# **Government of Guam**



### **QUARTER 2 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

## **Government of Guam**



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

# **Government of Guam**



### **QUARTER 2 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



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

<b>Grantee Name</b>	Guam Department of Education					
Grant	⊠ESF I – SEA	☐IA – Consolidated Grant				
	⊠ESF II – SEA	☐ Republic of Palau				
	⊠ARP-OA SEA	□ ESF I – Gov				
		☐ ESF II – Gov				
Topic <sup>1</sup>	Internal Controls: In your responses, please describe any significant actions taken to ensure a system of effective internal controls over Federal awards that provides reasonable assurance that Federal grants are being managed in compliance with Federal statues, regulations, and that the terms and conditions of Federal awards are operational. Examples could include documented policies for the segregation of duties, updated written standards of conduct for employees, sample internal evaluations of internal controls system, and actions taken to prevent waste, fraud, and abuse of federal funds. Provide documentation that highlights your work in this area (2 CER \$200.303 Internal controls)					

**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 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:

On November 29, 2021, the Guam Education Board voted for Public School District students to return to full in-person, face-to-face instruction (See attachment #1). As of February 17, 2022, with a population of 153,836 (Guam 2020 Census), Guam has recorded

<sup>&</sup>lt;sup>1</sup> 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).

41,780 total COVID-19 positive cases, approximately 27% of the total population infected. In addition, there were 315 related deaths and 5,446 cases in active isolation. The consistent rise in active cases are reflective of the nearly tripled daily count of reported cases starting January 2022 (See attachment #2). GDOE public schools remain in in-person, face-to-face instruction.

Due to the rising number of COVID-19 positive cases since the start of 2022, the Office of Catholic Education (OCE) transitioned to remote, online learning beginning January 27, 2022 through February 4, 2022 to help "prevent the spread of COVID-19". OCE School administrators communicated with their parents, students, faculty and staff with specific details that included class schedules and distribution of class materials. (See attachment #3). As of February 5, 2022, with a few exceptions, most Catholic schools returned to inperson, face-to-face instruction, all remaining are on hybrid model of learning (remote, online line and in-person, face-to-face).

#### **GDOE RESPONSE:**

#### **♣** Education Stabilization Fund I – State Educational Agency (ESF I – SEA):

As of February 17, 2022, Guam Department of Education (GDOE) has drawn and/or obligated through purchase orders/requisitions approximately 99.5% or \$41.32 million of the \$41.52 million of the total ESF I-SEA.

The following table describes the overall budget allocation expenditure for each LEA and SEA, the remaining budget of \$195,332.22, or .5%, remains for pending reimbursement for grant and project personnel costs for employees performing duties directly supporting the ESF I-SEA grant activities. GDOE is on target to fully expend the ESF I – SEA grant funds on or before the end of the performance period.

Table 1:

Education Stabilization Fund - State Educational Agency									_
as of 2/17/2022									
		Budgeted Funds	A	mount Obligated/Expended	% Obligated/Expended		Amount Available	% Available	
GDOE Public School District	\$	35,775,923.85	\$	35,584,398.82	99.5%	\$	191,525.03	0.5%	
St. John's School	\$	83,059.01	\$	83,059.01	100.0%	\$		0.0%	
Guam Adventist Academy	\$	26,902.19	\$	26,902.19	100.0%	\$		0.0%	
Guahan Academy Charter School	\$	668,944.30	\$	668,944.30	100.0%	\$		0.0%	
Office of Catholic Education	S	3,173,637.85	\$	3,169,830.66	99.9%	\$	3,807.19	0.1%	
Harvest Christian Academy	S	270,002.12	\$	270,002.12	100.0%	\$	0.50	0.0%	
St. Paul's Christian School	S	207,636.88	\$	207,636.88	100.0%	\$		0.0%	
Japanese School of Guam	S	12,953.21	\$	12,953.21	100.0%	\$	700	0.0%	
Providence International Christian Academy	S	6,821.19	\$	6,821.19	100.0%	\$	190	0.0%	
SIFA Charter School	S	219,221.94	\$	219,221.94	100.0%	\$	(4)	0.0%	
iLearn Academy Charter School	\$	306,797.75	\$	306,797.75	100.0%	\$		0.0%	
State Administration	S	770,096.71	\$	770,096.71	100.0%	\$	383	0.0%	
TOTAL		41,521,997.00	\$	41,326,664.78	99.5%	8	195,332.22	0.5%	

#### **♣** Education Stabilization Fund II – State Educational Agency (ESF II – SEA):

As of February 17, 2022, Guam Department of Education (GDOE) has drawn and/or obligated through purchase orders/requisitions approximately 60.7% or \$67 million of the \$110.5 million of the total ESF II-SEA. GDOE is on target to fully expend the ESF II-SEA grant funds on or before the end of the performance period.

Table 2:

Education Stabilization Fund II - State Educational Agency										
as of 2/17/2022										
	Budgeted Funds	Amount Obligated/Expended	% Obligated/Expended	Amount Available	% Available					
GDOE Public School District	\$ 90,078,834.00	\$ 59,201,940.12	65.7%	\$ 30,876,893.88	34.3%					
St. John's School	\$ 923,107.00	\$ 104,235.47	11.3%	\$ 818,871.53	88.7%					
Guam Adventist Academy	\$ 261,577.00	\$ 170,684.35	65.3%	\$ 90,892.65	34.7%					
Guahan Academy Charter School	\$ 2,075,882.00	\$ 942,430.23	45.4%	\$ 1,133,451.77	54.6%					
Office of Catholic Education	\$ 8,593,970.00	\$ 3,111,014.05	36.2%	\$ 5,482,955.95	63.8%					
Harvest Christian Academy	\$ 1,924,461.00	\$ 957,539.85	49.8%	\$ 966,921.15	50.2%					
St. Paul's Christian School	\$ 580,291.00	\$ 4,121.99	0.7%	\$ 576,169.01	99.3%					
Japanese School of Guam	\$ 33,957.00	\$ 29,208.43	86.0%	\$ 4,748.57	14.0%					
SIFA Charter School	\$ 723,896.00	\$ 591,108.61	81.7%	\$ 132,787.39	18.3%					
iLearn Academy Charter School	\$ 1,497,597.00	\$ 720,219.15	48.1%	\$ 777,377.85	51.9%					
State Administration	\$ 3,869,715.00	\$ 1,263,104.22	32.6%	\$ 2,606,610.78	67.4%					
TOTAL	\$ 110,563,287.00	\$ 67,095,606.47	60.7%	\$ 43,467,680.53	39.3%					

- Remaining funds will support the following activities to prepare, prevent and respond to COVID-19:
  - Personnel and Grant Related Costs: (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)

- Grab N Go Child Nutrition Program: The Grab N Go Child Nutrition Program (i.e. approved via email on January 5, 2022) to support the activities from the previous school year (i.e. SY 2020-2021) that provide healthy and nutritious meals at no cost to students and/or their families.
- Teacher and Student Services and Resources: Continued procurement of (1) Hard Copy Instructional Materials to support remaining core-content subject areas and elective courses; (2) technology supplies, materials and equipment to serve as educational tools and resources; (3) additional Personal Protective Equipment (PPE) including Plexiglas, electrostatic sprayers and consumable PPE supplies for teachers and students (i.e. disposable face masks, disinfecting alcohol); and (4) implementation of

various extended day learning and enrichment programs (i.e. afterschool, and summer).

- Supplies and Professional Services:
  - Continued procurement of necessary supplies and professional services related to the repair of GDOE Public School District restrooms, walkways and ventilation systems. Additional infrastructure and retrofitting includes the installation of additional hands free water bottle refilling and handwashing stations.
  - Handwashing stations
  - Heating Units for Cafeteria
  - Water Bottle Filling Stations
  - Contractual Standard Service Agreements: Extended School Year Learning Summer School
  - Temporary School Health Counseling Support
  - Direct counseling service, professional development and resources for families
  - HEPA Filtration Systems
  - Dual Misters
  - Personal Protective Equipment
- Status of current activities implementation and ongoing Procurement, Delivery and Distribution of Equipment, Supplies and Contractual Services:
  - Student and Teacher Instructional Supplies The ongoing procurement and delivery of Student and Teacher Instructional Supplies continues to provide the necessary classroom supports to help close educational gaps directly caused by COVID-19 to all participating public, private-non-public and charter schools. These include, but are not limited to, pencils/pens, paper, folders, binders, poster boards, reference materials (i.e. pocket dictionary/thesaurus), USB flash drives and other related items.
  - <u>Technology Supplies and Equipment</u> Technology supports continue to be procured and delivered to all participating public, private-nonpublic and charter schools to enhance learning in the classroom. These include, but are not limited to, laptops, tablets, peripheral items, printers, speakers and other related items.
  - Hard Copy Instructional Materials A majority of all necessary corecontent subject area Hard Copy Instructional Materials have been procured and delivered to all participating public, private-non-public and charter schools (See attachment #4). Procurement is ongoing for

- remaining subject areas inclusive of elective courses relative to student learning objectives.
- 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 personnel at all participating public, private-non-public and charter schools, as well as for GDOE 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 continues to procure 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 continues 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. Review of finalized bids from participating vendors will take place following the deadline to submit proposals on February 16, 2022. Walk-in chillers and Walk-in freezers were approved by the US-Ed on August 6, 2021.
- <u>High Efficiency Particulate Absorbing (HEPA) Filtration System and Maintenance</u> The procurement of this activity is currently on a "Stay of Procurement" (Bid Protest) as a result of the submission of a formal protest. Federal Programs Division State Educational Agency (FPD-SEA) and Project personnel continue to monitor and provide necessary information and assistance to continue with the implementation of this activity.
- Portable Fold Up tables with Bench Seating on Wheels The procurement of this activity is currently on a "Stay of Procurement" (Bid Protest) due to a formal protest. The FPD-SEA and Project personnel continue to monitor and provide necessary information and assistance to continue with the implementation of this activity.
- Capital Improvement Projects (CIP) Funded through ESF II SEA and ARP OA SEA The GDOE Public School District has executed a Memorandum of Agreement (MOA) with the Guam Power Authority (GPA) to provide the necessary expertise and experience as it relates to the implementation of CIP activities that prepare, prevent and respond to COVID-19 and return to face-to-face instruction. This MOA has created a formal partnership between the two entities that spans the

remainder of the performance period. The FPD-SEA and project personnel meet weekly with GPA Engineer representatives for strategic planning sessions. (See attachment #5)

- Improved Ventilation Services activity inclusive of Heating, Ventilation, and Air Conditioning (HVAC) inspection, preventative maintenance, repair and replacement contract continues in its implementation of necessary services to GDOE Public School District school sites. The following are samples of conducted work: repair of antiquated 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.
- Supplies and Materials necessary for GDOE Public School District school sites to conduct minor repair/maintenance work related to approved activities is ongoing to provide the necessary items and tools. These include, but are not limited to, light fixtures and flood lights, junction/circuit breakers, wiring, caution tape, conduits, restroom fixtures (i.e. faucets), paint and paint supplies, safety vest, helmets, and gloves and other safety supplies, trash receptacles, fire extinguisher brackets, PVC pipes and fittings, doors, knobs and hinges, electrical, HVAC and carpentry power tools and supplies.
- As a result of site assessments and anticipated timelines, the GDOE Public School District have begun the procurement process for the complete replacement of school walkway awnings and canopies for P.C. Lujan Elementary School and Juan M. Guerrero Elementary School. This activity is cost shared by ESF II – SEA and ARP – OA SEA.
- Monitoring of Activities: The FPD-SEA assists and supports the LEAs as they
  review and assess all activities, including LEA level monitoring. As well as
  monitors all activities, implementation of services and/or deliveries/installation
  of supplies and equipment to include:
  - Hands-Free Water Bottle Filling Stations
  - Hand Washing Stations
  - HVAC Systems
  - Portable Canopies for Physical Distancing
  - Network Server Equipment
  - Receipt and delivery of the Hard Copy Instructional Materials
- Needs Assessment: The FPD-SEA in collaboration with LEAs (public, PNP, and charter schools) continue 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 continued operation of school sites.
- Support for Underrepresented Children and Youth As approved by the U.S. Department of Education Program Office dated July 20, 2021, the FPD-SEA has converted Purchase Orders for large capacity vehicles to support the implementation of GDOE Public Schools Project Social Worker, Department of Youth Affairs (DYA) and Child Protective Services (CPS) outreach activities. Activities include the home visits and safe transport of underrepresented students, including children and youth from the DYA and CPS in foster care, wards of the state, indigent and homeless, to and from school sites, medical appointments and other necessary services.
  - Large Passenger Vans The three (3) approved large passenger vans have been procured and delivered to support the aforementioned activities.
  - Large Passenger Sports Utility Vehicles (SUVs) As a result of awarded vendor's lack of inventory and manufacturer shipping delays, the three (3) approved large passenger SUVs are still within the process of delivery.

# **♣** American Rescue Plan – Outlying Areas State Educational Agency (ARP – OA SEA)

#### • ARP – OA SEA Implementation Plan – Amendment

- Aligned to the information provided by the FPD-SEA in both the ESF II SEA amendment (i.e. transmitted December 21, 2021) and the Maintenance of Effort Waiver Request (i.e. transmitted December 29, 2021), the GDOE submitted an amendment to the ARP OA SEA Implementation Plan on February 8, 2022.
  - As a result of the economic impacts of COVID-19, GDOE will not be provided its full legislative funding appropriation for Fiscal Year 2022, with that, the district is unable to adequately support the Child Nutrition Program, local food commodities, and school-based utilities (power and water), thereby hindering the operations to provide daily nutritious student meals. The lack of full legislative funding appropriation may also affect the overall operations in-person, face-to-face instruction, and support to teachers and students. The submitted amendment to the GDOE ARP OA SEA Implementation Plan will allow for the needed support for public school students.

#### Capital Improvement Projects Funded through ESF II – SEA and ARP – OA SEA

- The GDOE Public School District has executed a Memorandum of Agreement (MOA) with the Guam Power Authority (GPA) to provide the necessary expertise and experience as it relates to the implementation of CIP activities that prepare, prevent and respond to COVID-19 and return to face-to-face instruction.
  - Improved Ventilation Services activity inclusive of Heating, Ventilation, and Air Conditioning (HVAC) inspection, preventative maintenance, repair and replacement contract continues in its implementation of necessary services to GDOE Public School District school sites. The following are samples of conducted work: repair of antiquated 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.
  - Supplies and Materials necessary for GDOE Public School District school sites to conduct minor repair/maintenance work related to approved activities is ongoing to provide the necessary items and tools. These include, but are not limited to, light fixtures and flood lights, junction/circuit breakers, wiring, caution tape, conduits, restroom fixtures (i.e. faucets), paint and paint supplies, safety vest, helmets, and gloves and other safety supplies, trash receptacles, fire extinguisher brackets, PVC pipes and fittings, doors, knobs and hinges, electrical, HVAC and carpentry power tools and supplies.
  - As a result of site assessments and anticipated timelines, the GDOE Public School District have begun the procurement process for the complete replacement of school walkway awnings and canopies for P.C. Lujan Elementary School and Juan M. Guerrero Elementary School, this activity is cost shared by ESF II SEA and ARP OA SEA. In addition the GDOE Public School District has begun the procurement process for the following Capital Improvement Projects at each respective school site including the Gymnasium Structural Repair at George Washington High School

#### • Evidence-Based Comprehensive Afterschool Programs

 After School Program for Instructional Remediation and Enrichment (ASPIRE) (See attachment #6)

- The GDOE Public School District has implemented the ASPIRE activity leveraged by ARP-OA SEA and the Consolidated Grant Application. In this activity, participating teachers provide enrichment services for elementary and middle school students at no cost. To date, there are one hundred (120) teachers participating in this activity across twenty-four (24) school sites. The ASPIRE activity began in October 2021 and will be offered each quarter of the school year.
- Eskuelan Puengi (EP) Night School (See attachment #6)
  - The GDOE Public School District has implemented the EP activity leveraged by ARP-OA SEA and the Consolidated Grant Application. In this activity, participating teachers provide credit recovery services for high school at no cost. To date, there are a total of eighty-six (86) teachers participating in this activity across six (6) school sites. The EP activity began in October 2021 and will be offered each semester of the school year.

#### • School Uniform Vouchers

- The GDOE Public School District has procured and delivered school uniform vouchers to each school site based on the assessment of the estimated number of underrepresented students including at-risk, in foster care, wards of the state, indigent, homeless, as well as students economically impacted as a result of COVID-19. A total of 12,385 vouchers procured to prepare, prevent and respond to COVID-19 and maximize in-person, face-to-face instruction, each voucher provides each student with five (5) complete uniform sets. The total distribution by Public School District school site are as follows:
  - Adacao Elementary School 233 Vouchers
  - Astumbo Elementary School 211 Vouchers
  - Chief Brodie Elementary School 109 Vouchers
  - C.L. Taitano Elementary School 235 Vouchers
  - Finegayan Elementary School 400 Vouchers
  - H.S. Truman Elementary School 152 Vouchers
  - J.M Guerrero Elementary School 238 Vouchers
  - J.Q. San Miguel Elementary School 231 Vouchers
  - Liguan Elementary School 193 Vouchers
  - L.B Johnson Elementary School 107 Vouchers
  - Machananao Elementary School 195 Vouchers
  - M.A. Ulloa Elementary School 273 Vouchers
  - Merizo Martyrs Memorial Elementary School 114 Vouchers
  - Ordot Chalan Pago Elementary School 205 Vouchers
  - Tamuning Elementary School 255 Vouchers

- Upi Elementary School 278 Vouchers
- Wettengel Elementary School 280 Vouchers
- H.B. Price Elementary School 298 Vouchers
- D.L. Perez Elementary School 330 Vouchers
- Inarajan Elementary School 108 Vouchers
- Marcial Sablan Elementary School 175 Vouchers
- M.U. Lujan Elementary School 159 Vouchers
- P.C. Lujan Elementary School 155 Vouchers
- Talofofo Elementary School 126 Vouchers
- Astumbo Middle School 269 Vouchers
- V.S.A Benavente Middle School 527 Vouchers
- F.B. Leon Guerrero Middle School 525 Vouchers
- Jose L.G. Rios Middle School 411 Vouchers
- A.I. Johnston Middle School 363 Vouchers
- Inarajan Middle School 254 Vouchers
- Oceanview Middle School 209 Vouchers
- L.P. Untalan Middle School 479 Vouchers
- George Washington High School 732 Vouchers
- John F. Kennedy High School 852 Vouchers
- Okkodo High School 781 Vouchers
- Southern High School 584 Vouchers
- Tiyan High School 534 Vouchers
- Simon Sanchez High School 805 Vouchers

The FPD-SEA and Project personnel will continue to track and monitor the number of requests from schools, students, DYA and CPS to procure additional supports as necessary.

#### • Health and Hygiene Kits

In addition to school uniform vouchers, Health and Hygiene kits were procured by the GDOE Public School District to provide the necessary support to underrepresent students including at-risk, in foster care, wards of the state, indigent, homeless, as well as students economically impacted as a result of COVID-19. A total of 10,000 health and hygiene kits have been procured and are anticipated to be received/delivered by the end of March 2022 in an effort to prepare, prevent and respond to COVID-19 and maximize in-person, face-to-face instruction. Health and hygiene kits primarily consist of toiletries necessary to ensure the continued health and safety of students. These items include shampoo, body wash, antiperspirant deodorant, toothbrush, toothpaste and more.

#### • School Support Personnel

• In order to provide the necessary support to enforce health and safety protocols and address learning loss in an effort to prepare, prevent and

- respond to COVID-19 and maximize in-person, face-to-face instruction, a total of forty-five (45) ARP Community Program Aides have been hired on a Limited Term, Full Time status.
- Fifty-two (52) Teacher Assistants have been hired to maximize the inperson face-to-face learning and support teachers in classrooms.
- The FPD-SEA continues to monitor the implementation of services and/or deliveries/installation of supplies and equipment to include:
  - Consumable PPE Supplies and Materials
  - Sports Supplies and Equipment
  - Network Server Equipment
  - Receipt and delivery of the Hard Copy Instructional Materials
- Remaining funds will support the following to prepare, prevent and respond to COVID-19 and return to face-to-face instruction:
  - 3D Printers
  - Electronic Craft Cutting Machines
  - Primary Phonics Seating Carpet
  - Heavy duty washers and dryers
  - Two-way radios
  - Flex-space double sided mobile teaching easel
  - Portable space coolers
  - Student and Teacher Desks
  - Portable student lockers
  - Portable outdoor stage units
  - Portable playground equipment
  - Movie series exploration
  - Broadcast and Professional Production Equipment
  - Childhood Writing Centers
  - Vouchers for Student Uniforms
  - Technology Equipment and Accessories
  - Online platform for Standardizing K-12 teacher video lessons
  - Subscription for Great Courses
  - Professional Development: Classroom Instruction that Works with Technology
  - Professional Development: Sheltered Instruction Observation Protocol
  - Standard Service Agreements: Summer Academic Academy (K-12)
  - Standard Service Agreements: Middle School Professional Career Exploration Summer Camp
  - Standard Based Formative Assessments
  - Plastic folding tables
  - Metal chairs
  - Laser Cutter/Engraver

- Cricut Machine
- Cricut Press
- 3D Printers
- Gardening Shed
- Soil Test Apparatus Kits
- Band/Musical Equipment
- Projectors
- Sports Equipment
- Water Dispensers
- Food Carts
- Hydroponic System Kits
- Instructional Supplies

#### **Let up** Effective Implementation of Internal Controls

- The FPD-SEA Personnel continue to implement the following internal controls to provide reasonable assurance that the aforementioned Federal grants are being managed in compliance with Federal statutes, regulations and the terms and conditions of the award:
  - Implementation of Automated Employee Time Tracking System Aligned to the time and effort requirements set forth by Federal regulation, all employees funded, in whole or partially, through the aforementioned Federal grants, utilize the automated employee time tracking system to record their time and labor.
  - <u>Capital Improvement Projects Strategic Planning Sessions</u> FPD-SEA personnel participate in weekly Capital Improvement Projects strategic planning sessions conducted by project personnel for relevant activities funded by ESF II SEA and ARP OA SEA.
  - <u>Compliance Review</u> FPD-SEA personnel continue to conduct compliance reviews of the following requests submitted by project personnel related to the implementation of activities:
    - Requisitions
    - Contracts
    - Purchase Order Modifications
    - Invoices
    - Personnel Actions
    - Budget Modifications
    - Service Agreements
  - <u>Professional Development Opportunities</u> FPD-SEA have participated in the following professional development activities to enhance

awareness of roles and responsibilities the implementation of effective internal controls:

- Lessons from the Field: "Supporting Student Health through Nutrition"
  - (October 6, 2021)
- Lessons from the Field: "Strategies for Supporting COVID-19 Vaccination Efforts"
   (November 10, 2021)
- Brustein and Manaseveit PLLC Fall Forum (December 1 3, 2021) (See attachment #7)
- Lessons from the Field: "Addressing Student Behavioral Needs & Supporting their Mental Health"
   (December 8, 2021)
- Graduate School USA Pacific & Virgin Islands Training Initiatives – Grants Management Refresher Certificate (January 11 – 13, 2022) (See attachment #8)
- Souder, Betances and Associates Effective Leadership and Communication Professional Development (January, 2022 – February, 2022)
- 2022 National Elementary and Secondary Education Act Conference: "STEM Focused Sessions" (February 16 19, 2021)
- <u>Timely and Meaningful Technical Assistance</u> FPD-SEA personnel continue to provide timely and meaningful technical assistance, through a variety of means, to project personnel. This includes, but is not limited to, regular technical assistance meetings and email communication on a daily, weekly and monthly basis to ensure activities are implemented, assessed, tracked and conducted within the timelines.
- Based on email communication from the US Department of Education Program
  Office on December 10, 2021, the FPD-SEA has provided guidance to Local
  Educational institutions of the applicability of domestic preference for all
  procurement activities in line with 2 CFR § 200.322: Domestic preferences for
  procurements.
- On February 10, 2022, the FPD-SEA provided guidance to all participating schools of the proper and timely use of US Department of Education Grant Funded Supplies, Materials and Equipment (see attachment #9). School administrators and authorized representatives signed and submitted assurances related to:
  - Use of Federally funded supplies, materials and equipment aligned to the goals and objectives of the respective grant

- Regular use of Federally funded supplies, materials and equipment as items should not be placed in indefinite storage
- School sites unable to utilize Federally funded supplies, materials and equipment within thirty (30) days of receipt are to return the items to the Project personnel for redistribution to alternative educational institutions
- Federally funded supplies, materials and equipment that do not properly function upon receipt are to be reported to Project personnel for replacement and/or troubleshooting with the awarded vendors

# 2. What were the grantee's key challenges this past quarter? GDOE RESPONSE:

Continued 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 school faculty and personnel at the various school sites due to the impacts of COVID-19 and changing educational requirements that created additional stress and burden on existing individuals. In an effort to prevent school site shutdowns due to a significant increase in daily personnel shortages, the Public School District has enacted "Operation Guardian" in which ancillary office personnel are temporarily assigned to substitute classes in an effort to ensure the continuation of in-person, face-to-face instruction for all students (See attachment #10).
  - 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 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.
- <u>Key Grant | Project Personnel and GDOE Local Personnel:</u> To date, GDOE has lost significant 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 ancillary personnel have opted to either retire, relocate and/or assume other employment to minimize work stress, ensure personal and family time is intact, and to minimize their health and safety risks. Employee retention of newly hired full-

time, permanent project personnel and full-time, limited-term personnel has been a challenge over the course of the last two years.

- Over the course of the last few months, 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 (2) State Program Officer (Program Coordinator III)
    - Hired (2) State Program Officer (Program Coordinator II)
    - Temporary detail of (2) State Program Officer (Program Coordinator III) to Child Nutrition Program
    - Resignation of (1) State Program Officer (Program Coordinator II)
  - Local Educational Agency GDOE Public Schools District (Consolidated Grant Application, ESF-SEA, ESFII-SEA, ARP-OA SEA)
    - o Hired (1) Program Coordinator II
    - o Resignation of (1) Computer Technician I
    - Promotion of (1) Program Coordinator III to Health and Human Services Personal Responsibility Education Program (PREP) Discretionary Grant
    - Temporary detail of (1) Program Coordinator III to Capital Improvement Projects Office
- Personnel Recruitment: With limited resources, current professional, administrative and procurement personnel have taken on substantial workloads in addition to their already immense roles and responsibilities thereby leading to longer workdays including weekends and holidays. 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. Recruitment of personnel funded by ESF II SEA and ARP OA SEA continues to be a challenge. FPD-SEA and project personnel continue to find difficulty recruiting, hiring and retaining qualified individuals to provide the necessary assistance at both the ancillary office and school site levels. Employee retention of newly hired full-time, permanent personnel and full-time, limited-term personnel has been a challenge over the course of the last two years.
  - In an effort to remedy this challenge, the GDOE Public School District continues to advertise, interview and ultimately recruit personnel for the following positions:

- ARP Teacher Assistants (48 of 100 Teacher Assistants vacancies)
- ARP Community Program Aides (55 of 100 vacancies)
- Administrative and Procurement personnel (i.e. procurement buyers, property management storekeepers and administrative aides)
- Professional personnel (i.e. Program Coordinator II)
- 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:
  - 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 affected the ability of manufacturers to complete orders.
    - Lengthy IFB/RFP for high value supplies, equipment and contractual services creates further delays.

# 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:

- To combat the various difficulties in hiring qualified individuals to work as Community Program Aides and Teacher Assistants school sites, the GDOE Public School District hosted a job fair to encourage community participation and provide direct information for interested applicants (See attachment #11). Additional job fairs may be offered as a result of the ongoing low recruitment and retention challenges.
- Over the course of the SY 2020-2021 and SY 2021-2022, participating public, charter
  and private-non-public schools have shifted between in-person, face to face instruction
  to remote, online learning and/or offered hybrid learning models, as a result, FPD-SEA
  provides continuous meaningful and timely technical assistance with regard to

repurpose supplies and equipment to support. 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.
- 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:

Conduct a Consultative and Technical Assistance Workshop for all participating Insular Areas to network and discuss:

- Success and challenges in the implementation of ESSER funded activities
- Processes utilized to implement effective internal controls
- Tools and practices to streamline and enhance compliance reviews and procurement efforts
- Provide a determination for the GDOE's waiver request to the Maintenance of Effort submitted December 29, 2021.
- Continuation of the timely communication from U.S. Department of Education Program Office personnel related to prior approval requests, requests for information and technical assistance needs.
- Continued regular and frequent guidance, technical assistance, and correspondences to ensure new and revised US-Ed regulations as it relates to applicable Federal grants pertinent to insular areas and GDOE are complied with accordingly.

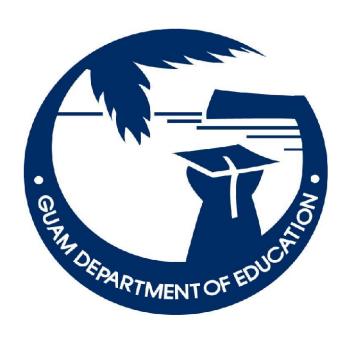
# 5. What are the grantee's technical assistance needs related to these challenges? GDOE RESPONSE:

Provide guidance or technical assistance on how other States or Insular Areas are managing efficient and timely procurement processes.

#### **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.

# **Government of Guam**



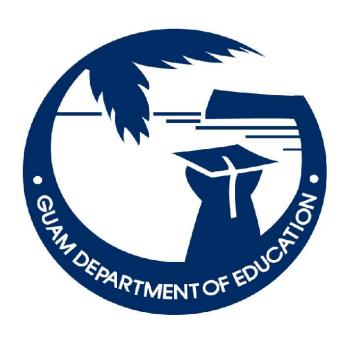
### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP) Appendix A: Attachments #1 - #11

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

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP) Appendix A: Attachment #1

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

https://www.postguam.com/news/local/gdoe-students-return-to-full-in-person-classes-nov-29/article\_fo64fo1a-4c42-11ec-a12a-6b1b27bb95af.html

**EDITOR'S PICK** 

# GDOE students return to full in-person classes Nov. 29

JOLENE TOVES | THE GUAM DAILY POST

NOV 24, 2021



SCHOOL BUS: Department of Public Works school bus driver Anthony Santos stands in front of his bus on Sept. 2 in Harmon. David Castro/The Guam Daily Post

The Guam Education Board has voted for public school students to return to five days a week of in-person learning starting Nov. 29.

The board on Tuesday evening approved resolution 2021-12, which would authorize the return to five days a week of face-to-face instruction.

GEB member and Health and Safety Committee Chair Maria Gutierrez authored the resolution. She said students needed to go back to school. Through the resolution, she pushed for all schools to open on Monday, Nov. 29.

The timing of the return just a few weeks before Christmas break was questioned by some of the board members.

GDOE had planned for high school students to return to in-person classes full-time on Dec. 1, while middle school and elementary school students would return on Jan. 3.

Guam Federation of Teachers president Tim Fedenko asserted that the union opposed the Dec. 1 date, further indicating that the union was not consulted on the details of the resolution.

Before the board vote, he called for the timeline to be delayed until after Christmas break to allow elementary school students who only recently became eligible for the COVID-19 vaccine to become fully vaccinated.

Fedenko pointed out that the holiday season brings family gatherings, which could potentially result in a spike in COVID-19 cases.

GEB member and Dededo Mayor Melissa Savares said a phased-in return could present challenges for families who rely on their high school students to care for and monitor younger siblings while parents are at work, she said.

GDOE Superintendent Jon Fernandez and other officials have noted concerns that students are falling behind. Public school students haven't had a full year of learning since the 2019-2020 school year.

#### **JOLENE TOVES**

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #2

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

https://www.postguam.com/forum/editorial/practice-simple-ways-to-stem-rapid-rise-in-covid-19cases/article\_d39fc57a-7435-11ec-a9f8-5b7fd31e8e12.html

#### **EDITORIAL**

# Practice simple ways to stem rapid rise in COVID-19 cases

THE GUAM DAILY POST JAN 14, 2022



GETTING A SHOT: Maria A. Ulloa Elementary School second grade student Leon Payne, 8, receives his second dose of a CO vaccine Wednesday from FEMA nurse Mia Vu, left, during a vaccination outreach clinic at the school. Dontana Keraskes/The Guam Daily Post

In a week's time, Guam's new COVID-19 daily case count nearly tripled from 189 on Jan. 4 to 516 on Tuesday.

Two weeks ago, our tally for new COVID-19 infections was minimal, at 30 new cases.

And we still don't have official confirmation the omicron variant is here.

Even before the rapid spread in recent days, local health officials have assumed the omicron variant has reached our shores; we just don't know the extent of its contagion.

Full vaccination and a third or booster shot have been the mantra of our elected officials.

Mask-wearing, too, is crucial, they say.

Simple, but can be effective

Wearing a face mask to keep variants of the virus that causes COVID-19 from entering our bodies by breathing or inhaling the particles is one of the most simple ways to keep us from getting COVID-19, and it's the solution that does not entail putting chemicals into our bloodstream.

But as simple as mask-wearing is as a deterrent, there are many of our fellow Guamanians who go out and about, mingle with crowds, go to shopping centers, grocery stores, restaurants, post offices and customer service lines without realizing they're not wearing their masks properly.

Some are aware but sometimes don't take the very brief time to correct the problem.

For masks to work, both nose and mouth should be covered and the mask should be snug so that the sides and under the chin do not become pathways for the virus to infect us or those around us. A lot of times, people are seen with masks below their nostrils, and that defeats the purpose of mask-wearing.

Both mouth and nose should be covered by a face mask, according to the U.S. Centers for Disease Control and Prevention.

#### Cloth masks OK, but must have double layers

And while many have said cloth face masks don't work, the CDC says masks made of cloth do provide protection provided they are at least two layers thick.

There are specially labeled "surgical" N95 respirator masks, but the CDC cautions people not to use them "as those should be prioritized for health care personnel." The last thing we want to see is the hoarding of N95 respirator masks that would deprive health care workers of access to these masks.

The CDC also cautions against using masks made of material such as vinyl that makes it hard to breathe.

And masks that have vents should not be used because they allow particles through, according to the CDC.

Mask-wearing is recommended for most people - including children 2 years old or older and adults.

Children's masks should fit their small faces, the CDC says.

But there are people and instances when masks should not be worn.

The CDC says masks should not be worn by:

- · Children under 2 years of age.
- · A person with a disability who cannot safely wear a mask, for reasons related to the disability.
- · A person for whom wearing a mask would create a risk to workplace health, safety or job duty.

#### Number of hospitalizations low

On the upside, while the infections are spreading rapidly, the severity of most of the cases has not risen to a level that would overwhelm Guam's fragile health care system. During the peak of the delta variant infections and hospitalizations last year, the number of hospitalizations exceeded 100 a day.

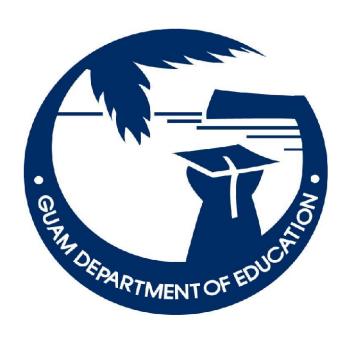
On Wednesday, there were 17 hospitalized COVID-19 patients. One of those required intensive care.

Guam's rate of hospitalization is much better for the vaccinated - at seven hospitalized patients for every 100,000 in our population, according to the government's Joint Information Center.

For people who are not fully immunized, the rate of hospitalization is 80 per 100,000 residents, according to JIC.

"The risk of being hospitalized for COVID-19 is about 11 times higher for the unvaccinated as compared to the vaccinated," JIC added.

# **Government of Guam**



### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #3

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

 $https://www.postguam.com/news/local/gdoe-stays-open-catholic-schools-go-remote/article\_1514d34c-78fo-11ec-9b5b-1b81fb42oe5o.html\\$ 

**EDITOR'S PICK** 

# GDOE stays open, Catholic schools go remote

JOLENE TOVES | THE GUAM DAILY POST

JAN 20, 2022



**IN-PERSON LEARNING:** A line of buses wait for students in front of the Inalåhan Middle School Tuesday. Inalåhan and other public schools will continue face-to-face classroom learning. David Castro/The Guam Daily Post DAVID R. CASTRO

While students of Guam's Catholic schools transition to distance learning today, the Guam Department of Education is exhausting all efforts to keep students in classrooms and avoid another COVID-19 pandemic disruption.

Catholic schools are expected to continue with distance, or online, learning through Feb. 7, according to the Archdiocese of Agaña.

Father Val Rodriguez, superintendent of Catholic Education, with the concurrence of Archbishop Michael Byrnes, took the measure to help "prevent the spread of COVID-19," the press release states.

Rodriguez met with principals of all 13 Catholic schools and the Archdiocese of Agana's COVID-19 liaison Cathy Rivera Castro Wednesday morning.

"School administrators will communicate to their parents, students, faculty, staff and overall school community respectively regarding specific details, such as class schedules and pick-up of class materials," according to the press release.

Both the Catholic School System and GDOE are closely watching the number cases in the community.

GDOE reported 61 student cases and nine employee cases on Tuesday and another 53 student cases and 10 employee cases on Wednesday. This brings the number of active student cases to 130 and 23 active employee cases for the week.

Shutting schools isn't something GDOE wants to do as students have missed 24 days of instruction - about a month's worth of education - in the first half of the school year, officials reiterated.

At the peak of the delta wave, from August to September, GDOE's 41 schools abruptly closed their doors by order of the governor, and students were transitioned to online learning. Students only returned to the classrooms for the full week on Nov. 29, 2021.

#### Out sick

GDOE is balancing employees who are out sick with COVID-19, or out for required quarantine after coming into close contact with someone who tested positive.

"Since last week we have been seeing the increase in requests for support from all of our schools," GDOE Superintendent Jon Fernandez said.

"As we do that, we are going to be continuing to work with the schools to provide as much support as we can and with Public Health to make sure that the guidance we are implementing is the right guidance and hopefully it can help minimize the disruption at the school sites," he said.

He was referring to the recent Public Health guidance which cuts isolation time down to five days for most, as opposed to the previous 10-day period.

"The guidance that has been put out is really going in the direction of less restrictive measures being implemented, especially for those who have been vaccinated or vaccinated and boosted," Fernandez said.

GDOE is relying in part on its COVID-19 mitigation and response plan to address staffing shortages across the district.

"We've developed a process that we hope will help during the interim. ... As we identify shortages in the morning, we've identified employees at the central office who are being deployed to go out to these schools," Fernandez said.

But this new surge, which has been attributed to the omicron variant, is causing a hitch in their plans.

"It's definitely not as straightforward as prior COVID-19 waves," Fernandez said.

That means GDOE will need to continue to review and discuss guidance with health officials. So far, GDOE has said employees don't need a Public Health certificate to return to work. He said an internal clearance form from school nurses may be considered.

"But, right now the protocols that we implement continue to require us to have to have employees stay at home. Right now we are able to maintain operations. It's a day-by-day operation," Fernandez said.

### Options for classes, schools

But should there be a staffing shortage at any of the public schools, Fernandez said they're prepared for that scenario.

"The schools do have a risk assessment tool in place at which point if they are unable to get sufficient support for their staff shortage they are able to recommend closure," Fernandez said.

The closure could be by class, classes or a full school closure. He said GDOE hasn't reached that point.

If ever it does, Fernandez and his team will make the final call.

#### Weekly testing

GDOE is also trying to ensure that employee testing causes least disruption to the school day. GDOE last reported 174 employees testing weekly for COVID-19.

"We think that if we have the capacity internally and the supply of test kits then we can execute this more quickly for our employees and have them return to work much sooner," Fernandez said.

He said they are working on getting the necessary authority and consent forms needed.

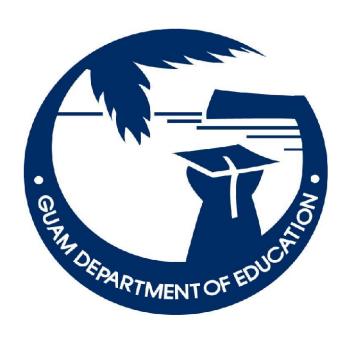
He said they are also discussing the need for additional staff to be trained and deployed at the school level to support any expanded testing initiative.

"We are in discussion about the community program aides that we are hiring at the school sites to train them to be able to support expanded testing that can be offered at the schools in place of the other government designated testing sites," Fernadez said.

It's an effort GDOE hopes to be able to implement soon.

**JOLENE TOVES** 

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #4

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

https://www.postguam.com/news/local/gdoe-we-are-going-to-have-books-for-every-singlestudent/article\_1d190780-3079-11ec-aeb8-df128955686d.html

**EDITOR'S PICK** 

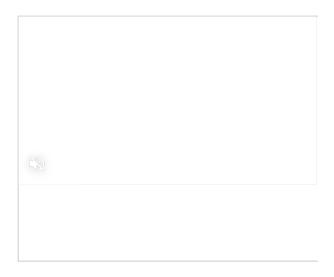
# GDOE: 'We are going to have books for every single student'

JOLENE TOVES | JOLENE@POSTGUAM.COM OCT 24, 2021

For the first time in a long time, the Guam Department of Education finally has the money to update its hard copy instructional materials - to include 15-year-old textbooks.

The days of teachers having to create a lesson plan from scratch or surf the internet for resources to support their lessons will soon be over, as GDOE has started to receive and distribute hard copy instructional materials.

"For the first time in a long time, we are going to have books for every single student, we are going to have computers for every single student, we are going to have supplies for students and teachers so they don't have to pull out of pocket," Sanchez said.



Sanchez said the funding for hard copy instructional materials will last as long as the federal funding - which is three years. But, the assets are expected to last beyond that for six years or more.

"Some of these computers, if we take care of them they can last up to 10 years. We can do a really good job in keeping technology useful. And then our books - teachers think I joke about this, because I say the books will last us the next 15 years. But, I said that's because that's how old our current books are," Sanchez said.

In fact, some of the textbooks in use at GDOE's 41 public school today, are over 15 years old. But, the reason that they are still being used has little to do with their viability and more to do with GDOE's repeated budget shortfalls over the years.

"We don't have the money to replace books on an annual basis. It's kind of like deferred maintenance, if you don't have it on an annual basis you just accumulate all of these rusted materials and broken-down materials." Sanchez said. "It's the same thing with books."

In previous years, GDOE reported over \$30 million in budget shortfalls. This fiscal year, purse strings were even tighter with a shortfall of \$25 million in covering educational expenditures.

Throughout the years, GDOE has only been allotted \$1.5 million for books on an annual basis, the funds have not been enough to keep the materials updated.

"In order to replace a set of books costs over \$6 million, so one year we don't have and the next year we don't have it, so we never accumulate," Sanchez said.

Because the local appropriations aren't enough to buy books and the funds can't roll over, GDOE has only had the ability to replace missing books and purchasing small sets for some subject areas.

"We have never been able to purchase full sets, this is the first time in a long time. I've been with GDOE for the last 25 years, so this is the first time we have been able to buy English and language arts books for every single student," Sanchez said.

With federal funding, hard copy textbooks and ebooks for reading and writing, as well as math, science and social studies are all headed for students' hands.

"The teachers who have received them are really excited because they actually have it in their hands; it's tangible. The English, language arts and math teachers should already be online, we gave them the electronic resources already," Sanchez said.

However, not all the hard copy instructional materials have been received, which means some teachers are still skeptical that they'll get books this school year.

"The good thing about it is that with the English, language arts and math teachers, because they have it in their hands, they can start sharing it with their colleagues," Sanchez said.

It helps to build hope that books are on the way.

"There's more hope as opposed to last year when we told them we ordered it and it's coming soon. Procurement is frustrating to understand because it takes so long to get the materials, but once they come in, there's so much excitement. Because a lot of teachers have resources that quite frankly, they didn't have in a really long time," Sanchez said.

He said that the lack of resources has forced many teachers to devote extra time and money to gathering instructional resources.

"It is time consuming, but now that they have a lot of materials that they can pull from, pick and choose for their class, it can be used as a springboard for them to develop other materials. We know they appreciate the help because this will save them a lot of time and help them with alignment of curriculum among their colleagues. Ultimately, it will give them the time to focus on actual instruction as opposed to having to develop all these materials from scratch," Sanchez said.

Elementary and middle schools require about 3,000 books per grade level. The number of books needed for secondary schools depends on the course, and ultimately the school administrators identify how many books are needed, Sanchez said..

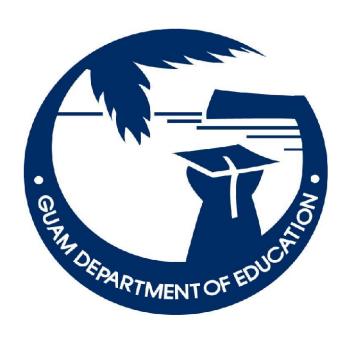
"The idea is for a core subject area, it's going to be between 27,000 to 30,000 books. Keep in mind, that our student population has gone down substantially, so, there may be some books that have to be stored," Sanchez said.

According to preliminary student enrollment numbers, there are roughly 26,000 students in GDOE schools. The department is purchasing enough books to cover a set for each student and a set for classrooms in the core subject areas.

"For the first time in a long time, we are going to have books for every single student, we are going to have computers for every single student, we are going to have supplies for students and teachers so they don't have to pull out of pocket." Joseph Sanchez, Deputy Superintendent Department of Education.

**JOLENE TOVES** 

# **Government of Guam**



#### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #5

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

https://www.postguam.com/news/local/gpa-gdoe-kick-off-partnership-for-school-infrastructureprojects/article\_15cf9240-3318-11ec-9c5c-of125287f620.html

# GPA, GDOE kick-off partnership for school infrastructure projects

BY JOHN O'CONNOR | THE GUAM DAILY POST

OCT 26, 2021



WORK: Brandon Mesa, Guam Power Authority line installer/repairer apprentice stands on the top of a power pole as he makes repairs to the pole struck by a commercial vehicle on Oct. 21 in Mongmong. David Castro/The Guam Daily Post DAVID R. CASTRO

A memorandum of agreement for engineering and management services between the Guam Power Authority and Guam Department of Education has been executed.

GPA General Manager John Benavente met with GDOE Superintendent Jon Fernandez to discuss how the power utility can assist with implementing capital improvement projects and maintenance projects. Thursday marked the kick-off meeting for the partnership.

Funding for the projects will come from American Rescue Plan grants and Coronavirus Aid, Relief, and Economic Security Act moneys, but mainly from ARP funds.

GDOE has a specific timeline to complete these projects and does not currently have the engineering expertise to see these projects through, according to GPA.

"In the weeks ahead, key members from both agencies will meet to discuss processes moving forward," the utility stated.

The Consolidated Commission on Utilities authorized GPA to enter into an MOA with the education department back in August.

According to the authorizing resolution, GDOE has an opportunity to plan and execute up to \$250 million of CIPs over the next three years, and \$170 million in ARP funds for projects identified in the GDOE master plan must be obligated by September 2023 and completed by the September 2024.

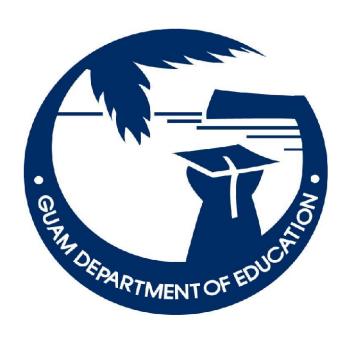
A partnership between the two entities will assist GDOE with expertise and experience, coupled with the substantial ARP funding, to improve the infrastructure among the island's public schools, according to the resolution.

The term of the agreement is for five years and can renewed upon termination, the resolution stated.

#### JOHN O'CONNOR

Reporting on utilities, education and other topics.

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #6

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

https://www.guampdn.com/news/aspire-eskuelan-puengi-offered-for-students/article\_726c947c-3218-11ec-8a2a-2be08e51d7ca.html

# ASPIRE, Eskuelan Puengi offered for students

Pacific Daily News Oct 21, 2021



Superintendent Jon Fernandez is shown in this Aug. 5, 2021, photo. PDN FILE PHOTO

Find out where you can get booster shots, tests or vaccines for COVID-19 this week, based on information provided by Joint Information Center.

By Elyssa Cuevas/PDN

Elementary and middle school students who need extra academic support can participate in the Guam Department of Education's After-School Program for Instructional Remediation & Enrichment, or ASPIRE, beginning Monday.

Also beginning Monday, high school students who lack credits can participate in Eskuelan Puengi, or night school, according to the department.

The ASPIRE program is designed for student grades pre-kindergarten through eight. It offers additional classroom instruction, support and time on skills taught during the regular instructional hours. It also provides students opportunities to join activities they normally would not be able to participate in during the regular school day.

ASPIRE will take place after school Monday through Thursday and will only be offered for in-person instruction.

Participating students will attend on their designated cohort days. Interested parents should contact their children's schools to register.

For high school students, Eskuelan Puengi is designed as a credit recovery program for students in grades nine through 12 who lack 0.5 or more credits. This program supports motivated students to earn credits in order to remain on track for graduation. Courses for advancement will be offered, but course selection is limited.

Eskuelan Puengi will combine synchronous and asynchronous instruction for online and in-person instruction. Synchronous instruction, either in-person or online, will occur for at least one hour on the student's designated cohort days. Asynchronous instruction and assistance will be scheduled. Students and parents may address matters of accommodations with teachers.

The fall session of Eskuelan Puengi will be divided into two five-week sessions, Oct. 25 to Nov. 26 and Nov. 29 to Jan. 12, 2022.

#### Contact numbers are:

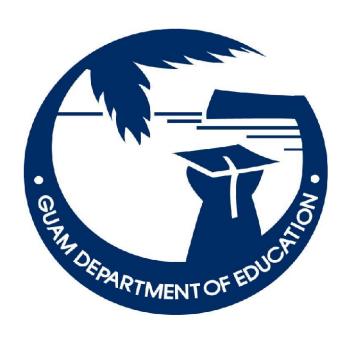
George Washington High School: 671-734-2911.

- John F. Kennedy High School: 671-642-2100.
- Okkodo High School: 671-300-1870.
- Simon Sanchez High School: 671-635-2313.
- Southern High School: 671-479-2103.
- Tiyan High School: 671-300-5570.

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# **Government of Guam**



#### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #7

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

The Cosmopolitan Hotel – Clark County, NV December 1-3, 2021

#### Tuesday, November 30, 2021

3:30 – 6:00pm Early Forum Check-In (All Attendees)

#### Wednesday, December 1, 2021

7:00 – 8:30am Pre-Session Registration (Pre-Session Attendees ONLY)

**Breakfast (Pre-Session Attendees ONLY)** 

8:30 – 11:00am Concurrent Pre-Sessions

#### **Pre-Session 1**

Stop, in the Name of EDGAR! (State Education Agencies and Pass-Through Entities) *Michael Brustein and Bonnie Graham, Brustein & Manasevit, PLLC* 

This pre-session will provide an overall review of the specific sections of the Education Department General Administrative Regulations (EDGAR) and the General Education Provisions Act (GEPA) that apply to state educational agencies and pass-through entities, focusing on responsibilities and flexibilities that exist in the law.

#### **Pre-Session 2**

Here, there, and everywhere: EDGAR Updates for Everyone Else (LEAs, IHEs nonprofits, etc. Steven Spillan and Tiffany Kesslar, Brustein & Manasevit, PLLC

This pre-session will provide an overview of the responsibilities and EDGAR updates that subrecipients must meet, including rules related to allowability, financial management, procurement and inventory management.

The Cosmopolitan Hotel – Clark County, NV December 1-3, 2021

## Wednesday, December 1, 2021

10:00 – 4:00	Fall Forum Check-In (All Attendees)
1:00 – 1:15	Oh Happy Day! (Welcome) Tiffany Kesslar, Brustein & Manasevit, PLLC
1:15 – 1:45	<b>Biden's Priorities</b> Chris Soto, Senior Advisor to the Secretary, U.S. Department of Education ( <i>invited</i> )
1:45 – 2:45	You Can't Hurry Congress?: What's Next for the Biden Administration Julia Martin and Kelly Christiansen, Brustein & Manasevit, PLLC
2:45 – 3:15	Break
3:15 – 4:15	OIG Updates and Initiatives Keith Cummins, Office of Inspector General, U.S. Department of Education
4:15 – 5:00	Federal Grants Management Oversight: Debunking the Myths Michael Brustein, Brustein & Manasevit, PLLC
5:00 - 6:00	Networking Reception

The Cosmopolitan Hotel – Clark County, NV December 1-3, 2021

## Thursday, December 2, 2021

7:00 – 8:30	Continental Breakfast
8:30 – 9:15	Risk Considerations for COVID Relief Programs  Mark Robinson, Risk Management Service, U.S. Department of Education (invited)
9:15 – 10:15	I Get Around: ESSER/HEERF Administrative Challenges and Best Practices Moderator Bonnie Graham; Panel of State, LEA and IHE Representatives
10:15 – 10:45	Break

#### **CONCURRENT BREAKOUT SESSIONS**

	General Grants Management	Postsecondary/ Perkins/ WIOA/ HEERF	ESEA/ESSER Compliance	Special Education/ Special Populations		
10:45 - 12:00	Federal Grants Management Test Andrew Ball and Aaron Kramer Brosnan Introductory Session	The Most Challenging Issues in Implementing Perkins V Michael Brustein and Steven Spillan Intermediate Session	Help Me, ESSER! Hot Topics and Updates Julia Martin and Tiffany Kesslar Intermediate Session	Recent OSEP Guidance on Serving Students with Disabilities Jennifer Mauskapf and Madelaine Cleghorn Intermediate Session		
Lunch (12:00 – 1:30)						
1:30 - 2:45	Twist and Shout! EDGAR Hot Topics Steve Spillan Intermediate Session	WIOA and ARP Michael Brustein and Aaron Kramer Brosnan Intermediate Session	Equitable Services and EANs Bonnie Graham and Andrew Ball Introductory Session	IDEA Fiscal Hot Topics Tiffany Kesslar and Madelaine Cleghorn Intermediate Session		
Break (2:45 – 3:15)						
3:15 - 4:30	Time and Effort Requirements and Flexibilities Steve Spillan and Aaron Kramer Brosnan Intermediate Session	HEERF Updates Bonnie Graham and Andrew Ball Intermediate Session	Student Counts and Other Data Challenges Julia Martin Introductory Session	Office of Civil Rights Jennifer Mauskapf Introductory Session		

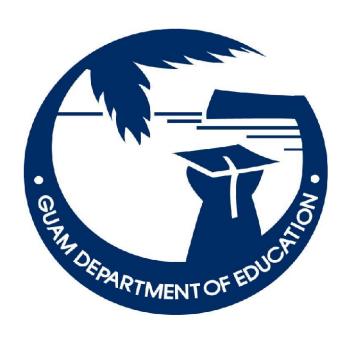
www.bruman.com #brumanforum Page 55 of 75

The Cosmopolitan Hotel – Clark County, NV December 1-3, 2021

## Friday, December 3, 2021

7:00 – 8:30	Continental Breakfast
8:30 - 9:30	How Sweet It Is to Claim Indirect on Stimulus Funds Bonnie Graham, Brustein & Manasevit, PLLC
9:30 – 10:00	What a Wonderful Stimulus Monitoring Process Steven Spillan, Brustein & Manasevit, PLLC
10:00 – 10:30	Break
10:30 – 11:15	Come Together! Braiding Stimulus Funds for Sustainability Tiffany Kesslar, Brustein & Manasevit, PLLC
11:15 – 12:00	<b>Title IX: Court Cases, Interpretations, and Regulatory Updates</b> Julia Martin, Brustein & Manasevit, PLLC
12:00 – 12:30	Questions and Answers Panel Brustein & Manasevit, PLLC Attorneys

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #8

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



# Grants Management Refresher Course 3-day virtual course



#### **COURSE DESCRIPTION**

The Grants Management refresher course will provide updated information about grants, including the responsibilities of recipients and key tasks that must be completed during the project period. This course will be most informative for administrative and program staff from organizations that were awarded supplemental funds or a new grant award. It will also be relevant for new staff on existing grants who do not have extensive experience in grants management.

This 3-day virtual course will provide updated information about how to implement grants using the uniform guidance and examples of funding opportunity announcements and continuation guidance. You will learn about how grantors have shifted their focus from compliance to improved performance.

The structure of this course calls for 2-hour daily virtual sessions over a three-day period.



#### WHAT YOU WILL LEARN

After successful completion of this course, participants should be able to:

- Understand the key roles and responsibilities of grantor staff and recipients.
- · Perform tasks during the lifecycle of the grant
- Implement effective strategies for grant management
- · Make program changes as needed
- · Reference the financial requirements for implementing grants
- · Prepare for audits



#### WHO SHOULD ATTEND

This training is most relevant for staff who are involved in the programmatic and/or financial management of grants.



#### **TUITION FEES**

With funding support from the United States Department of the Interior, Office of Insular Affairs, courses are available free of charge for government accountability professionals within the insular areas. The course fee is waived and there is no cost to register and attend, Professionals who do not meet the above criteria, please contact *info@pitiviti.org*.



#### January 11-13, 2022

January 10-12, 2022 (for American Samoa, Hawaii, US Virgin Islands)



**6 CPE Credits** 



# REGISTER NOW

https://learn.pitiviti.org/120



#### ADD TO CALENDAR

https://www.addevent.com/ event/Mg10443597









#### **COURSE DATE AND TIME**

This course will take place on January 11 through January 13, 2022 (Guam time). Specific training times for each jurisdiction follow below:

	Palau	01/11-13	9:00 a.m. – 11:00 p.m.
<b>② ♦ ●</b>	Guam	01/11-13	10:00 a.m. – 12:00 p.m.
<b>(1)</b>	Kosrae, Pohnpei	01/11-13	11:00 a.m. – 1:00 p.m.
•	RMI	01/11-13	12:00 p.m. – 2:00 p.m.
	American Samoa	01/10-12	1:00 p.m. – 3:00 p.m.
=	Hawaii	01/10-12	2:00 p.m. – 4:00 p.m.
VI	US Virgin Islands	01/10-12	8:00 p.m 10:00 p.m.



#### **INSTRUCTOR**

#### **David Rykken**

David Rykken has more than 20 years of experience in public service working with all levels of government. He has worked for HHS at headquarters in DC for the last 12 years as a Supervisory Management Analyst, a Senior Emergency Management Specialist and a Supervisory Public Health Advisor.

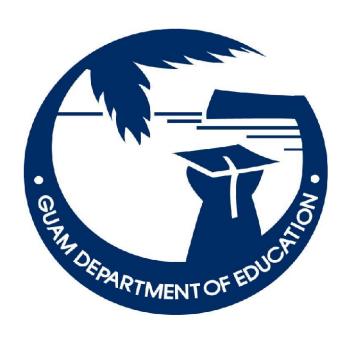
Prior to working for HHS, David was the Chief of the Ancillary Services in the Republic of Palau. In addition to his experience in health care administration, he has spent several years doing overseas development work in African and Asian countries and has taught business and English courses in Indonesia, Thailand and Turkey.

David has a Postgraduate Diploma in Public Health Leadership and Management from the Fiji School of Medicine, an MPH in Policy and Administration from the University of North Carolina and a Diploma from the United States Naval War College as well as a BA from St. Olaf College and a teaching certification in ESL.

David has organized and conducted HSEEP, NIMS, OSHA, Hazmat, Grants Management, First Responder, Communications and other competency-based trainings. He has taught all of the Graduate School courses that lead to the Certificate in Grants Management and stays current on issues related to oversight and monitoring of contracts and grants.



# **Government of Guam**



#### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP) Appendix A: Attachment #9

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

# JON J.P. FERNANDEZ

# GUAM DEPARTMENT OF EDUCATION FEDERAL PROGRAMS DIVISION

State Agency for USEd Grants

501 Mariner Avenue, Barrigada, Guam 96913 Telephone: (671) 475-0470/300-1267 Fax: (671) 477-4587 OERAR MENT OF EQUICATION

IGNACIO C. SANTOS Federal Programs Administrator

FEB 10 2022

#### MEMORANDUM

Superintendent of Education

TO: Project Managers, Guam Department of Education

**Division Heads** 

All School Administrators

FROM: Federal Programs Administrator

Subject: US Department of Education Grant Funded Supplies, Material and Equipment

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) Federal Program Division (FPD), which serves as the State Educational Agency, is ultimately responsible for the administration and oversight of the Consolidated Grant Application (CGA), 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) and various US Department of Education Discretionary Grants.

Each division/educational institution must promptly and immediately utilize all items and adhere to the following guidance. To ensure the proper implementation and the prevention of fraud, waste, and abuse:

- All Federally funded supplies, materials, and equipment shall be aligned to a respective approved applications in order to meet the goals and objectives of the grant;
- 2. Regular use of supplies, materials, and equipment may not to be placed indefinitely in storage spaces at either the work site or designated distribution sites (i.e. property management warehouse or central ancillary offices);
- 3. Work sites unable to utilize supplies, materials, and equipment within thirty (30) days of receipt are to return such items to the Local Educational Agency (LEA) project for redistribution to work sites with the capacity to utilize and implement these items;
- 4. Supplies, materials, and equipment that do not properly function are to be reported to the Project Lead for their return and/or replacement.

All participating educational institutions are required to sign the attached Assurance Form stating that the aforementioned supplies, materials, and equipment are being used for their intended purpose. Please submit the attached assurance no later than Thursday February 17, 2022 via email at federal-programs@gdoc.net. Should you require any assistance or further clarification, please contact your respective Senior State | State Program Officer. Please be guided accordingly.

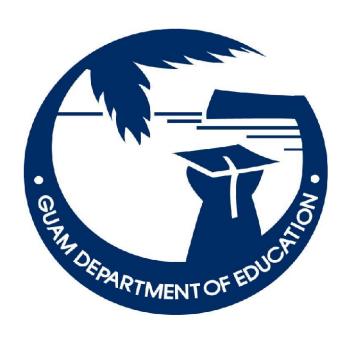
Federal Programs Administrator

Attachments

cc: Chief State School Officer | Superintendent of Education

Deputy Superintendent of Finance & Administrative Services

# **Government of Guam**



#### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP) Appendix A: Attachment #10

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

https://www.guampdn.com/news/guam-department-of-education-launches-operation-guardian/article\_1ecc4496-8193-11ec-b9f8-ff253ddd31b6.html

FEATURED

## Guam Department of Education launches 'Operation Guardian'

By Julianne Hernandez Pacific Daily News Jan 30, 2022



F.B. Leon Guerrero Middle School staff collect, exchange and distribute hard-copy resource material with parents of students on Sept. 18, 2020.

PDN file photo

With the latest surge of COVID-19 cases, the Guam Department of Education is using employees from the department's central office to fill temporary teacher vacancies.

"We can't leave students in the classroom by themselves. They have to have an adult present in the classroom to ensure that they're safe, and that the lesson plan that the teacher has left is executed," said Deputy Superintendent Erika Cruz. "That's been the struggle for DOE. I'm not gonna lie about that."

Over the past few weeks, the central office has placed between 30 to 60 employees daily in response to school requests. Some of the central office employees don't have experience teaching students, Cruz said.

Since Christmas break, an increased number of students and teachers have tested positive for COVID-19. Staffing has been affected by the time it takes employees to get tested, obtain their results and be cleared to work.

Schools traditionally rely on substitute teachers, teacher assistants and community program aides to cover classes or help with supervision. Out of 41 schools, between five and 15 need help each day.

# 'Operation Guardian'

To maintain face-to-face instruction, the department's Student Support Services Division established "Operation Guardian," a short-term measure to help schools deal with the current surge in new cases.

Every morning, schools submit information about the number of staff needed to assist on-campus, and central office staff members are placed in the schools. Staff members include social workers, program coordinators, accountants, district psychologists or school resource officers.

Cruz said it's the first time Guam DOE has sent employees from the central office to schools to avoid shutting down schools.

"We know that the best thing for our students is to remain in school, to be able to be taught face-to-face. We appreciate our division heads allowing these employees to help assist, even if it's a couple hours, or even the whole day assisting," she said.

## Public health

In the meantime, the department will continue to work with the Department of Public Health and Social Service to review the updated public health guidance and to address obstacles affecting the safe return of employees to the workplace.

Although the department doesn't intend to shift the entire school system to remote learning if the situation worsens, the department does have contingency plans in the event that the numbers increase further, and central office support cannot be sustained.

Superintendent Jon Fernandez said the plans include shifting one or two schools to remote learning, and then moving the staff from those schools into other schools in need of support to avoid further disruption to face-to-face instruction.

"It's a learning process as we go on. The resources that we have at the central office, if we're able to deploy them, we're going to deploy them just to keep schools open," Cruz said.

Contact reporter Julianne Hernandez at jhernandez@guampdn.com or 671-488-1439.

### Julianne Hernandez

# **Government of Guam**



## **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix A: Attachment #11

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

https://www.postguam.com/news/local/gdoe-looks-to-fill-387-vacancies-at-nov-20-job-fair/article\_fd7b47o6-45ce-11ec-bb7d-7fe6c5a885f6.html

# GDOE looks to fill 387 vacancies at Nov. 20 job fair

JOLENE TOVES | JOLENE@POSTGUAM.COM

NOV 18, 2021



**INTERVIEW:** The Guam Department of Education is hosting a job fair on Nov. 20 at Okkodo High School. In this June 2019 photo, Okkodo High School Assistant Principal Emily Meno, left, conducts an interview with an applicant as an equal opportunity representative, Anita San Nicolas, right, observes during the annual GDOE Job Fair. Post file photo

The Guam Department of Education is hoping to fill 387 critical student support positions with the help of the Nov. 20 job fair.

These positions are necessary as GDOE prepares to bring roughly 26,000 students back to campus classrooms five days a week.

Applicants can pre-register and find the employment application at <u>GDOE.net</u>. Deadline to submit an application for the job fair is 5 p.m. Friday, Nov. 19.

The job fair will be held at Okkodo High School from 9 a.m. to 3 p.m. Nov. 20.

The following positions are being advertised for employment with GDOE:

- Community Program Aide I, \$10.14 per hour
- Community Program Aide II, \$11.14 per hour
- On-Call Substitute teacher I, \$11.14 per hour
- School Aide I, Part-Time, \$10.14 per hour

Deputy Superintendent of Operations, Erika Cruz said GDOE has 120 school aide vacancies, 50 community program aide I vacancies, 50 community program aide II vacancies, 87 on-call substitute vacancies and 32 elementary level teacher vacancies and 48 secondary level teacher vacancies.

Applicants will be interviewed onsite at the job fair, Cruz said. And they will have school administrators and Equal Employment Opportunity officers present during the interviews.

GDOE officials hope the job fair will expedite the hiring process and get the personnel assigned to schools.

"As we go back to five days of instruction we want to make sure that we want to shore up our assistance at the school level. So these are the positions that we are currently going to interview for," Cruz said. "So that we can support our schools with the shortage of employees that they currently may be experiencing, especially with the need for physical distancing. We want to make sure that there are adults outside constantly reminding our students about the physical distancing and the 3W's, wearing your mask, watching your distance and washing your hands."

Interested applicants should attend the job fair dressed for an interview. Applicants will meet multiple school principals or project directors depending on the position applied for.

A job interview referral will be provided to qualified applicants.

Pre-registration for the GDOE job fair is required and filing out the employment application ahead of time is encouraged.

"If they were prepared with an application, as well as a resumé, that would help," Cruz said. A letter of recommendation, though not required, would also be "good to have."

#### **JOLENE TOVES**

# **Government of Guam**



#### **QUARTER 2 PROGRESS UPDATE**

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

GDOE | Rural, Insular, Native Achievement Programs (RINAP)
Appendix B: Sample Photographs

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

Picture 1: Hard Copy Instructional Materials procured with ESF - SEA funds Distributed to Classrooms



Picture 2: Laptop Technology Supplies Tagged and Received by School Sites for Classroom Distribution located at George Washington High School



Picture 3: Project and school personnel utilize Delivery Vehicles to distribute and receive consumable PPE supplies and materials located at Finegayan Elementary School



Picture 4: Air Ventilation Systems installed by vendor and validated through field site inspection located at F.B. Leon Guerrero Middle School



