education Stabilization Fund II – State Educational Agency
 - American Rescue Plan – Outlying Areas – State Educational Agency

What are the grantee’s technical assistance needs related to these challenges?

GDOE RESPONSE:

- ✚ Provide guidance or technical assistance on how other States or Insular Areas are managing efficient and timely procurement processes.
- ✚ A streamlined process for fulfilling the administrative requirements associated with the repurposing of fixed assets to support remote learning, and the unpredictable COVID-19 pandemic conditions is needed.
- ✚ A streamlined process for fulfilling the administrative reporting requirements (Federal financial reporting, quarterly and annual performance report) is needed. GDOE is seeking administrative relief from the burden of meeting concurrent report deadlines for the following:
 - Consolidated Grant
 - Education Stabilization Fund – State Educational Agency
 - Education Stabilization Fund II – State Educational Agency
 - American Rescue Plan – Outlying Areas – State Educational Agency

Q4 ESF Quarterly Report Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810- 0757. The expiration date is December 2, 2021. Public reporting burden for this collection of information is estimated to average 1 hour per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit 2 CFR 200.327 and 2 CFR 200.328. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Joanne Osborne, Rural, Insular, and Native Achievement Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave. SW, Rm. 3E306, Washington, DC 20202 or email joanne.osborne@ed.gov directly.

**FEDERAL PROGRAMS DIVISION
DEPARTMENT OF EDUCATION
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**QUARTER 4 PROGRESS UPDATE | Appendix
A: Supporting Documents
ESF-SEA | ESF II-SEA | ARP-OA-SEA**

- **ARP-OA SEA Grant Award Notification Workshop Supporting Documents**
- **EO 2021-21**
- **Guam News Articles**
- **Evidence of Activities**

To the United States Department of Education Office of Elementary and
Secondary Education Rural, Insular, and Native Achievement Programs
Washington, D.C. 20202-6400

September 16, 2021

FFY2021 Consolidated Grant Title V-B, RLIS & FFY2021 American Rescue Plan- Outlying Areas Grant Award Notification and Accountability Workshop



Sheraton Laguna Resort
Tamuning, Guam
July 29-30, 2021

Housekeeping, Health and Safety Rules



1. Masks are required throughout the entire workshop
2. Comply with all physical distancing requirements – 6 ft
3. Hand sanitizer is available throughout the workshop venue
4. Punctuality. Please ensure that you return on time after breaks.
5. No Disturbances. Cell phones and electronic devices should be on silent mode.
6. Respect Others. Keep sidebar conversations to a minimum
7. Participate and Ask Questions.
8. Working Lunch. This workshop includes a working lunch. Please return to your seats after receiving your meal. Please plan accordingly.
9. Provide Feedback. An evaluation survey will be administered at the end of workshop. Your feedback is greatly appreciated.

**FFY2021 Consolidated Grant Title V-B, RLIS
FFY2021 American Rescue Plan - Outlying Areas
Grant Award Notification and Accountability Workshop**
Federal Program Division (June 2021)
Guam Department of Education

Thursday, July 29, 2021 8:00am - 2:00pm
Sheraton Laguna Resort
Tamuning, Guam

AGENDA (DAY 1)

Opening Remarks:

- 8:00 - 8:15: Welcome: Introduction of Education Chief and Local Officer
- 8:15 - 8:30: Welcome: Introduction of Local, State, and Federal Representatives
- 8:30 - 9:00: Presentation of Federal Program Information
- 9:00 - 9:30: Presentation of State and Federal Program Information
- 9:30 - 10:00: Presentation of Local Program Information
- 10:00 - 10:30: Presentation of Federal Program Information
- 10:30 - 11:00: Presentation of State Program Information
- 11:00 - 11:30: Presentation of Local Program Information
- 11:30 - 12:00: Presentation of Federal Program Information
- 12:00 - 12:30: Presentation of State Program Information
- 12:30 - 1:00: Presentation of Local Program Information
- 1:00 - 1:30: Presentation of Federal Program Information
- 1:30 - 2:00: Presentation of State Program Information
- 2:00 - 2:30: Presentation of Local Program Information

AGENDA (DAY 2)

- 8:00 - 8:30: Presentation of Federal Program Information
- 8:30 - 9:00: Presentation of State Program Information
- 9:00 - 9:30: Presentation of Local Program Information
- 9:30 - 10:00: Presentation of Federal Program Information
- 10:00 - 10:30: Presentation of State Program Information
- 10:30 - 11:00: Presentation of Local Program Information
- 11:00 - 11:30: Presentation of Federal Program Information
- 11:30 - 12:00: Presentation of State Program Information
- 12:00 - 12:30: Presentation of Local Program Information
- 12:30 - 1:00: Presentation of Federal Program Information
- 1:00 - 1:30: Presentation of State Program Information
- 1:30 - 2:00: Presentation of Local Program Information

Breakout Sessions:

- 8:30 - 9:30: Breakout Session: Federal Program Information
- 9:30 - 10:30: Breakout Session: State Program Information
- 10:30 - 11:30: Breakout Session: Local Program Information
- 11:30 - 12:30: Breakout Session: Federal Program Information
- 12:30 - 1:30: Breakout Session: State Program Information
- 1:30 - 2:30: Breakout Session: Local Program Information

Opening Remarks



Jon J.P. Fernandez
Superintendent of Education | Chief State School Officer

Welcoming Remarks

Honorable Joshua F. Tenorio
Governor of Guam, Acting



Overview Programmatic and Administrative Requirements

Ike C. Santos
Federal Programs Administrator



Programmatic and Administrative Requirements

Programmatic Requirements

- Allowable, reasonable and allocable uses of approved FFY 2021 Consolidated Grant Application and FFY 2021 American Rescue Plan – Outlying Areas State Educational Agency Funds



Administrative Requirements

Accounting of the uses of approved FFY 2021 Consolidated Grant Application and FFY 2021 American Rescue Plan – Outlying Areas State Educational Agency Funds

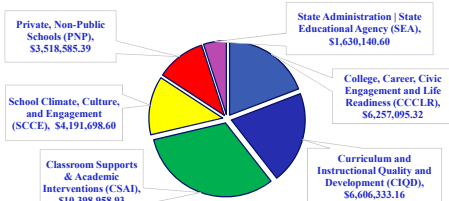


FY 2021 Consolidated Grant Application Budget Breakdown

FY2021 Consolidated Grant Application

PROJECT TITLES	INDIRECT COSTS (9.5%)	FY2021 FUNDS SUBTOTALS	FY2021 TOTALS	% OF FY21 BUDGET
GRAND TOTAL				
1. College, Career, Civic Engagement and Life Readiness (CCCLR)	\$ 49,154.18	\$ 6,217,393.86	\$ 6,257,095.32	19.2%
2. Curriculum and Instructional Quality and Development (CIQD)	\$ 173,237.12	\$ 6,506,388.67	\$ 6,666,333.16	20.3%
3. Classroom Supports & Academic Interventions (CSAI)	\$ 491,683.59	\$ 10,015,063.80	\$ 10,398,958.93	31.9%
4. School Climate, Culture, and Engagement (SCCE)	\$ 159,930.08	\$ 4,037,919.68	\$ 4,193,498.60	12.9%
5. Private, Non-Public Schools (PNP)	\$ 9,843.84	\$ 3,509,119.30	\$ 3,518,585.39	10.8%
6. State Administration State Educational Agency (SEA)	\$ 88,004.59	\$ 1,557,336.01	\$ 1,630,140.60	5.0%
SUB TOTAL	\$ 971,653.40	\$ 31,843,221.32	\$ 32,602,812.00	100%
GRAND TOTAL	\$ 971,653.40	\$ 31,843,221.32	\$ 32,602,812.00	100%

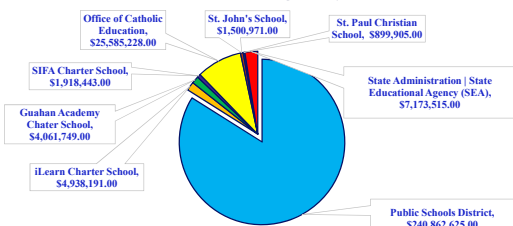
FY 2021 Consolidated Grant Application Pie Chart



FY 2021 American Rescue Plan – Outlying Areas State Educational Agency Budget Breakdown

PROJECT TITLES	ARP-OA Budget
GRAND TOTAL As of 07/13/21	
1 GDOE Schools	\$ 240,862,625.00
2 iLearn Charter School	\$ 4,938,191.00
3 Guahan Charter School	\$ 4,061,749.00
4 SIFA Charter School	\$ 1,918,443.00
5 Office of Catholic Education (OCE)	\$ 25,585,228.00
6 St. John's School	\$ 1,500,971.00
7 St. Paul's Christian School	\$ 899,905.00
8 State Allocation	\$ 7,173,515.00
GRAND TOTAL	\$ 286,940,627.00

FY 2021 American Rescue Plan – Outlying Areas State Educational Agency Pie Chart




Grant Award Notification Budget | Activities



Rachel Lee S. Duenas, Team Lead | Sr. State Program Officer
Stephanie N. Chargualaf, Sr. State Program Officer


FFY2021 Approved Consolidated Grant Title V, Subpart 2 Rural and Low Income Schools (RLIS) Grant Award Notification

\$17,963,875.00



FFY2021 Approved American Rescue Plan – Outlying Areas SEA (AR- OA SEA) Grant Award Notification

\$286,940,627.00



Performance Period
FY2021 Consolidated Grant

6 AWARD PERIODS

BUDGET PERIOD 07/01/2021 - 09/30/2023
 FEDERAL FUNDING PERIOD 07/01/2021 - 09/30/2023

FUTURE BUDGET PERIODS
N/A

Performance Period
FY2021 APR-OA SEA Grant

6 AWARD PERIODS

BUDGET PERIOD 04/08/2021 - 09/30/2023
 FEDERAL FUNDING PERIOD 04/08/2021 - 09/30/2023

FUTURE BUDGET PERIODS
N/A

FY2021 Approved Grant Award Notification
FY2021 Consolidated Grant

FY2021 Consolidated Grant
US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
100004	2021	2021	E50000000	B	Q04	922	367	410A	\$1,874,777.00
130004	2021	2021	E30000000	B	S19	922	365	410A	\$1,338,058.00
040004	2021	2021	E30000000	B	S84	922	048	410A	\$753,488.00
190004	2021	2021	E30000000	B	Q0C	922	184	410A	\$25,952.00
100004	2021	2021	E30000000	B	Q04D	922	424	410A	\$2,048,925.00
040004	2021	2021	E30000000	B	S89	922	048	410A	\$0.00
090004	2021	2021	E30000000	B	S89	922	049	410A	\$7,346,524.00

10 PRE-AWARD NUMBER: 5481A210002
 RECEIPT NAME: GUAM DEPARTMENT OF EDUCATION FEDERAL PROGRAMS DIVISION

FY2021 Approved Grant Award Notification
FY2021 APR-OA SEA Grant

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10 PRE-AWARD NUMBER: 5427X210000
 RECEIPT NAME: Guam Department of Education



FY2021 Approved Grant Award Notification Terms & Conditions

FY2021 Consolidated Grant

1. The Office of Management and Budget requires all Federal agencies to issue a Federal award identifying the purpose of each of their financial assistance awards. The FY2021 Consolidated Grant Award is a new type of award and is issued under the grant and you must use the award number to track the award. The award number is located on the grant award notification and is located on the award award notification.

2. The award number is provided for the performance of the performance project or program for which you received the award and for use in the reporting system or the reporting system. The award number is located on the grant award notification and is located on the award award notification.

3. The award number is provided for the performance of the performance project or program for which you received the award and for use in the reporting system or the reporting system. The award number is located on the grant award notification and is located on the award award notification.

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FY2021 ARP-OA SEA Grant

1. The Office of Management and Budget requires all Federal agencies to issue a Federal award identifying the purpose of each of their financial assistance awards. The FY2021 ARP-OA SEA Grant is a new type of award and is issued under the grant and you must use the award number to track the award. The award number is located on the grant award notification and is located on the award award notification.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF FINANCE AND OPERATIONS
OFFICE OF GRANTS ADMINISTRATION

June 15, 2020

Superintendent Jon Fernandez
Guam Department of Education
500 Marrier Avenue
Barrigada, Guam 96913

Dear Superintendent Fernandez:

Enclosed are Federal Fiscal Year (FFY) 2020 specific conditions for U.S. Department of Education (Department) grants awarded to the Guam Department of Education (GDOE). These specific conditions will apply to all grants awarded by the Department to GDOE on or after the date of these specific conditions, including any funds awarded by the Department to GDOE under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and any CARES Act funds that the Guam Governor awards to GDOE. Additionally, these specific conditions apply to all grant funds previously awarded by the Department to GDOE that are still available for obligation or liquidation on the date of these specific conditions, including any funds awarded by the Department to GDOE under the CARES Act and any CARES Act funds that the Guam Governor awarded to GDOE.

The FY2020 specific conditions and GDOE's determination of a high-risk award pursuant to the

Specific Conditions apply to grants awarded by the US-Ed to GDOE, including funds awarded through the CARES Act and the American Rescue Plan Act.

FY2021 Approved Grant Award Notification Initial Budget Allocation



**Supplies & Materials
Equipment
Contractual Activities**

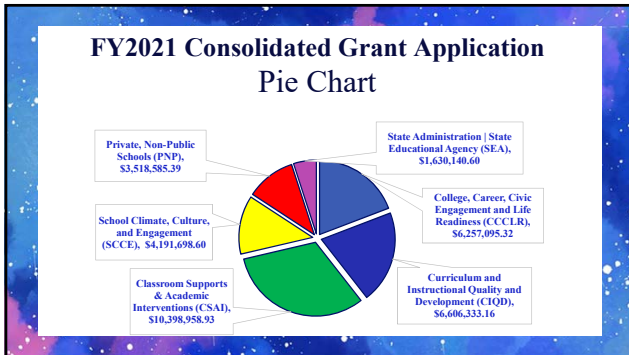


As outlined within the approved Grant Applications to support teaching and learning

FY2021 Approved Grant Award Notification FY2021 Approved Consolidated Grant Budget

FY2021 Consolidated Grant Application

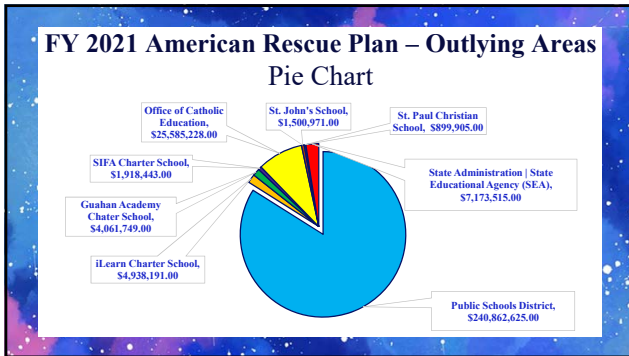
PROJECT TITLES	INDIRECT COSTS (9.5%)	FY2021 FUNDS SUBTOTALS	FY2021 TOTALS	% OF FY21 BUDGET
GRAND TOTAL				
1. College, Career, Civic Engagement and Life Readiness (CCCLER)	\$ 49,154.18	\$ 6,217,303.86	\$ 6,266,458.04	19.2%
2. Curriculum and Instructional Quality and Development (CIQD)	\$ 173,237.12	\$ 6,506,388.67	\$ 6,679,625.79	20.3%
3. Classroom Support and Academic Interventions (CSAI)	\$ 491,683.59	\$ 10,613,063.30	\$ 11,104,746.89	31.9%
4. School Climate, Culture, and Engagement (SCCE)	\$ 159,930.08	\$ 4,637,939.68	\$ 4,797,869.76	12.9%
5. Private, Non-Public Schools (PNP)	\$ 9,841.84	\$ 3,509,119.30	\$ 3,518,961.14	10.8%
6. State Administration (State Educational Agency (SEA))	\$ 85,084.59	\$ 1,577,356.01	\$ 1,662,440.60	5.0%
SEA TOTALS	\$1,873,401.90	\$1,843,712.72	\$3,717,114.62	100%
GRAND TOTAL	\$1,873,401.90	\$1,843,712.72	\$3,717,114.62	100%



FY2021 Approved Grant Award Notification FY2021 Approved ARP-OA SEA Budget

Guam Department of Education
American Rescue Plan - Outlying Areas SEA (ARP-OA)
SUMMARY PAGE - BY CATEGORY, BY PROJECT

PROJECT TITLES	ARP-OA Budget
GRAND TOTAL As of 07/13/21	
1. GDOE Schools	\$ 1,280,842,000.00
2. Guam Charter School	\$ 4,083,749.00
3. Guam Charter School	\$ 4,083,749.00
4. SEA Charter School	\$ 1,518,349.00
5. Office of Catholic Education (OCE)	\$ 25,349,138.00
6. St. John's School	\$ 1,000,000.00
7. St. Paul's Christian School	\$ 999,999.00
8. State Allocation	\$ 7,173,114.62
GRAND TOTAL	\$ 1,295,946,677.00



Allowable Uses of Funds | Supplement, not Supplant | Maintenance of Effort



Maria Blaz | Senior State Program Officer
Rhea Aguon Taitano | State Program Officer


Grant Objectives: ARP-OA SEA




1. Address the learning loss by supporting evidence-based interventions and ensure interventions respond to students' needs and addresses the impact of COVID-19.
2. Address the safe return of students to in-person instruction to the extent possible, with the Centers for Disease Control Prevention guidance.



Grant Objectives: ARP-OA SEA




- Not less than 20% of the allocation will be used to carry out activities to address learning loss by supporting the implementation of evidence based interventions.
 - Summer Learning or Summer Enrichment
 - Extended Day
 - Comprehensive Afterschool Programs
 - Extended School Year Programs



Grant Objectives: ARP-OA SEA

Section 2001(e) of the American Rescue Plan Act:



- Efforts to prevent, prepare for, and respond to coronavirus
- Sanitation and minimizing the spread of infectious diseases.
- Planning for long-term closures and ensure the continuation of educational services
- Purchasing educational technology for students
- Mental Health support



Allowable Uses of Funds


2 CFR §200.403 (Also known as factors affecting allowability)

- Necessary and reasonable
- Consistent with policies and procedures that apply uniformly to both Federal and non-Federal activities
- Adequately documented

Allowable Uses of Funds

- Is the proposed cost allowable under the program?
- Is the proposed cost consistent with program specific rules?
- Is the proposed cost consistent with Federal Cost Principles?
- Is the proposed cost consistent with EDGAR?



Necessary and Reasonable

- Must be necessary for the performance or administration of the grant
- Must follow sound business practices:
 - Arms length bargaining (procurement processes)
 - Follow Federal, state and local laws
 - Follow terms and conditions of the grant award
- Fair market prices
- Act with prudence under the circumstances
- No significant deviation from established prices




Infrastructure Expansion and Capital Improvement

- Construction Costs must be reasonable and necessary
- If this is not a public facility owned by the Government, capital improvement activities are unallowable.
- Guam Department of Education – State Educational Agency shall hold title to all equipment.



Infrastructure Expansion and Capital Improvement




Excerpt from the 2012-2013 guidelines, 2013-2014 Department of Education Stabilization Fund funding and 2014-2015 2016-2017. The rules are intended to provide guidance to grantees regarding the use of ESF-SEA funds. The rules are subject to change and are not intended to be used as a legal authority. The rules are subject to change and are not intended to be used as a legal authority. The rules are subject to change and are not intended to be used as a legal authority.

“Please note this answer regarding use of the ESF-SEA funds for infrastructure/construction applies to public school facilities only.”



Program Income

Activities that generate any income are considered Program Income. Program Income must be well documented and is subject to review

Funding Disclosure

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal funds, U.S. Department of Education grantees shall clearly state:

1. Name of School District and Grants Office;
2. Name of Granting Agency


Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.

*This activity is administered by the Guam Department of Education (GDOE) – Federal Programs Division/Grants Office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas.

Funding Disclosure

ARE YOU A STUDENT LOOKING FOR A SUMMER JOB?

The Guam Department of Education in collaboration with the Department of Youth Affairs is hosting the...



YOUTH EMPLOYMENT INTERNSHIP PROGRAM

The program aims to provide the student youth opportunities for summer youth development and valuable workforce experiences needed to become responsible, productive and contributing members of society. These experiences will allow all youth with a safe and productive way for using their time to recover the various losses of learning during the pandemic.

STUDENTS WILL BE ABLE TO GAIN <ul style="list-style-type: none"> • Exposure to various career pathways • On-the-job training and opportunities • Career and Technical Experiences • Educational Enhancement • Leadership Development • Community Service • Skills Development (Communication, critical thinking, decision-making, problem-solving, time management and self-direction) • Professionalism • Life Skills • Professional Networking • Financial Literacy and management skills • Self-Sufficiency 	YOUTH MUST BE <ul style="list-style-type: none"> ✓ Between ages 14-21 years old, 9th-12th grade or recent 2021 graduate ✓ Enrolled in a Public, Charter or Private Secondary School ✓ Must be a resident of Guam or have proof of ability to work on Guam <p style="font-size: x-small;">Applications will be accepted on a first-come, first-served basis.</p>
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CONTACT
Call 725-8000 or send an email to: 2021summeremployment@gmail.com

This activity is administered by the Guam Department of Education (GDOE) Federal Programs Division/Grants Office and funded by the U.S. Department of Education, American Rescue Act to the Outlying Areas. (Title V, Educational Agency (LAW ON SEA))

Funding Disclosure

COMMUNITY LEARNING SCHOOL CENTER

OPEN TO ALL GUAM PUBLIC SCHOOLS, PRIVATE SCHOOLS, AND OCEAN. The CLC site will serve as a place for students to access computers, internet, and printers. *Personal devices are permitted*

WHERE: ANJALAN ELEMENTARY SCHOOL, WEDNESDAYS AND FRIDAYS
TIME: 5:30P - 7:00P
(ONE HOUR THE FIRST WEEK OF EACH SEMESTER)

Students under 18 must be with a Chaperone. Students 18 & older need a valid ID & written parental consent.


Mask & Face Shield


Social Distancing



One Way & Sign

HOW DO I REGISTER?
PRE-REGISTER BY CALLING 725-250-2576
WALK-UP REGISTER BY CALLING 725-250-2576

This activity is administered by the Guam Department of Education (GDOE) Federal Programs Division/Grants Office and funded by the U.S. Department of Education, American Rescue Act to the Outlying Areas. (Title V, Educational Agency (LAW ON SEA))

Supplement, Not Supplant

A State Educational Agency or Local Educational Agency shall use Federal funds received only to supplement the funds that would, in the absence of such Federal funds, be made available from state and local sources for the education of students participating in programs assisted under, and not to supplant such funds.



Supplement, Not Supplant

TEST

If our school did not have funds, would paying for the items be necessary to operate our school?

Supplement or Supplant



Supplement, Not Supplant

TEST

If our school did not have funds, would paying for the items be necessary to operate our school?

Supplement or Supplant

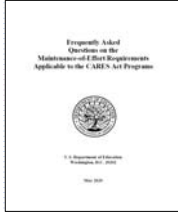


Maintenance of Effort


SEC. 2064. MAINTENANCE OF EFFORT AND MAINTENANCE OF EQUITY.

(a) STATE MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—As a condition of receiving funds under section 2001, a State shall maintain support for elementary and secondary education, and for higher education (which shall include State funding to institutions of higher education and State need-based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students), in each of fiscal years 2022 and 2023 at least at the proportional levels of such State's support for elementary and secondary education and for higher education relative to such State's overall spending, averaged over fiscal years 2017, 2018, and 2019.



Maintenance of Effort



Maintain State support for elementary and secondary education in *FY 2022* at least at the proportional level of the State's support for elementary and secondary education *relative to the State's overall spending*, averaged over FYs 2017, 2018, and 2019; and


Maintenance of Effort

Baseline Years: Fiscal Years (FY) 2017, 2018 and 2019

Federal fiscal year	State fiscal year (example)	School Year	
FY 2020	October 1, 2019 - September 30, 2020	July 1, 2019 - June 30, 2020	2019-2020
FY 2021	October 1, 2020 - September 30, 2021	July 1, 2020 - June 30, 2021	2020-2021
FY 2022	October 2, 2021 - September 30, 2022	July 1, 2021 - June 30, 2022	2021-2022
FY 2023	October 2, 2022 - September 30, 2023	July 1, 2022 - June 30, 2023	2022-2023

Maintenance of Effort

The underlying principle is to ensure that GDOE, the Federal grantee, is committed to maintaining the same level of support already being provided (and as described in the grant application) after receipt of a federal grant award.




federal-programs@gdoe.net

Federal Manual Guidance: 812-101 Quarterly and Annual Performance Report | Programmatic and Administrative Monitoring and Risk Factors

Ana O. Aguon
State Data Officer

Angela G. Mendiola
State Program Officer

Rhea A. Taitano
State Program Officer

Consistent support from the schools in the implementation of project activities is key to the writing of a good Quarterly Report.

Support how?

- ✓ Sending teachers to the professional development trainings
- ✓ Reminding them to take the surveys
- ✓ Encouraging students to participate, prepare well, and take the WorkKeys Assessment or AP Testing
- ✓ etc.

Grant Name: Consolidated Grant FFY 2021, Grant#: S401210092

What quarter is this report filed? Mark with "X"

1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
			X

PROJECT TITLE: College, Career, Civic Engagement & Life Readiness
 PROJECT COORDINATOR: Sylvia T. Cabu
 STATE PROGRAM OFFICER: Angela Mendola

AMOUNT BUDGETED (FFY 2021): \$ _____
 AMOUNT EXPENDED (check all expenditure reports to date): \$ _____
 PERCENTAGE OF EXPENDITURE (Annual Expenditure divided by Amount Budgeted): _____ %

AMOUNT BUDGETED (FFY 2020): \$ _____
 AMOUNT EXPENDED (check all expenditure reports to date): \$ _____
 PERCENTAGE OF EXPENDITURE (Annual Expenditure divided by Amount Budgeted): _____ %

GRADE LEVELS AND NUMBER OF TARGETED POPULATION TO RECEIVE SERVICES

Grade Levels	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K-5								
6-8								
9-12								

LIST THE PROJECT GOALS:

- Goal 1: By 2023, 70% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.
- Goal 2: By 2023, 70% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and students who earn a passing score of 3 or better in AP exams will increase by 0% from baseline data of SY18-19 AP Results.
- Goal 3: By 2023, 70% of students from GDOE schools will have the basic job-entry knowledge and skills as evidenced by a score of 80 or higher in the WorkKeys assessments and achieve a NCE certificate.
- Goal 4: By 2023, students scoring into college-level English and Math on the UOE Placement Test will increase by 0% from baseline data of SY18-19 Placement Test Results.
- Goal 5: By 2023, 60% of students participating in specialized events (seminars and non-seminars) and opens opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and report an increase in their knowledge and interest in pursuing related careers.

LIST THE PROJECT OBJECTIVES:

Goal 1:

- YEAR 1: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.
- YEAR 2: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.
- YEAR 3: 70% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.

Goal 2:

- YEAR 1: 50% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and AP test takers scoring a 3 or higher will increase by 2% from baseline data.
- YEAR 2: 60% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and AP test takers scoring a 3 or higher will increase by 4% from baseline data.
- YEAR 3: 70% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and AP test takers scoring a 3 or higher will increase by 6% from baseline data.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction	<p>For this Goal/Component, provide a listing of specific activities implemented in bold/italics. Specify how of each activity completed, ongoing, or delayed. If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>If there was no activity for this Goal/Component during this reporting period, then simply indicate "REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER".</p> <p>Provide bullet form listing below:</p> <p>I.1.8 Career and Technical Education (CTE) Workshop - Career Exploration - Ongoing (75%)</p> <p>I.1.9 STEAM - Ongoing (25%)</p>	<p>For this Goal/Component, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the date, location, time, and participants (e.g., 8/24/2021, 8:00am-12:00pm, 20).</p> <p>List evidence that each activity took place for this Goal/Component, and include copy of proof of attachments. (Example: Report copies for completed training or professional development, Agenda, and other evidence such as meeting log, PD log, bullet form, or personnel log of attendance/participation.)</p> <p>I.1.8 This training provided critical education practices and teaching strategies. The purpose was to provide support so that GDOE teachers who were part of this project can effectively share the lessons and resources with their colleagues at schools. The training was conducted virtually for 234 teachers that occurred 03/28, 03/27, 04/10, and 04/17. [Attachment: C. Career Exploration Training PDF]</p> <p>I.1.9 The scope of work for this activity includes professional development services and Technical Assistance to STEM school leaders and content area teachers on STEM Engineering Design Challenge, 80V Instructional Training, a STEM Training of Trainers, middle school curriculum development of STEM courses, and District-wide Island sustainability projects. Because of the delay in procurement, a request to change the term dates to reflect September 30, 2022 expiration date was made to allow for activities to be carried out beyond September 30, 2022. The request is under review at the Federal Programs Office. [Attachment: 7. 80V Instructional Training Agenda]</p>

GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																					
<p>WHAT PRIMARY & SECONDARY DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ PERFORMANCE MEASUREMENT DATA (PMD) FOR PMD IN CALCULATING PERFORMANCE MEASUREMENTS. PRIMARY DATA MUST BE PRESENTED IN A NARRATIVE TABLE OF GRADE</p> <p>➤ STATUS FOR COMPONENT: PLEASE CHECK ONE:</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p> <p><i>Primary data is a direct output of carrying out an activity. It usually comes in the form of a report.</i> <i>Secondary data is derived from an established using primary data. Performance measures are usually secondary data (e.g., percentage).</i> Insert Primary Data Here:</p>	<p>BASED ON THE PERFORMANCE MEASUREMENT DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASUREMENT DATA REGARDING HOW THE PROJECT IS TRACKING TO MEETING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p> <p>I.1.8 Career and Technical Education (CTE) Workshop - Career Exploration</p> <p>Participants: 08/20/2021 08/27/2021 04/10/2022 04/17/2022</p> <table border="1"> <tr> <td>US</td> <td>23</td> <td>23</td> <td>23</td> <td>23</td> </tr> <tr> <td>MS</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> <tr> <td>HS</td> <td>15</td> <td>12</td> <td>12</td> <td>12</td> </tr> <tr> <td>TC/MSL</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>Total</td> <td>61</td> <td>60</td> <td>58</td> <td>58</td> </tr> </table> <p><i>TC/MSL requested but did not participate.</i></p> <p>I.1.9 Survey Results: "Feel more knowledgeable and better prepared to teach?"</p> <table border="1"> <tr> <td>Response</td> <td>Strongly Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <td>Count</td> <td>7</td> <td>20</td> <td>5</td> <td>0</td> <td>0</td> </tr> </table>	US	23	23	23	23	MS	19	19	19	19	HS	15	12	12	12	TC/MSL	4	4	4	4	Total	61	60	58	58	Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Count	7	20	5	0	0	<p>The project has collaborated with the vendor to provide training to our teachers on the development of Career Exploration resources for our Content Area Teachers. Note that our teachers have been grounded with the foundation skills, they can effectively share the lessons and resources they created with their schools. The documents have been sent for final editing and layout by professionals. Once completed, the documents will be printed and circulated.</p> <p>The survey to determine whether or not teacher participants feel more knowledgeable and better prepared yielded 73% who indicated affirmatively to this inquiry. This exceeds the project's target for the quarter.</p>
US	23	23	23	23																																			
MS	19	19	19	19																																			
HS	15	12	12	12																																			
TC/MSL	4	4	4	4																																			
Total	61	60	58	58																																			
Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree																																		
Count	7	20	5	0	0																																		

Desired Project Outcome	Corresponding Annual Objective	Data Source	Unit of Measurement	Evidence-Based Indicator	Quarterly Performance Measures (Actual vs. Target)
<p>Enter the desired project outcomes for each implementation project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than processes.</p>	<p>Enter the annual objective from the goal that this project activity aligns with.</p>	<p>Enter where the data are collected. Identify where the data will come from.</p>	<p>Enter the unit of measurement.</p>	<p>Yes or No</p>	<p>Target: 70% (FF survey administered at this time)</p> <p>Actual: 73% (FF survey administered at this time)</p>
<p>Component 1: Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>A. By the end of SY2021-22, 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in CTE, AP/Honors, and STEAM courses.</p>	<p>60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in CTE, AP/Honors, and STEAM courses.</p>	<p>Web-based survey from post PD on teaching practices.</p>	<p>Percentage of teachers who self-report as being "well prepared" and "more than well prepared" to teach the content.</p>	<p>Yes</p>	<p>Target: 60% (FF survey administered at this time)</p> <p>Actual: 73% (FF survey administered at this time)</p>

Quarterly Report due dates to the FPD/Grants Office:

Quarter	Months Covered	Due Date/Day (to FPD/Grants Office)	
1 st Quarter	Oct. – Dec.	January 10, 2022	Monday
2 nd Quarter	Jan. – Mar.	April 11, 2022	Monday
3 rd Quarter	Apr. – June	July 11, 2022	Monday
4 th Quarter	July – Sept.	October 10, 2022	Monday

*All Original Forms must be received by the Federal Programs Division/Grants Office and an electronic working copy should be emailed to your respective State Program Officer.

Annual Performance Report (APR)

Federal regulations specified in 34 CFR 76.132(a)(5) require that the Insular Areas shall submit an Annual Report, which is the culmination of all the Quarterly Reports for the year.

Recipients must submit within 90 days after the reporting period (October – September):

- Financial data
- Performance data
- Project-specific data

APR due dates for Fiscal Years 2020-2022:

Fiscal Year	Awards Made:	End of Reporting Period:	Annual Report Due:	
			To the FPD/ Grants Office <i>(last work day of October)</i>	To the US-Ed <i>(90 days after the end of the reporting period)</i>
FY 2020	July 1, 2020	September 30, 2021	October 29, 2021	December 30, 2021
FY 2021	July 1, 2021	September 30, 2022	October 31, 2022	December 30, 2022
FY 2022	July 1, 2022	September 30, 2023	October 31, 2023	December 30, 2023

Monitoring



All Federally funded projects must be monitored to ensure that funds are being used for authorized purposes, activities are in compliance with Federal statutes and regulations, and performance goals and objectives are met.
2 CFR §200.32

Administrative Monitoring

Monitor and track:

- ✓ Fixed assets inventory
- ✓ Project budget expenditures
- ✓ Employee time and effort



Personnel Monitoring

Monitor and track the following:

- ✓ The Labor Costs
- ✓ The Federal Staffing Pattern
- ✓ The Quarterly Personnel Certifications
- ✓ Employee Attendance Log



Fixed Asset Inventory

Review of Expenditures

Compliant or Non-Compliant Findings

If Compliant:

At the completion of monitoring or site visits, the report will be certified by the State Program Officer and posted on the GDOE website.

If Non-Compliant:

The State Program Officer will take necessary steps to include phone calls, meetings, and emails, etc. to provide technical assistance in an effort to bring the project back into compliance.

Risk Factor: *A factor that increases risk or susceptibility*

Risk indicators:

- ✓Late submissions
- ✓No quarterly or annual reports
- ✓Impending school closure
- ✓Indications of fraud, waste and abuse

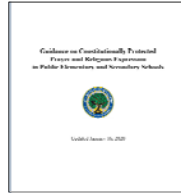


Constitutionally Protected Prayer and Federal Regulation Regarding Underrepresented Students (Foster Children/Homeless)

Diana Hayashi | State Program Officer
Doris D. Bukikosa | Project Lead School Climate Culture and Engagement

Constitutionally Protected Prayer

Section 8524(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act and codified at 20 U.S.C. §7904(a), requires the Secretary of Education to issue guidance to State educational agencies (SEAs), local education agencies (LEAs), and the public on constitutionally protected prayer in public elementary and secondary schools.



"All participating Guam Public and charter schools have submitted written certifications that there are not local policies preventing or denying participation in constitutionally protected prayer."



McKinney-Vento Act

The McKinney-Vento Act refers only to Subtitle VII-B of the Act, the Education for Homeless Children and Youth program (42 U.S.C §§11431-11435). The McKinney-Vento Act is a federal law that supersedes conflicting state laws or local policies.

IF THE FAMILY RESIDES IN ANY OF THE FOLLOWING SITUATIONS:

- In a shelter (Transitional, Foster Care & Wards of the State)
- In a motel or campground, due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

The school-age child(ren) may qualify for certain rights and protections under the federal McKinney-Vento Act

Eligible child(ren) have the right to

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend class while the school gathers the needed documents
- Enroll in the local school; or continue attending their school of origin (if in the best interest of the child(ren))
- Transportation to and from the school or origin, if requested (DPW operated – school accommodation are possible)
- Receive educational services comparable to those provided to other students according to the child(ren)'s needs (based on eligibility)

CONFIDENTIALITY

FERPA – The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information. This applies to students identified as homeless, foster or wards of the court.

Assurance

All participants of this presentation are asked to sign the assurance document, stating you fully understand your responsibility to uphold and adhere to the McKinney-Vento Act Protections for Homeless Children and Youth.



Thank you!

federal-programs@gdoe.net

BREAK ENERGIZER ACTIVITY

Kevin Taitague

Standard Service Agreement

Joseph L.M. Sanchez | Deputy Superintendent, C&II | Project Manager
Rhea Aguon Taitano | State Program Officer
Angela Mendiola | State Program Officer

Standard Service Agreement

1. ELIGIBLE TEACHERS PROVIDE SERVICES OUTSIDE OF REGULAR WORK HOURS, DURING THE SUMMER, AFTER SCHOOL AND BREAKS
2. OUTCOME BASED ACTIVITIES ALIGN WITH THE PROJECT'S GOALS AND OBJECTIVES
3. COMPENSATION ON VALIDATED DELIVERABLES

CONSOLIDATED GRANT PROJECT	OUTCOME-BASED PROJECT ACTIVITY
#1 – COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS (CCCLR)	FOR ELIGIBLE COACHES TO PROMOTE ACADEMIC EXCELLENCE IN ACADEMIC SPECIAL EVENTS
#2 – CURRICULUM AND INSTRUCTIONAL QUALITY AND DEVELOPMENT	FOR ELIGIBLE TEACHERS TO PROVIDE SCHOOL BASED SUPPORT TO NEW TEACHERS IN THEIR 1 ST – 3 RD YEAR TEACHING
#3 – CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS	FOR ELIGIBLE TEACHERS TO PROVIDE APPROPRIATE LESSONS/ACTIVITIES BEFORE (ASPIRE/EARLY BIRD) AND AFTER SCHOOL FOR INSTRUCTION, REMEDIATION AND ENRICHMENT
#4 – SCHOOL CLIMATE, CULTURE & ENGAGEMENT	FOR ELIGIBLE COACHES AND COORDINATORS TO FACILITATE INTRAMURAL SPORTS AND ACTIVITIES, PROMOTING HEALTHIER LIFESTYLES

DELIVERABLES

1. EVIDENCE

2. TASK

TEMPLATES PLEASE

3. DUE DATE

4. COMPENSATION

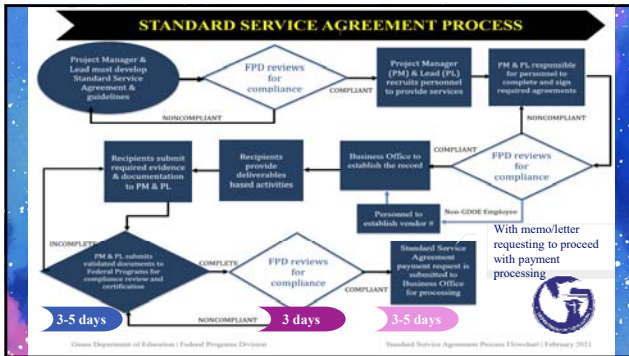
Prorate

X OUTCOMES ARE NOT MET

X INCOMPLETE DELIVERABLES

X RESPONSIBILITIES NOT MET, E.G. ATTENDANCE

Teacher	ETA	Leave(s)	Project Days	School Days	Other Days	Extra Days	Project Days	Other Days	Project Days	Other Days	Total			
Jan Silveira	160	0	200	200	0	0	200	0	200	0	2,500.00			
Janice	975	0	200	200	0	0	200	0	200	0	2,500.00			
Logan	495	0	200	200	0	0	200	0	200	0	2,500.00			
Johnnie	375	0	200	200	0	0	200	0	200	0	2,500.00			
Leslie	1048	0	200	200	0	0	200	0	200	0	2,500.00			
Janice	1071	0	200	200	0	0	200	0	200	0	2,500.00			
Johnnie	374	0	200	200	0	0	200	0	200	0	2,500.00			
Janice	492	0	200	200	0	0	200	0	200	0	2,500.00			
										0.00	650.00	400.00	100.00	2,500.00
										0.00	50.00	400.00	50.00	1,450.00
										0.00	650.00	400.00	100.00	2,500.00



Standard Service Agreement

CONTRACTUAL AGREEMENT FOR COMPENSATION

- ✓ APPROVED PROJECT-OUTCOME BASED ACTIVITY PROVIDING INSTRUCTION, ENRICHMENT, & CREDIT RECOVERY FOR SERVICES OUTSIDE OF NORMAL WORK HRS
- ✓ COMPONENTS: FUNDING SOURCE | PURPOSE | TERMS & CONDITIONS | SCOPE | ELIGIBILITY REQUIREMENTS | COMPENSATION – OUTLINING DELIVERABLES ALIGNED TO GOALS AND OBJECTIVES | PARTICIPANT INFO.

- ### Standard Service Agreement - Challenges
- **In the Beginning:** Clarification on deliverables and their development - deliverables are the work products/documentation of work provided and/or on activities completed
 - **Changing the Mentality:** from hourly to deliverables
 - **Quality:** relative to personnel participating
 - **Review of Deliverables:** includes participant/service provider discussions with C&I Projects and/or Federal Programs Division | Grants Office
 - **Evolving Changes Required:** templates and submission and review processes

- ### Standard Service Agreement - Strengths
- **Very good for accountability of funds** - we know exactly what they were used for from design of activities to completion and payment
 - **Helps Project personnel clarify goals and overall purpose of activities** - "What are we trying to accomplish with this activity?"
 - **Focuses participants/service providers on essential activities of the project**
 - **Provides written documentation of completed services**

- ### Standard Service Agreement – Best Practices
- Principals and coordinators should review and sign off on completed deliverables when submitted for final project review
 - Have deliverables submitted and managed electronically, minimizing paper
 - Project folks and FPD | Grants Office should conduct periodic reviews of deliverables periodically, using a formative approach and providing feedback to participants/service providers throughout the project. This added review layer may assist with shortening the final processing review.
 - Provide initial and periodic training to participants/service providers regarding best practices in activities and deliverables



Automated Employee Time Tracking Overview & Live Demonstration




Christopher Surla & Sean Rapley | Senior State/State Program Officer
Joshua Blas and Doris Bukikosa | Project Leads


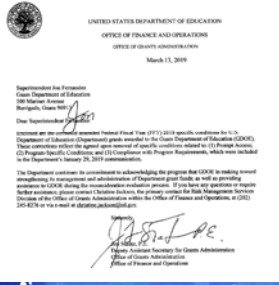
Title 2 Code of Federal Regulations § 200.430 - Compensation

- Standards for Documentation of Personnel Expenses (1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.
- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
- Be incorporated into the official records.
- Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity


https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1430&rgn=div8




US Department of Education
Specific Conditions
stipulates that GDOE must establish and maintain an effective process for tracking and reporting time and effort.

The Chief State School Officer (Superintendent) signs **assurances** to the U.S. Department of Education complying with requirements in the authorizing statutes.




Overview of the Kronos Workforce Ready Solution



- Tracks punches, and Tracks Cost Center Transfers
- Enforces all punch-in policies inclusive of Holidays, Night Differential, and Timesheet changes
- Real time email notifications for requests, changes and approvals to timesheets
- Stores Audit Trails – tracks punches, time off requests, and timesheet changes


Overview of the Kronos InTouch Time Clocks

- Contactless HID proximity badges.
- Real time access to punches, schedules, and time off requests.
- Offline punch capabilities.
- The Time Clocks are in current operation, trained Consolidated Grant funded employees (such as Social Workers and Community Program Aides) can utilize the timesheets in your schools.



Reminder: Please do not disinfect the Kronos InTouch time clocks. The solution will damage the screen and component.


Work Accomplished




- Pilot Groups Ongoing
- 101 Employees in the Pilot Groups have been trained
- 19 Approvers have been trained
- All Project Personnel for:
 - College, Career, Civic Engagement and Life Readiness
 - Curriculum & Instructional Quality and Development
 - School, Climate, and Cultural Engagement
 - State
 - Classroom Supports and Academic Interventions (all project personnel and Teacher Assistants from Finegayan Elementary School and Upi Elementary School)

Work Accomplished

- 47 Time clocks installed
- All 41 schools and 6 in central office
- Time clock moldings were secured
- Employee Badge – to serve as an ID and for timekeeping.
- New badges, and badge making system has been ordered and is en route
- Kronos Workforce Ready Time Entry Interface File successfully loaded into the MUNIS system for Pay Period Ending 5/22/21.



Next Steps




Working to close and load PPE 6/5/21, 6/19/21, 7/3/21, 7/17/21 onto the MUNIS system

Phased In – Go Live Plan –
 Phase 1: Pilot Groups, Refresher Training
 Phase 2: Train on the Kronos Workforce Ready
 Phase 3: Phase in schools in groups

Live Demonstration

- How to log in
- How to punch in and out
- How to request for punch modification
- How to request for leave
- Approval workflow
- Review of Summary By Day to close Paid Not Work
- Review of timesheet and approval



Any Questions?





Federal Programs Division Manual Guidance 812-201 Procurement and Flowchart

Stephanie Chargualaf, Senior State Financial Officer
 Diana Hayashi, State Program Officer

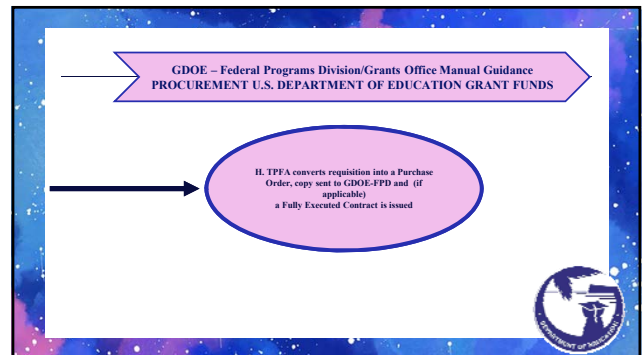
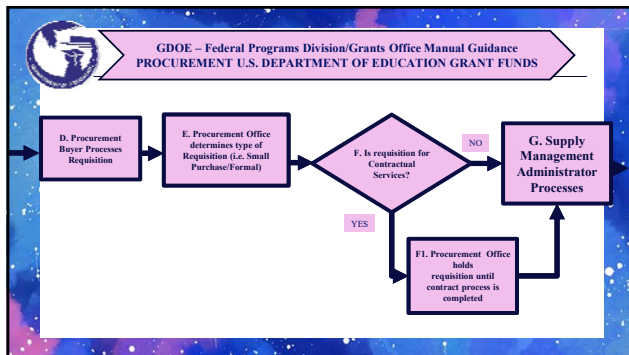
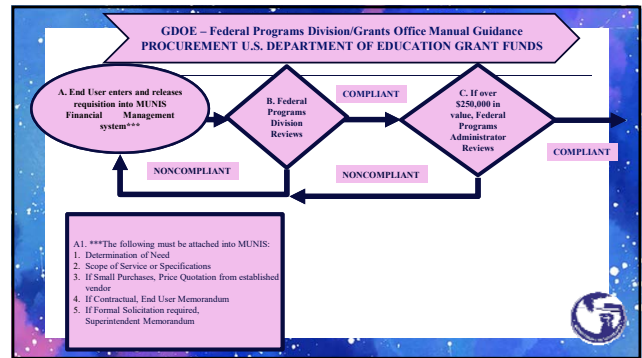
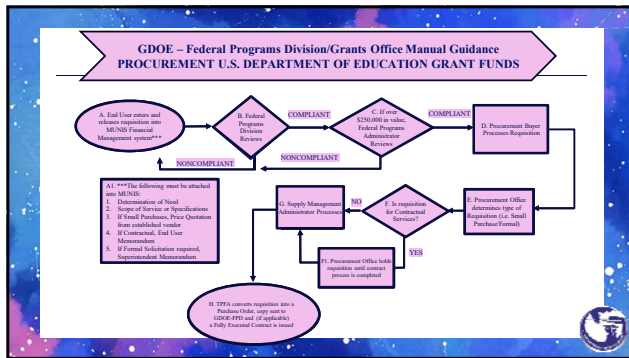
§ 200.320 Methods of Procurement

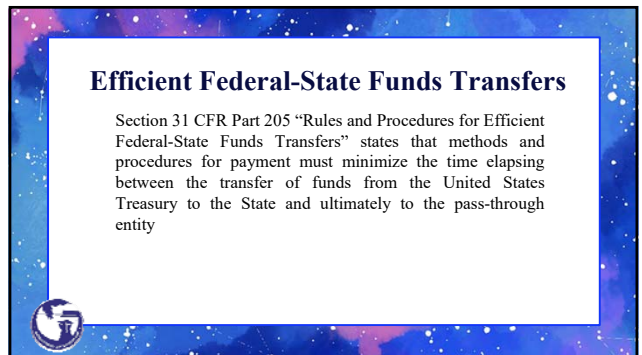
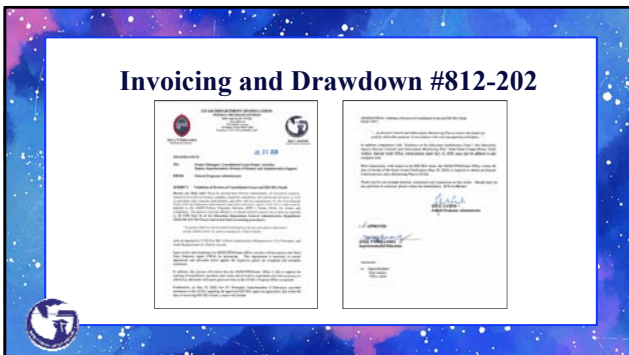
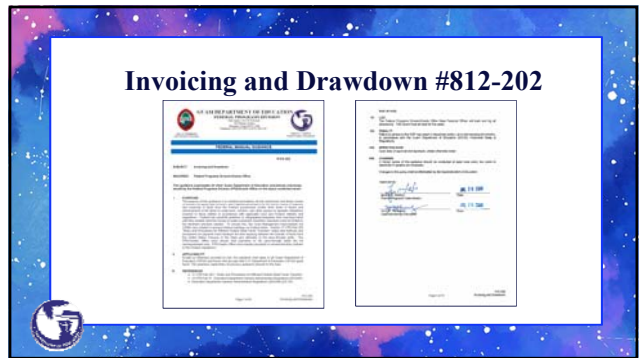
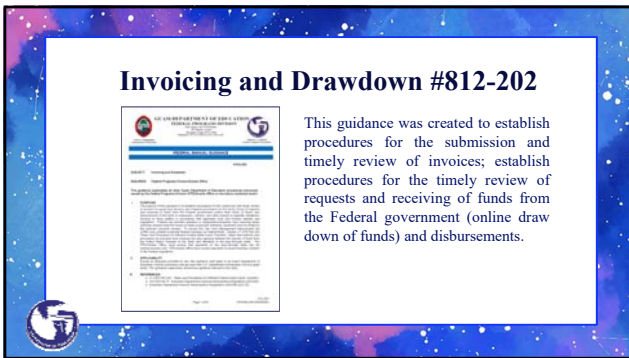
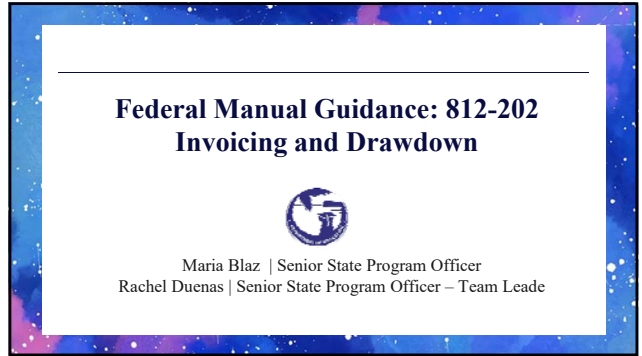
- Must use the following:
 - a) By small purchase procedures – Simple & informal methods that do not cost more than Simplified Acquisition Threshold (\$249,999.99).



§ 200.320 Methods of procurement

- 1) continued:
 - e) By sealed bids – Bids awarded for a fixed lowest price
 - e) By competitive proposals – Fixed price or contract with most qualified vendor and most advantageous to the program
 - e) By noncompetitive proposals – Sole source





Cash Management Improvement Act Agreement

Treasury State Agreements

State	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Florida	ESG	ESG	ESG	ESG	ESG	ESG
Georgia	ESG	ESG	ESG	ESG	ESG	ESG
Iowa	ESG	ESG	ESG	ESG	ESG	ESG
Missouri	ESG	ESG	ESG	ESG	ESG	ESG

<https://www.fiscal.treasury.gov/cmia/resources-treasury-state-agreements.html>

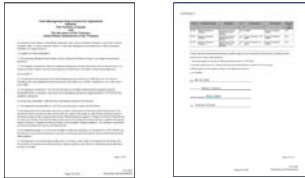
Cash Management Improvement Act Agreement

Treasury State Agreements

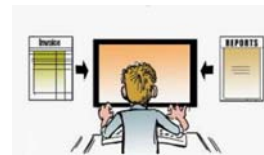
State	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Florida	ESG	ESG	ESG	ESG	ESG	ESG
Georgia	ESG	ESG	ESG	ESG	ESG	ESG
Iowa	ESG	ESG	ESG	ESG	ESG	ESG
Missouri	ESG	ESG	ESG	ESG	ESG	ESG

<https://www.fiscal.treasury.gov/cmia/resources-treasury-state-agreements.html>

Cash Management Improvement Act Agreement



Cash Management Improvement Act Agreement



GDOE's financial management systems, must have in place, written procedures for minimizing the time between drawing down funds from G5 and disbursing the funds.
2 CFR 200.302(b)(6)

Validation of Invoices



Invoices must describe items that were delivered and must match what is described on the purchase orders. It is necessary to examine evidence of delivery or certification of service

Preparing to Drawdown funds



Total requests for Drawdowns must not exceed total invoices.

Allowables Uses of Funds

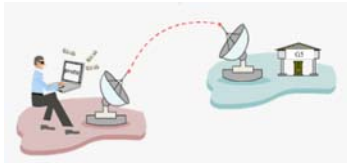
In order for costs to be allowable in a Federal award, costs must meet the following general criteria in a written procedure per 2 CFR §200.403 and 200.406

- Costs must be consistent with policies and procedures that apply uniformly to both Federal and non-Federal activities.

Adequately Documented

- Amount of funds under grant
- How the funds are used
- Total cost of the project
- Share of costs provided by other sources
- Records that show compliance
- Records that show performance
- Other records to facilitate an effective audit

Online Drawdown



Invoicing and Drawdown

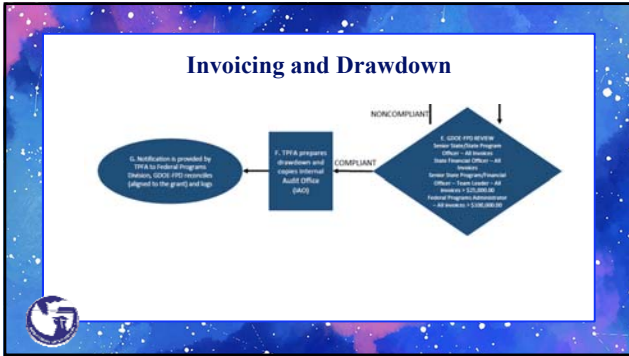


Invoicing and Drawdown



Invoicing and Drawdown





Invoice cover page memo

- amount being requested
- supporting documents
- services delivered

Contract

- services agreed upon
- terms of the services
- agreed upon amount

Purchase Order

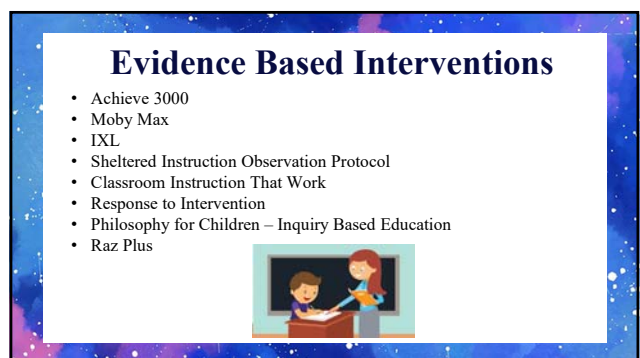
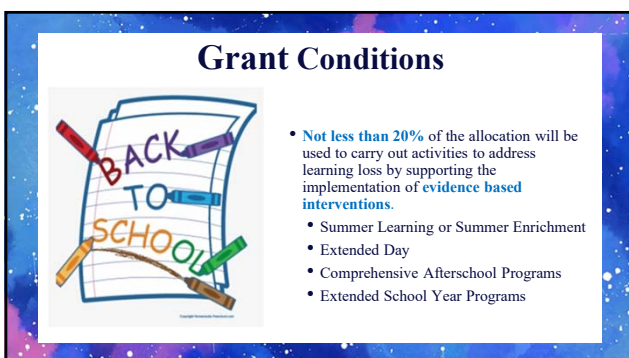
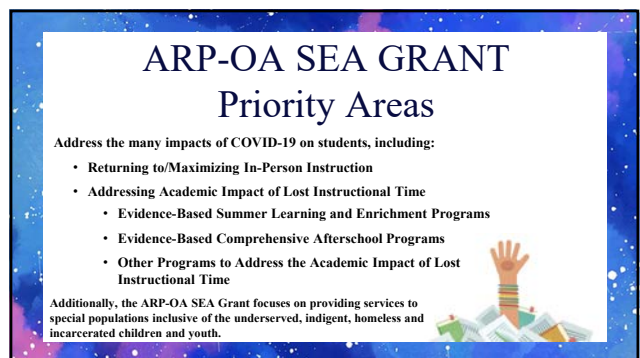
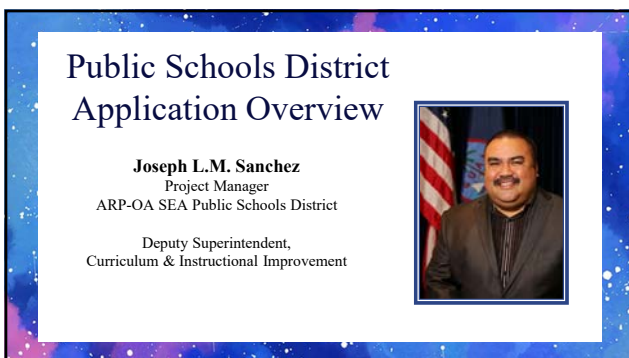
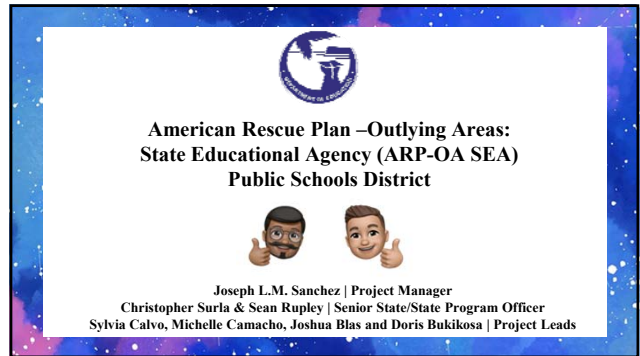
- Valid contract for services to be performed by the vendor
- agreed upon amount

Billing Invoice

- services performed and the dollar amount

Certification of Services

- Schools sign off that they have indeed received the services as stated in the billing invoice



BUDGET NARRATIVE BREAKDOWN

BUDGET NARRATIVE			
1. PROJECT TITLE: ARP - OA SEA GRANT - Guam Department of Education - Public School District			
BUDGET SUMMARY PAGE			
	INDIRECT COSTS	FY 2021 FUNDS AVAILABLE	TOTALS
2. Salaries		3,100,182.00	3,100,182.00
3. Fringe Benefits		555,544.00	555,544.00
4. Equipment		344,745.183.00	344,745,183.00
5. Supplies		337,404.000.00	337,404,000.00
6. Contractual (Purchase) Services		3,178,578,406.00	3,178,578,406.00
7. Other		30.00	30.00
Indirect Cost Rate:	Subtotal:	5	-
12. Fees			
		Grand Total	\$2,403,662,625.00
		Estimated Allocation	\$ 2,403,662,625.00
		Difference	\$ -

**ARP-OA SEA GRANT
Public Schools District Application**

Salaries & Benefits

Teacher Assistant Salaries & Benefits to support the implementation of Community Learning Centers



**ARP-OA SEA GRANT
Public Schools District Application**

Equipment

- Equipment to support evidence based strategies to address learning loss:
 - School/Classroom Filing Cabinets
 - Mobile Carts/Storage Cabinets
 - Interactive Whiteboards
 - Large Capacity Server Equipment
 - Multimedia Equipment
 - Laser Cutter/Printer
 - Whiteboard Replacements
 - Classroom Monitors
 - Physical Education Equipment
 - Musical Equipment



**ARP-OA SEA GRANT
Public Schools District Application**

Equipment

- School site operation equipment:
 - Canopies, Tables, Chairs
 - Cafeteria Equipment
 - ID Printer and related equipment
 - Student/Teacher Desks & Chairs
 - Buffer and Cleaning Equipment
 - Cooler Fans
 - Traffic Control Barrier
 - Flatbed Carts
 - Marquees
- Health and Safety Equipment:
 - Quarantine Room Equipment
 - Heavy Duty Washer/Dryer
- Necessary School Support:
 - Commercial-grade Shredder



**ARP-OA SEA GRANT
Public Schools District Application**

Supplies

- Supplies to support evidence based strategies to address learning loss:
 - Technology Supplies – Laptops, Tablets, Software, Peripherals
 - Hard Copy Instructional Materials
 - Core-Content Soft Copy Instructional Materials
 - Academic Intervention Kits/Supplies
 - Classroom Library Materials
 - Instructional Supplies – Student & Teacher (est. student \$2.9M / teacher \$1.9M)
 - Subject Area Academic Kits and Supplies:
 - STEAM Robotics
 - Science
 - Social Studies
 - Mathematics
 - Physical Education



**ARP-OA SEA GRANT
Public Schools District Application**

Supplies

- Necessary Student Support:
 - Secondary Student Lockers
 - Folding Tables/Chairs
 - School Uniform Vouchers and Health Hygiene Products (est. \$2M)
- Health and Safety Supplies:
 - PPE Supplies and Materials (est. \$6M)
 - Quarantine Room/Nurse Office supplies
 - Physical Distancing Signs, Templates, Paint
 - Training Supplies – Physical Social & Emotional Wellness for Students





ARP-OA SEA GRANT Public Schools District Application

Contractual

- Professional Services related to Capital Improvement Projects (CIP):
- Construction Management Services
 - Small Projects
 - Medium Projects
 - Large Projects
- CIP Activities aligned to ten (10) priority areas defined in DOI-OIA in partnership with USACE – Assessments of Buildings and Classrooms

<ul style="list-style-type: none"> • Mechanical • Electrical • Plumbing • Fire Protection • Roofing 	<ul style="list-style-type: none"> • Hardware • Surfaces/Wall Finishes • Pest Control • Site • Play/Sport Facilities
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ARP-OA SEA GRANT Public Schools District Application

Contractual

- Professional Services related to evidence based strategies to address learning loss:

<ul style="list-style-type: none"> • Professional Data System for Students with Disabilities • Professional Printing Services – Lessons, Flyers, Guides, Manuals • Evidence Based Licenses Subscriptions • Resource Development & Kits • Classroom Personnel Supports • Youth Employment Internship 	<ul style="list-style-type: none"> • Standard Service Agreements for: <ul style="list-style-type: none"> • Professional Development – Training Modules • High School Sports Clinic/Program • Nurses/Counselors for Summer School • After School Equipment Access/ Teachers/Tutoring
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ARP-OA SEA GRANT Public Schools District Application

Contractual

- Necessary Supports:
 - Digital Subscriptions – Web Conferencing
 - Bid Publication Advertising
 - Automated Employee Time Tracking System
 - Automated Fixed Assets Management System
- Health and Safety Services:
 - Standard Service Agreement – Health and Wellness Supports
 - Counseling or Mental Health Therapy Sessions
 - Psychologists Services for Social Emotional Wellness Screening
 - Social Emotional Wellness Curriculum





Any Questions?



DPHSS Guidance Memo 2021-09 (Revision 1)
Additional Guidance Relative to Adopting 2.5-3 Feet
Physical Distancing



Chima D. Mbakwem, MSHS | Chief Public Health Officer
DPHSS

PURPOSE

- Provide further clarification for schools adopting the 2.5-3 feet physical distancing for in-class operations for K-12 Schools (Schools).
- Outline the Layered mitigation strategies to help prevent and control COVID-19 transmission in Schools



Layered Mitigation Strategies

- Universal and Correct Use of Masks
- Physical Distancing
- Cleaning and Disinfecting
- Ventilation
- Handwashing and Respiratory Etiquette
- Screening Testing
- Staying Home When Sick and Getting Tested
- Testing and Contact Tracing in combination with Isolation and Quarantine
- COVID-19 Vaccination



Settings for Mitigation Strategies

- Focus Areas within/outside the Schools:
- Food Service and School Meals
- Sports and Extracurricular Activities
- Transportation



Universal and Correct Use of Masks

Core Principles:

- Must be worn at all times
- Require consistent and correct use of well-fitting face masks
- Must cover both nose and mouth at the same times
- Face shields may be used in addition to a face mask

Exceptions:

- Certain settings or activities, such as while eating or drinking
- Certain populations with certain medical conditions disabilities

* School policy should promote correct and consistent mask use *



Physical Distancing

Core Principles:

• **Classroom Setting:**

- Between students: 2.5-3 ft
- Between students and teachers: Maintain 6 ft

• **Outside Classroom Setting:**

- Between Teachers/staff members, visitors: Maintain 6 ft
- Cohort: Maintain 6ft between cohorts where possible



Cleaning and Disinfecting

Core Principles:

- Develop/Utilize Cleaning Checklist--dates, times, name of cleaner
- Conduct daily cleaning and disinfecting of facilities
 - Classrooms, workspaces, toilets
- High Touch Areas/settings should be cleaned and disinfected more frequently and/or as needed
 - Sinks, stairway rails, keyboards, telephones doorknobs



Ventilation

Core Principles:

- Consider using portable high efficiency particulate air fan or similar filtration systems to enhance air cleaning
- Ensure ventilation systems operate properly
- Take steps to minimize air from blowing from one person directly to another individual



Handwashing and Respiratory

Core Principles:

- Practice handwashing and respiratory etiquette
 - covering coughs and sneezes
- Reinforce handwashing with soap and water for at least 20 seconds
- Use hand sanitizer containing at least 60% alcohol when unable to wash hands



Screening Testing

Core Principles:

- Each School will develop/implement Screening testing plan
- DPHSS recommends screening testing for unvaccinated students, teachers, and staff
 - Recommend weekly screening testing--Teachers/staff
- Screen/test 25% of their student/teachers/staffs every quarter and 100% by the end of the school year



Testing/Contact Tracing with Isolation/Quarantine

Core Principles: Testing & Contact Tracing

- Probable or Positive Test--Students/Teachers/Staff:
 - Inform School; Stay home
 - DPHSS's notification of Parents/Legal Guardian
 - DPHSS & School's collaboration-Contact tracing, school closure



Testing/Contact Tracing with Isolation/Quarantine

Core Principles: Testing & Contact Tracing

- Probable or Positive Test--Students/Teachers/Staff:
 - Identification of Close Contacts and Testing
 - Teachers/Staff will follow school leave policy
 - Non identified Contacts—Return to normal operations



Testing/Contact Tracing with Isolation/Quarantine

Core Principles: Isolation/Quarantine

- Asymptomatic--Students/Teachers/Staff:
 - Back to school/work 10 days after first positive test date
- Symptomatic--Students/Teachers/Staff:
 - Back to school/work 10 days after first positive test
 - 24 hours fever free (without use of fever-reducing meds)
 - **And** other symptoms have improved



Staying Home When Sick/Getting Tested

Core Principles:

- If you are sick:
 - Stay home, except to seek medical care.
 - Monitor for COVID-19 symptoms
 - Get tested if COVID-19 symptoms present
 - Look for emergency COVID-19 warning signs; seek emergency medical care



Promoting COVID-19 Vaccination

Core Principle:

- Establish new, modify existing policies that promote vaccination
- Share vaccine information among students, teachers and staff
 - Consider using current/former students/local leaders, local leaders, as promoters
- Social Media is a great platform to maximize promotion effort



Food Service and School Meals

Core Principle:

- Cafeteria: Maintain 6 ft physical distance between cohorts
 - when moving through the food service line and while eating (especially indoors)
- Classrooms: Meal should be taken in classroom when unable to maintain recommended distance
- Utilize single use items and packaged meals when possible



Sports and Extracurricular Activities

Core Principle:

- Athletes/Coaches: Must wear face mask when not actively participating in athletic activity
 - Maintain 6 ft physical distance from others when not on the field of play; when engaged in play/activity, whenever possible
 - If unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange, outdoors versus indoors, and where it is possible to maintain physical distance from others.

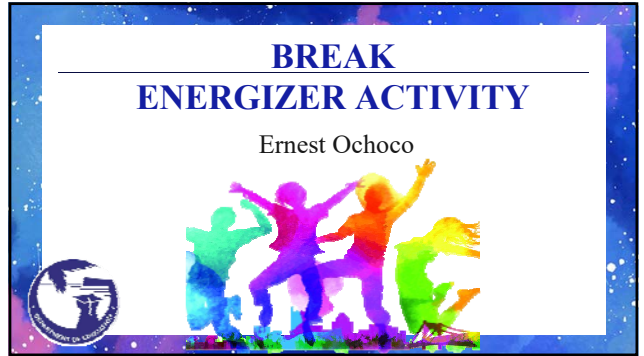


Transportation

Core Principle:

- Schools in collaboration with the Department of Public Works, or other transportation providers, must adhere to the following:
- Seating arrangements based on maximum capacity that accommodates the capacity limitations of the school buses.
 - Ensure physical distance between students and personnel on school buses, when possible.
 - Open windows to improve ventilation when it does not create a safety hazard.
 - School buses must be cleaned and disinfected prior to picking up students and upon completion of each route.





LOURDES A. LEON GUERRERO
GOVERNOR



JOSHUA F. TENORIO
LT. GOVERNOR

UFISINAN I MAGA'HÅGAN GUÅHAN
OFFICE OF THE GOVERNOR OF GUAM

Via Hand Delivery
and E-mail: speaker@guamlegislature.org

August 27, 2021

HONORABLE THERESE M. TERLAJE
Speaker, I Mina'trentai Sais Na Liheslaturan Guåhan
36th Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910

RE: Executive Order No. 2021-21

Hafa Adai Madame Speaker:

Pursuant to Public Law 34-16, transmitted herewith is the following Executive Order:

**EXECUTIVE ORDER NO. 2021-21:
RELATIVE TO SUSPENDING IN-PERSON LEARNING AND AMENDING SOCIAL
GATHERING RESTRICTIONS**

Thank you.

Senseremente,

A handwritten signature in blue ink, appearing to read "Leslie A. Travis".

LESLIE A. TRAVIS
Legal Counsel

Enclosure: Executive Order No. 2021-21

cc via email: *Maga'hågan Guåhan*
Sigundo Maga'låhen Guåhan
Hon. F. Philip Carbullido, Chief Justice of Guam
Compiler of Law
Central Files
Cabinet Members

RICARDO J. BORDALLO GOVERNOR'S COMPLEX
513 W. Marine Corps Drive Hagåtña, Guam 96910
governor.guam.gov | (671) 472-8931



**ISLAND OF GUAM
OFFICE OF THE GOVERNOR
HAGĀTÑA, GUAM 96932
U.S.A.**

EXECUTIVE ORDER NO. 2021-21

**RELATIVE TO SUSPENDING IN-PERSON LEARNING
AND AMENDING SOCIAL GATHERING RESTRICTIONS**

WHEREAS, on March 14, 2020, I, Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*, Governor of Guam, acting pursuant to the power provided by the Organic Act of Guam and the laws of Guam, declared a public health emergency in the island of Guam due to dangers posed by the 2019 novel coronavirus ("COVID-19"); and

WHEREAS, Guam's healthcare system is fragile, and our people have enhanced comorbidity factors when compared to other U.S. and international jurisdictions; and

WHEREAS, on November 2, 2020, our COVID-19 hospitalizations in Guam peaked, with One Hundred Two (102) individuals hospitalized for conditions related to COVID-19; and

WHEREAS, our original threshold for COVID-19 hospitalizations at the Guam Memorial Hospital ("GMH") was twenty-seven (27) beds, and the drastic rise in cases resulted in overflow COVID-19 patients being treated at the Guam Regional Medical City ("GRMC") and the Naval Hospital Guam, and BLU-MED response tents were set up outside GMH to assist in the response effort; and

WHEREAS, notwithstanding the availability of these additional resources, the most scarce resource in Guam's response was, and continues to be, our human resources. With medical personnel stretched to their limits, GMH engaged the services of traveling nurses at significant cost; and

WHEREAS, the Department of Public Health and Social Services ("DPHSS") further received additional support from Guam Department of Education ("GDOE") school health counselors; the Guam National Guard has contributed substantially to multiple facets of our COVID response, including vaccination, testing and quarantine; and our local clinics have assisted in caring for non-COVID patients and in providing testing options for our people; and

WHEREAS, the efforts of our medical personnel are nothing short of heroic. They have served our community at great personal risk to themselves and their families, they have risen to meet an unprecedented challenge, and we owe them a debt of gratitude that can never be repaid; and

WHEREAS, many of these resources, which were critical in our response effort, that carried our island forward until vaccines became available, are no longer available for our use today; and



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U.S.A.

WHEREAS, traveling nurses are no longer available to service Guam due to the rampant spread of the virus in the mainland United States have returned to their posts at our schools, and many of our National Guardsmen have likewise resumed their other duties; and

WHEREAS, while I share in the frustration and the fatigue that many of you are experiencing as a result of this pandemic, which has disrupted our lives for a prolonged period of time, I also recognize that my frustration and fatigue cannot compare to the mental and physical exhaustion experienced by our medical personnel; and

WHEREAS, at the time of this writing there are thirty-three (33) patients hospitalized with COVID-19, including five (5) in intensive care and one (1) on a ventilator; and

WHEREAS, our health care workers are tired and overextended. In recent days, I have spoken with many of them, including doctors at GMH and GRMC, and it is clear that while they continue to perform their duties to the best of their ability, we need to do more as a community to help alleviate the strain on medical personnel, who work diligently to keep our community healthy; and

WHEREAS, despite the proliferation of misinformation and hesitancy surrounding COVID-19 vaccines, without question, these vaccines save lives and keep people out of the hospital; and

WHEREAS, COVID-19 vaccines are widely available in Guam. They are safe, effective, and popular, with over 108,000 of our people having voluntarily received the vaccine; and

WHEREAS, of the 145 lives our island has lost to COVID-19, 144 were unvaccinated, and despite the fact that majority of our island is vaccinated, nearly eighty percent (80%) of individuals hospitalized in Guam today are unvaccinated; and

WHEREAS, unvaccinated people in Guam are 32 times more likely to be hospitalized with COVID-19 than those who are fully vaccinated; and

WHEREAS, our hospitals administer care to individuals hospitalized for COVID-19 regardless of their vaccination status or their personal doubts about the science surrounding the vaccine or the near uniform opinion of the medical community recommending vaccinations; and



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HAGÁTÑA, GUAM 96932
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WHEREAS, on August 14, 2020, pursuant to Executive Order No. 2020-27, I mandated the closure of schools for in-person learning. In-person learning has a demonstrable impact on the physical and mental well-being of our children, but our children under the age of twelve (12) are unvaccinated, and it is our responsibility to protect them, as we have taken steps to protect all unvaccinated members of our community. While it is true that there is no evidence of a cluster in a school setting, we simply cannot wait for that inevitability before we act. And so, with the concurrence of DPHSS and the Guam National Guard Surgeon Cell, in consultation with the GDOE and private school, and with a heavy heart, I am ordering the suspension of in-person learning in all K-12 institutions at this time; and

WHEREAS, a substantial number of our recent positive cases can be traced to social gatherings and congregate settings wherein mask use is compromised, including bars, weddings, boat cruises, and karaoke lounges; and

WHEREAS, on August 20, 2021, in Executive Order No. 2021-19, I ordered that unvaccinated individuals were not permitted to participate in social gatherings with individuals who are not members of their household, but permitted vaccinated individuals to continue to participate in social gatherings of up to 100 persons; and

WHEREAS, notwithstanding the fact that vaccinated individuals are far less likely to require hospitalization even if they contract COVID-19, with the concurrence of DPHSS and the Guam National Guard Surgeon Cell, in recognition of the fact that breakthrough cases among vaccinated individuals still occur, and because vaccinated individuals may still transmit the virus, it is necessary at this time to reduce the number of vaccinated individuals that may participate in social gatherings; and

WHEREAS, this additional measure is necessary to help our hospitals and our health care workers weather the current surge in hospitalizations among unvaccinated and vaccinated persons alike; and

WHEREAS, I encourage all eligible individuals to get vaccinated in order to protect our children and vulnerable populations.

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ISLAND OF GUAM
OFFICE OF THE GOVERNOR
HAGÁTÑA, GUAM 96932
U.S.A.

NOW THEREFORE, I, LOURDES A. LEON GUERRERO, *I Maga'hågan Guåhan*, Governor of Guam, by virtue of the authority vested in me by the Organic Act of Guam as amended, do hereby order:

1. **SUSPENSION OF IN-PERSON LEARNING.** Effective at 8:00AM on August 30, 2021, to preserve the health and safety of students, their families, school staff, and the public, pursuant to Section 3317, Article 3, Chapter 3 of Title 10, Guam Code Annotated, all public and private schools in Guam serving prekindergarten through 12th grade shall suspend in-person instruction and activities until amended by further executive order. The definition of habitual truancy pursuant to Article 4, Chapter 6, Title 17 of Guam Code Annotated is suspended. Student absences due to school closures and absences connected to the transmission of COVID-19 during the effect of this Executive Order shall not contribute to the calculation of habitual truancy. All athletics, after-school activities, inter-school activities and busing shall likewise be suspended during this time. Schools may open for faculty, staff and students, to facilitate distance learning and ensure operational continuity subject to applicable DPHSS Guidance and Directives. Schools will further be required to comply with applicable DPHSS guidelines.
2. **SOCIAL GATHERINGS OR CONGREGATIONS.** A “congregation” or “social gathering” is a meeting for a common and singular purpose of more than one (1) person where the individuals are not members of a single household. Effective at 8:00AM on August 30, 2021, social gatherings or congregations shall be limited to no more than ten (10) vaccinated persons indoors and twenty-five (25) vaccinated persons outdoors, unless otherwise provided herein or in applicable DPHSS guidance. Unvaccinated persons may not participate in social gatherings with individuals who are not members of their household. This section shall apply to all individuals twelve (12) years plus one (1) month of age.
 1. **PLACES OF WORSHIP.** Places of worship may continue services, ceremonies, and operations as provided in Executive Order No. 2021-16, but must strictly comply with requirements provided in applicable DPHSS guidance, including mask-wearing requirements.
 2. For purposes of this section “vaccinated” means having received the first shot of a recommended series of vaccination with a vaccine authorized to prevent COVID-19 by the United States Food and Drug Administration, including by way of an emergency use authorization, or by the World Health Organization (WHO).



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3. **ENFORCEMENT.** Individuals and businesses who fail to comply with applicable DPHSS Guidance Memoranda and Directives may be subject to fines pursuant to 10 G.C.A. §19802 and 26 GAR Chapter 4 Article 28, as well as any other penalties available under Guam law. DPHSS and affected agencies may enforce applicable enforcement statutes and regulations with the assistance of the Guam Police Department.
4. **SEVERABILITY.** If any provision of this Executive Order or its application to any person or circumstance is held invalid, the invalidity shall not affect other provisions or applications of this Order that can be given effect without the invalid provision or application, and to this end, the provisions of this order are severable.
5. **PRIOR ORDERS REMAIN IN EFFECT.** All prior Executive Orders remain in full force and effect except to the extent they conflict with this Order.

SIGNED AND PROMULGATED at Hagåtña, Guam, this 27th day of August, 2021.

LOURDES A. LEON GUERRERO
Maga'hågan Guåhan
Governor of Guam

Attested by:

JOSHUA F. TENORIO
Sigundo Maga'låhen Guåhan
Lieutenant Governor of Guam



https://mvariety.com/news/13-guam-public-schools-report-covid-19-cases/article_a26100e0-010e-11ec-8c48-431fb476e24b.html

13 Guam public schools report Covid-19 cases

Jolene Toves - For Variety
Aug 20, 2021



School buses depart Untalan Middle School in Barrigada Guam on Friday afternoon.

Photo by Haruo Simion/The Guam Daily Post

HAGÁTÑA (The Guam Daily Post) — The Guam Department of Education reported new cases at five schools Wednesday, raising the number of public schools with Covid-19 cases to 13.

Cleaning and sanitation were conducted and no public school will be closed because of Covid-19, according to JIC.

The 37 new cases of Covid-19 that were confirmed Wednesday include five GDOE students — one case was reported at each of five affected schools. GDOE schools now have a total of 15 Covid-19 cases.

As of Aug. 17, a total of 106,108 or 77.85% of Guam's vaccine-eligible population age 12 years and older have been fully vaccinated, according to the Joint Information Center. This percentage includes 8,444 fully vaccinated residents between the ages of 12 to 17, as well as Guam's fully vaccinated adult population of 97,664.

In collaboration with the Department of Public Health and Social Services, GDOE has identified and notified teachers as well as parents of students who may have been in contact with the positive cases to schedule testing. Tested individuals will remain in quarantine until they are cleared by DPHSS to return to campus. Cleaning and disinfecting of areas of the campuses took place Wednesday to ensure schools are ready for regular hours of operation, according to JIC.

The following schools are affected:

- Adacao Elementary School, 1 case reported Wednesday, out of 390 students;
- Machananao Elementary School, 1 case reported Wednesday, out of 382 students;
- Agueda I. Johnston Middle School, 2 cases reported including 1 on Wednesday, out of 595 students;
- George Washington High School, 1 case reported Wednesday, out of 1,359 students;
- Okkodo High School, 1 case reported Wednesday, out of 1,395 students;

- Tiyan High School, 1 case reported Wednesday, out of 997 students;
- F.B. Leon Guerrero Middle School, 1 case reported out of 836 students;
- Finegayan Elementary School, 1 case reported out of 695 students;
- Harry S. Truman Elementary School, 1 case reported out of 296 students;
- Maria Ulloa Elementary School, 1 case reported out of 594 students;
- Upi Elementary School, 1 case reported out of 476 students;
- Vicente Benavente Middle School, 1 case reported out of 820 students; and
- L.P. Untalan Middle School, 2 cases were reported out of 806 students.

Quarantine

GDOE has confirmed that over 100 Untalan Middle School students were placed in quarantine in the first few days of school.

“At Untalan, it’s more than a hundred students who are quarantined, and that’s just a fact. Every school, we do have students who have been quarantined,” said GDOE Superintendent Jon Fernandez.

As the number of positive cases increases in the community, he said, it's a given that the number of positive cases seen at the schools would also increase.

“It was evident as we approached the school year that we may see students or employees on campus who are identified as positives through the course of the school year. In those first days, we’ve been very transparent in reporting our cases and we were able to report the cases that we found at our schools,” Fernandez said.

When GDOE initially received the reports, they worked closely with the Guam Department of Public Health and Social Services on the response.

“Public Health has requested that we take what I would say is an overly cautious approach in these first weeks as we start to bring kids back,” Fernandez said.

At the elementary level, entire classes were identified as contacts for quarantine and testing, including the teacher.

But at the secondary level, the broader approach to contact tracing is disruptive, as was seen at UMS, where students attend six to seven classes in a day.

“All of those classes were notified to go ahead and contact, quarantine and be tested including the teachers. It's very disruptive at the secondary level and it's the reason why we met with Public Health to really determine how we were going to proceed during these first weeks knowing that this approach is overly cautious in terms of trying to test,” Fernandez said.

6-foot radius for close contacts

Fernandez said they will be adjusting going forward so that instead of looking at quarantining entire classes, the 6-foot radius would be used to identify the cluster of close contacts around the student.

Public Health will use class seating charts moving forward to identify a positive student's close contacts to limit effects on those who did not fall into the close contact category.

Without the results of the tests, GDOE can't determine if there was any spread of Covid-19 on the campus.

“Right now we don't have any indication of spread, what we have are initial reports of students that are positive and we are now in the midst of quarantining and testing contacts and then in a few days we should get the results so that we can then determine what's happening in our schools whether these protective measures are effective and then what to do going forward,” Fernandez said.

To assist in the effort, GDOE and Public Health will be working together to train and authorize school nurses and other trained personnel to administer Covid-19 tests at schools as part of the rapid response. “That will help us get the testing schedule quickly and the results back quicker,” Fernandez said.

Meanwhile students in quarantine are being afforded online learning opportunities while at home.

But, according to Fernandez, GDOE does not have the capacity to transfer student from face-to-face instruction to online learning.

“We understand that there are concerns and those concerns will probably fluctuate day-to-day but at this point we are allowing for them to switch at second semester. Simply because we don’t have the teachers for online and we are already at capacity,” Fernandez said.

https://www.postguam.com/news/local/islandwide-closure-of-face-to-face-learning-to-take-effect-on-monday-for-two-weeks/article_b7eb19e4-06fb-11ec-8ae6-230c7af5a661.html

Islandwide closure of face-to-face learning to take effect on Monday for two weeks

JOLENE TOVES | JOLENE@POSTGUAM.COM

27, 2021



RETURN TO CAMPUS: Students from John F. Kennedy High School exit their bus after school on Aug. 25. Schools were no learning two weeks ago but the governor is expecting to sign an executive order that would allow students to return to cam

On the eve before the Guam Department of Education was set to host a parents' input session on the COVID-19 situation islandwide, a decision has been made to close public and private schools for face-to-face learning.

https://www.postguam.com/news/local/islandwide-closure-of-face-to-face-learning-to-take-effect-on-monday-for-two-weeks/article_b7eb19e4-06fb-11e...

This hasn't been confirmed by the Guam Department of Education or the governor's office but the Guam Women's Chamber of Commerce posted the information on its official website. The governor is a founding member of the women's chamber.

The governor is expected to deliver a special address later today.

Individual schools have also been informing their students' families about the pause in in-person learning.

School closures apply to both public, charter, and private schools. It will go into effect on Monday, Aug. 30.

The call to close schools islandwide for in-person learning came as a result of an increase in positive cases in the community.

On Aug. 26, 108 new cases of COVID-19 out of 1,349 tests performed were reported by the Joint Information Center. The island's COVID-19 Area Risk Score has increased dramatically from 7.7 to 25.2 in just a little over a week. It was also the third time in three days the positive cases hit the three-digit mark.

GDOE confirmed the same day that, more positive cases were identified, ten students and five employees.

To date, The JIC's school-level COVID-19 tracking data showed that 19 elementary schools, 7 middle schools and 5 high schools have identified positive cases since the start of the school year on Aug. 12. In total, 69 cases were identified out of a population of 19,034 students. According to GDOE the risk of exposure based on the schools' population in comparison to positive cases was 0.4%.

The school closures come after concerns from parents and the community called GDOE to take action in response to the rising community cases and keeping students safe.

GDOE on Sunday, engaged schools regarding the impending closure, teachers received communication to prepare for Operation Sin Kasu, which dictated their plan of action.

“To address possible scenarios "just in case" things change in the COVID-19 environment. All schools are involved in planning for these possible scenarios, which, at this time, include the possible shift to cohorts or a shift to 100% virtual.” Superintendent Jon Fernandez previously said, “should there be a need to modify operations, all schools will be ready and prepared to execute their plans.”

Daycare facilities and higher learning institutions such as the University of Guam and the Guam Community College will continue operations on Monday.

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NEWS

Guidance released on latest executive order

Sunday, August 29th 2021, 9:46 AM ChST

By **KUAM News**

The Department of Public Health and Social Services has released guidelines for the governor's latest executive order. The governor's order bars those who are eligible for the vaccine but are unvaccinated from patronizing certain activities and businesses and reduced the number of participants for social gatherings.

Here's the Joint Information Center's breakdown.

Vaccination Requirements

- Covered Est

ablishments shall require individuals, including guests, patrons,

- performers, employees, volunteers, participants, and coaches who are twelve (12) years plus 1 month of age and older to show proof that they are vaccinated to enter their facilities or premises. Pursuant to Executive Order 2021-20, enforcement of this provision will commence on Monday, September 6, 2021.
- Organizers of contact sporting events must refuse to allow coaches and participants twelve (12) years plus one month of age and older who fail to show proof of vaccination status as provided herein from participating in any contact sports, trainings, or competitions. This does not apply to organized, non-contact sport activities or events.

- Individuals who do not provide proof of vaccination as required may not use indoor or outdoor portions of such facilities except to order, pick up, or pay for food or drink for take-out orders, provided such individual properly wears a face mask.
- Subject to exceptions listed in DPHSS Guidance Memo 2021-21, covered Establishments must ensure all employees who routinely work onsite provide proof that they are vaccinated before entering or working in any facility by September 27, 2021.
- Individuals seeking a medical or religious exemption to vaccination shall submit an official request with supporting document(s) to publichealth@dphss.guam.gov, or delivered to Immunization Program of DPHSS, located in Castle Mall, Unit #9, 130 University Drive, Mangilao, Guam 96913, from 8:00 am to 12:00 pm., Monday through Friday except recognized Government of Guam holidays. Employee may continue to work while waiting for issuance of DPHSS exemption. Employees who receive medical or religious exemption shall be required to undergo a COVID-19 test once weekly.

Congregations and Social Gatherings

- Congregations and social gatherings shall be limited to no more than ten (10) vaccinated persons for indoor activities, and no more than twenty-five (25) vaccinated persons for outdoor activities. This includes guests, participants, coaches, patrons, performers, volunteers, or employees.
- There shall be no more than ten (10) vaccinated persons per group or table indoors, and no more than twenty-five (25) vaccinated persons per group or table outdoors.
- Each table shall be separated by a minimum of six (6) feet physical distance. When it is difficult to maintain a six (6) feet distance between groups or tables, physical barriers, which separate each group, must be installed. The top horizontal edge height of physical barriers must not be less than the top of the head of the tallest person of the group.
- Organizers of events, such as sporting events, concerts, outreach activities, night markets, fiestas, food truck rallies, and other similar events are responsible for implementing and enforcing the minimum requirements set forth in applicable DPHSS Guidance Memorandum and this document.
- Unvaccinated individuals twelve (12) years plus one month of age and older may not participate in social gatherings with individuals who are not members of their household.
- Children under twelve (12) years and one month of age may attend social gatherings.
- A party/group of individuals numbering 11 or more for indoors, or 26 or more for outdoors, shall not attend or participate in the same event by claiming to be separate party/group to circumvent Executive Order 2021-21 or this Memorandum.

In-Person Learning

- All public and private schools serving pre-kindergarten through 12th grade shall be suspended for in-person instruction and activities, except to conduct activities that support distance learning, such as curbside pick-up, delivery of materials and documents, use of facilities by students, faculty and staff to facilitate distance learning, and teachers utilizing their classrooms to conduct virtual classes, provided that they adhere to minimum requirements set forth in DPHSS Guidance Memorandum 2021-19 (Revision 2) regarding social distancing, wearing of masks, etc, and the requirements in this Memorandum pertaining to congregation and social gatherings.
- All athletics, after-school activities, inter-school activities, and busing shall be suspended.

You can read the complete guidelines here:



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LOGIN

CORONAVIRUS

Guam's DODEA schools stay open, public schools go remote amid coronavirus surge

BY ALEX WILSON • STARS AND STRIPES • SEPTEMBER 1, 2021





DODEA-Pacific's "Return to School Plan 2021" outlines the agency's coronavirus mitigation efforts, which include vaccinations, masks, social distancing and sanitation procedures. (Pixabay)
<https://www.stripes.com/covid/2021-09-01/guam-dodea-schools-coronavirus-covid-19-2738273.html>



~ 3 min

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  Defense Department schools on Guam will remain open despite [a coronavirus surge](#) that recently put an end to face-to-face learning for the U.S. territory's off-base students.



Military children will continue learning in classrooms, at least while the island's military health protection condition remains at Bravo, according to Joint Region Marianas and the Department of Defense Education Activity - Pacific Far East.

Bravo indicates the virus has a moderate risk of spreading.

“Across our country, our region, and the Pacific theater, cases of COVID-19 are climbing,” Rear Adm. Benjamin Nicholson, commander of Joint Region Marianas, said in a news release Wednesday. “My team and I are closely monitoring the infection rate in the local DOD community and the DODEA-Guam schools and are prepared to implement more stringent mitigation measures should the need arise.”

U.S. bases in the region had 126 active cases of COVID-19, the coronavirus respiratory disease, as of Wednesday, with 84% of active-duty military personnel fully vaccinated, according to an email to Stars and Stripes from joint region spokeswoman Lt. Cmdr. Katie Koenig. The region includes Naval Base Guam and Andersen Air Force Base.

A DODEA spokesperson did not immediately respond to an emailed request for comment Wednesday.



DODEA-Pacific's "Return to School Plan 2021" outlines the agency's coronavirus mitigation efforts, which include vaccinations, masks, social distancing and sanitation procedures.

Schools would close and students would be taught by remote learning if the health protection condition level is raised to Charlie, one level below the most extreme condition, Delta, according to the school plan.

While DODEA schools will stay open, the remainder of the island's schools are turning to remote learning in response to rising COVID-19 cases. Guam Gov. Lou Leon Guerrero by executive order Friday mandated that all classes, from prekindergarten to 12th grade, must refrain from in-person education.

Guerrero said coronavirus cases increased by 300% and 35 people were hospitalized in the two weeks prior to Aug. 26.

The island had confirmed 10,740 COVID-19 infections and 150 deaths during the pandemic, according to Guam's Joint Information Center. There were 181 cases and one death announced on Wednesday evening.

"I am receiving messages and calls concerning the fears and anxieties that our parents, teachers, and students are facing because of the increase in positive cases," Guerrero said in a televised statement Friday. "I recognize that our children's education is critical, but my concern for their protection comes first."

Guam has vaccinated 80% of its eligible population, or more than 108,000 people, Guerrero wrote in last week's executive order. She said the highly contagious delta variant, however, is complicating efforts to beat back the virus' continuin

“Despite our community’s best efforts to get vaccinated, the delta variant has proven to be a new and different enemy — it is not like the COVID of 2019 or 2020,” she said in her address.

“It is far more contagious and more harmful. While the vaccine won’t prevent you from getting or spreading the virus, it will help keep you out of the hospital.”

ALEX WILSON



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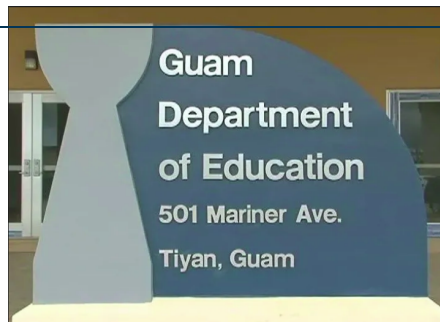
AROUND THE WEB

NEWS

More than a thousand GDOE students haven't shown up for class since start of school year



83° (/weather) ☰



Over a thousand students remain unaccounted for attending classes in person and online since the start of the school year.

Recently, the Guam Department of Education reported that a thousand students have not shown up to classes for both models of learning whether it's remote learning or face-to-face instruction since School Year 2021-2022 began.

According to GDOE Deputy Superintendent of Community Learning and Accountability Erika Cruz, the agency is working to address that issue with the help of School Resource Officers and social

"And so we have deployed our SRO's a few of our social workers, have now been assigned to the Department of Public Health and Social Services to assist," she said. "So you know there is a handful of social workers that we are currently working with and then working with our SRO's to communicate."

Since the suspension of in-person instruction two weeks ago, it's unclear whether the numbers have gone up.

Cruz adds that she will provide an update at the next media meeting on the accurate number of no-show students this school year so far.

KUAM News archives show that in October of last year, there were nearly three thousand students unaccounted for.