

**TRANSITION SUBCOMMITTEE FOR EDUCATION
THE NEW DIRECTION/ I NUEBU NA CHALAN**

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I. LETTER OF TRANSMITTAL

December 23, 2010

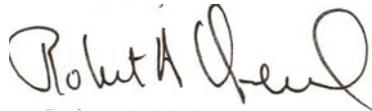
Dear Governor-Elect Calvo and Lt. Governor-Elect Tenorio,

It is our honor to have been asked to participate in the Transition Subcommittee for Education (TSE). We have had extensive discussions and given the five agencies under our purview ample opportunity to provide input and explain their challenges. We have taken to heart your campaign platform and want to work with you to chart a New Direction; I Nuebu na Chalan for the island. Our report is organized on the assumption that you wanted input that was realistic as well as useful for the duration of your administration.

We welcome the opportunity to review the progress of the implementation of our recommendations with you and your staff in the future. We propose a meeting after the first quarter of your administration to review and revise the recommendations as you may see fit.

Congratulations on your victory and si Yu'os ma'ase' for thinking of us in this very important and significant endeavor and assignment.

Sincerely,



Robert A. Underwood, Chair

Members

Tim Watson
Steve Protasio
Mary Okada
Gina Ramos
Roland Taimanglo
James Martinez
Troy Torres

Associates

Karri Perez
Robert O'Mallan
Sam Mabini
Sonia Suobiron
Taling Taitano
Sandra Stanley
Nerissa B. Underwood
Joe Baza
Teresita Kinnimen
John McGrew

II. STATEMENT OF PHILOSOPHY AND OPPORTUNITY FOR A NEW DIRECTION

We are at a time of great transition in our development as an island society. It is a moment when we recognize that there is some disorientation, but great potential for creativity. In the social sciences, it was first used as the description of the transitional phase in rites of passage that exist in various cultures. This is the time of change and expectation that is sometimes referred to as a period of liminality or a liminal moment. We are at such a point for the entire island and for our educational institutions.

The community of Guam is fortunate at this time in terms of educational leadership. The leadership of the three main educational institutions is held by individuals with strong leadership skills that have been tested in a variety of ways. Dr. Mary Okada has been President of the Guam Community College (GCC) since 2007. She has given the institution new energy and vitality which is evident in enrollment growth and the transformation of the campus. Her contract was extended recently for another three years and the renewal expires on June 15, 2013. Dr. Robert Underwood became the 10th President of the University of Guam (UOG) in 2008. UOG has since received accolades from external accreditation agencies, experienced continued enrollment growth and accelerated external funding opportunities. The 'natural choice' effort has helped to renew confidence in the institution by the general public. His term expires on May 19, 2011. Dr. Nerissa Underwood became Superintendent of the Guam Department of Education (DOE) in July 2008. The challenges experienced by the DOE in finances, facilities and highly publicized incidents in various schools have been successfully weathered. More importantly, the test scores have gone up, graduation rates have increased significantly and a new system of facility management has been implemented. The management of 3,600 employees serving 31,000 students with a changing governance structure will always be a challenge. Dr. N. Underwood's tenure as Superintendent has been the lengthiest in decades and the renewed sense of stability within the Department provides the platform for future progress. Her contract is until July 2011.

The most significant dimension of this capable leadership is their willingness to collaborate and work together on behalf of education. There is an expected affinity between Dr. R. and Dr. N. Underwood, but the reality is that all three of the educational leaders exhibit a high regard for each other and are mutually supportive. This is evident in the work of the Education Summit held throughout the 09-10 school year co-sponsored by the Guam Legislature and follow up efforts with the tri-board meeting. There is a broad based understanding of the connection between education, the world of work and preparation for life. The three leaders and institutions recognize that they must work towards increasing the rate of postsecondary education enrollment in Guam.

Currently, it is estimated that some 35% of public school graduates go on to postsecondary education at GCC or UOG. An estimated 5-10% goes to institutions off-island. The national

average is approximately 55%. In the current job market, some 65% of all positions require some level of postsecondary education. A recent Georgetown University study predicts that by the year 2020, 50% of all new positions will require a baccalaureate degree.

With the expected changes in the economy and the need for a highly skilled workforce and professionals, Guam's educational institutions must respond to these changes today or we will fail to meet the needs of the new economy and the next generation will be employed in jobs that require minimal skills and limited education. The reality is that in this century and with the new economy, there is no such thing as a vocational/career track in k-12. All secondary students should go to postsecondary institutions. All of our people will work and all will need some kind of postsecondary education. We are committed to an educational philosophy that will provide these opportunities on a lifelong basis for all people.

The keys to expanding industry, the growth of the economy, the opening of doors to all of our young people and the cultivation of our human infrastructure are all interconnected. We cannot grow and diversify our economy, we cannot fulfill our potential and we cannot become a strong society without solid educational institutions that work together to expand opportunities. The Guam and the Micronesian Region of the 21st century requires us to see education as a seamless, unending process where individuals find their potential, hone their skills, find meaningful employment, contribute as effective citizens and re-engage in educational networks to adapt to new situations and new employment opportunities. This is the life cycle of our economy as well as our educational system. The acceptance of this approach to education breathes new life into the statement by the American philosopher, John Dewey nearly a century ago:

"Education is not preparation for life. It is life itself."

Today, we envision a future with green jobs and robust requirements in science, math and technology. The synergy between a STEM (science, technology, engineering, and math) high school at George Washington, the workforce center at GCC and the professional degrees and research capabilities of UOG make Mangilao the center of our educational network. Tomorrow, the emphasis may equally emphasize the visitor industry, human ecology issues or cultural preservation networks. They could all be occurring simultaneously in an environment that enriches the total educational effort and experience.

But it would be woefully inadequate to envision a Mangilao Educational Economic Zone in isolation from the rest of the island. Emphasizing early childhood education, we envision libraries as community learning centers with the technological investments necessary to create opportunities for distance education and exciting venues for intergenerational contact. In combination with the technology and connectivity provided by PBS GUAM, K-12 professional resources, GCC and UOG technical and professional assistance, Guam's learning potential will continue to be enhanced dramatically. We need to start earlier in the education of young children to ignite the flame of learning. This may necessitate changes in teacher training which UOG and GCC would be the professional source and partner in the change.

We are at this liminal moment due to the nature of our leadership. We are at this liminal moment due to the nature of the impending changes and challenges that we will face. We are at this liminal moment due to the opportunities for the next generation, grounded in the reality of an island society that is awakening to its promise by educators and island leadership working together. This is the opportunity for a new direction and under the leadership of Calvo-Tenorio, we will go down that path to a prosperous economy and an island society confident of its future, and proud of its past. There have been other liminal moments that have looked bright, but passed into reality and were forgotten. This moment must not pass as a dream unfulfilled, but as one that was seized and realized.

III. AGENCY DESCRIPTIONS

The TSE is responsible for reporting on the transition of five agencies of the Government of Guam. Each agency has been asked to provide a description of their mission, their finances and their plans. They are provided below in the order that they were received by the TSE.

Guam Community College (GCC)

Mission: The mission of GCC is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

Vision: GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic education institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

Overview: GCC is a multi-faceted public career and technical education (CTE)/ vocational education institution, created by the Community College Act of 1977 to strengthen and consolidate career and technical/vocational education on Guam. The College operates secondary and postsecondary CTE programs, adult and continuing education, community education, and short-term specialized training, as dictated by community and industry needs. These programs are delivered both on and off-campus (in satellite programs at Guam's public high schools) and on site at businesses as needed. The College also serves as the State Board of Control for Vocational Education under the United States Vocational Education Acts of 1946, 1963, and subsequent amendments.

Finances: The financial support available to GCC for the past three years is as follows (*FY 2010 is unaudited):

Revenue	FY 2008	FY 2009	FY 2010*
Tuition & Fees	\$3,952,260	\$4,251,513	\$5,058,352
Government of Guam appropriations	15,304,555	15,699,994	15,733,456
Federal grants & contracts	5,590,277	6,459,787	8,681,925
Government of Guam grants & contracts	307,685	1,027,969	284,512
Sales and services of auxiliary enterprises	723,302	894,288	998,787
Contracted educational services	667,140	808,942	1,414,384
Other sources	203,037	494,229	115,677
Grand total	\$26,748,256	\$29,636,722	\$32,287,094

Academic Year 2009-2010 Review:

Enrollment

During Fall Semester 2009, GCC experienced a record enrollment increase of 18.75 percent, growing from a student population of 1,845 in Fall 2008 to 2,220 students on its campus in Fall 2009. Fall 2007 enrollment stood at 1,793 students. As competition of the jobs associated with the military buildup increases, GCC expects its population to continue to grow as well.

Accreditation

GCC is an accredited institution under the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). GCC has been continuously accredited since 1979 by ACCJC/WASC. With the recommendation of the Curriculum Review Board of the American Association of Medical Assistants (AAMA), GCC's Medical Assisting program has been accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) since 2003.

Our Outlook

GCC is expanding its programs, services and buildings so that members of the local community will be able to acquire the skills and training needed to compete for the increased job opportunities that the military expansion will bring to our island.

GCC is partnering with federal and local government entities as well as private sector businesses to ensure that Guam's workforce becomes an integral part of the island's growing economy. In the past two years, as enrollment at the college has skyrocketed, GCC has added new buildings to its campus. In December 2009, the Anthony A. Leon Guerrero Allied Health Center opened, and houses the pre- and practical nursing programs, medical assisting program, and science lab. In December 2010, the college opened its new Learning Resource Center – the first LEED-certified building for the Government of Guam. In June 2010, GCC broke ground for a new Student Center, which is scheduled for completion in Fall 2011.

Guam Department of Education (DOE)

Mission: Our educational community prepares all students, promotes excellence, and provides support.

The Guam Education Board has adopted 5 goals:

Goal 1: All DOE students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment with the private or public sector.

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

Goal 3: All DOE personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

Goal 4: All DOE school facilities will meet high standards for health and safety and provide optimal conditions for learning.

Goal 5: All DOE operations activities will maximize critical use of limited resources and will meet high standards of accountability.

Legislation recently changed the composition of the Board of Education. Public Law 30-183 provides for the election of 5 at large members and 4 members appointed by the Governor and confirmed by the Legislature. The first election of Board Members under this law is scheduled for 2012. Because of the election delay and the expiration in December 2010 of a number of terms of the current Board, the Calvo-Tenorio administration are authorized to appoint five (5) members to the Board. Five (5) votes are required for any Board action and therefore the appointment of the new members is somewhat urgent.

Public Law 29-102 set up the current management team of DOE. The Superintendent of Education is hired by the Guam Board of Education. Dr. Nerissa Bretania Underwood was hired in July 23, 2008 for a three (3) year contract. The Superintendent is able to hire by contract up to 4 Deputy Superintendents to assist her in running the Department. Currently the management team consists of Ms. Arlene Unpingco, Deputy Superintendent of Education Support and Community Learning; Dr. Evangeline San Nicolas, Deputy Superintendent of Curriculum and Instruction; and Ms. Taling M Taitano, CPA, Deputy Superintendent of Finance and Administrative Services.

DOE consists of 5 high schools, 8 middle schools, 27 elementary schools and one alternative school. At September 2010, DOE has 31,095 students and 3,778 employees. Expenditures over the last 3 years were:

Funding Source	FY2010	FY2009	FY2008
Local	190,949,757.11	207,080,427.00	189,160,966.00
Federal	44,336,774.68	67,424,654.00	109,640,306.00
Total	235,286,531.79	274,505,081.00	298,801,272.00

Over the last school year, SY09-10, DOE has seen an increase in graduation rates, a decrease in dropout rates and a continued improvement in SAT10 scores.

School Year	Cohort Graduation Rate	Drop Out Rate
SY09-10	76.7%	6.4%
SY08-09	67.6%	6.1%
SY07-08	64.8%	7.0%

DOE continues to support these improvements using federal funds to provide training for teachers as well as investments into technology in the classrooms and the establishment of STEM (Science Technology Engineering and Math) curriculums at George Washington High School, Untalan Middle School and Agana Heights Elementary School.

The successes of our students are often overshadowed by DOE’s financial difficulties and issues with school maintenance. DOE was designated as high risk by the USDOE in September 2003. In November 2009, DOE was placed under special conditions which required DOE to contract for a third party fiduciary agent (TPFA) to manage USDOE grant funds. Alvarez & Marsal was selected as the DOE TPFA in September 2010. Funds have been made available through the State Fiscal Stabilization Fund to address both the financial and maintenance issues within the Department.

Guam Public Library System (GPLS)

Mission: Serving Guam residents since 1949, the GPLS mission is to provide free and open access to information and ideas fundamental to a democracy; protect intellectual freedom, promote literacy, encourage lifelong learning, and maintain cultural materials.

Overview: GPLS consists of the Nieves M. Flores Memorial Library in Hagåtña (Main Library) and 5 library branches located in Agat, Barrigada; Dededo; Merizo and Yona. The Bookmobile “Library on Wheels!” is part of GPLS’ outreach program and is currently providing services to the community. The Bookmobile Foundation of Guam supports the Bookmobile along with 2 major sponsors, which are Matson Navigation Company, providing the maintenance and repairs; and South Pacific Petroleum Corporation (76/Circle K) providing the fuel. All three have been supporting the Bookmobile since 2004. The Institute of Museum and Library Services is the major grantor for GPLS and it is GPLS’ goal to continue to implement and maintain its current grants and being in full compliant with its grant reporting. GPLS will continue to work with the community in reaching out to businesses or individuals to help us in sponsoring some of the GPLS literacy programs building up of its public-private partnership.

GPLS Five-Year Plan Goals for 2008-2012: 1) **Improve library services** to patrons by providing GPLS branches intranet connectivity to the Horizon catalog system; 2) **Improve**

Customer satisfaction and interlibrary loan (ILL); 3) Increasing Services into the Community for underserved individuals, diverse families, individuals with disabilities, and the elderly on Guam by developing and enhancing existing community-based literacy programs and making available necessary service equipment within the library; and **4) Improve Reference Service** – staff training and document preservation.

3-year Budget (Fiscal Year: 2008, 2009 and 2010)

Fiscal Year	Appropriation	Expenditures
2008	\$1,427,565.00	\$1,427,519.14
2009	\$1,336,239.95	\$1,336,239.95
2010	\$1,229,580.00	\$1,228,286.01

Unique operational concerns for the GPLS. GPLS needs to fund and hire professional librarians on a basis that is competitive with DOE, GCC and UOG librarians. Currently, the pay scale is not competitive, especially when making comparisons between year round and academic year employment. The starting salaries for Librarians are as follows: Librarian I (\$24,656); Librarian II (\$28,678); and Librarian III (\$31,064). This is the current pay scale for line agencies (without the implementation of the Hay Study pay). The maintenance of GPLS libraries is inadequate and insufficient for the number of facilities that we must maintain. If the government is going to further privatize maintenance of facilities, the GPLS libraries should become part of the process. The GPLS Board vacancies must be filled immediately and include at least one member from DOE and one member from UOG or GCC to ensure better coordination and more effective advocacy.

Unique platform concerns for GPLS. The changing patterns of library usage and the information technology advances of recent years require us to re-conceptualize the nature of libraries and the dissemination of knowledge. Libraries must now become the knowledge centers and community nexus points for the advancement of individual and community learning. GPLS wants to be part of a dynamic view of lifelong learning that promotes access to information, community networking and inspires young minds to reach out to new horizons. We fully endorse the idea that the GPLS becomes the Guam Community Learning Network System in which libraries are the focal point of a renewed collaborative effort that brings and infuses DOE, GCC, UOG and PBS GUAM resources and access to our regional Community Learning Network System. We think that every village mayor’s office and community center should provide the nexus to access this network. This will meet the basic objectives of the Calvo-Tenorio platform to provide library access in each village. However, the size and scale of the new Community Learning Network System realistically requires us to build four regional centers which can be

based upon the existing GPLS libraries (6). A seventh regional center should be added in Yigo to accommodate the size of the population in the north. Additional Community Learning Centers can come on line in the long-term future depending upon funding.

PBS GUAM - KGTF

PBS GUAM is committed to providing the people of Guam with programming and services of the highest quality, using media to educate, inspire, entertain and express the diversity of perspectives. Through quality programming, PBS GUAM strives to empower individuals to achieve their potential and strengthen the social, democratic and cultural health of Guam and the nation. In order to accomplish this, PBS GUAM will continue to be free and accessible to everyone.

Further, PBS GUAM has the responsibility to provide programming which will allow the opportunity for people of diverse ethnic and cultural background to share in the accomplishment and sorrows of mankind in general, and to further understand how great achievement and tragedies occur. Public television will harness the power of the new media in ways that will improve the quality of life and learning for the community of Guam.

Additionally, PBS GUAM has an obligation to maintain an honest, professional and open relationship with our community. To accomplish this mission, PBS GUAM not only provides an alternative to current commercial television, but serves the interests not only of the majority, but the minority as well.

Finally, we must seek the means to aggressively inform the public of the importance of public television and to secure the support, both financially and moral, from the public we serve.

KEY PERSONNEL

General Manager (previously Dr. Sam Mabini)

Operations Manager (Benny Flores)

Lorraine Hernandez (Administrative Officer)

Messenger Diaz (TV Engineer)

Vicky Manglona (TV Program Coordinator)

James Mason (Producer)

John Muna (Production Services Coordinator)

Edmond Cheung (Studio Supervisor)

Doines Guevara (Development Director)

Guam Educational Telecommunications Corporation (GETC) Board: 5 members

HIGHLIGHTS FROM LATEST REPORT

All cable and GUDTV subscribers have access to PBS GUAM, as well as a quarter of the island that do not subscribe to cable TV and receives over-the-air access of channel 12. Hence, PBS GUAM is *accessible and generally free to everyone* on Guam.

About 27% of households with children watch PBS GUAM five or more times a week.

Clean audit for the past three consecutive years.

Successful digital transition and rebranding to PBS GUAM in February 2010.

3-YEAR BUDGET (2009 / 2010 / 2011)

FY Year	GovGuam Appropriation	CPB Community Services Grant	Private Fundraising (actual/projected 2011)	Total
2009				
2010	619,956	747,000		1,366,956
2011				

ONGOING INITIATIVES

Focus is on education. Authentic partnerships with educational institution, family and community groups are needed to promote the mission of PBS GUAM, and to capitalize on the station's free and accessible resources (ex: affordable teacher professional development, media support in/outside the classroom).

Expanding educational initiatives and community outreach efforts to better serve the community with PBS GUAM resources and in tandem with authentic community partnerships.

State-of-the-Art station operation upgrades, pending grant awards and local funding support for the automation of program/traffic operations, technology upgrades of the master control room and professional development to meet updated position descriptions. This includes the need to develop a reliable back-up or preservation system for the multitude of media assets collected throughout the history of KGTF.

Coordination of a current assessment of the impact of public television on Guam and neighboring islands.

Delivery of quality programs via television broadcast and innovative media platforms, including additional channels, broadband and mobile technology for portable devices.

Develop a more sustainable community-base support system through increased memberships, and improved corporate and private support. This would include the possibility of converting to a licensed community broadcasting station and/or the development of a separate foundation to benefit from a 501.3c non-profit status.

Support the local media and broadcast industry, encouraging more education and professional development opportunities. This would promote careers in the field of broadcasting and media production to meet local programming needs and the changing nature of media technology.

Lobby for consistent professional leadership at PBS GUAM, requiring the General Manager to be experienced in education, program and grants management, with public administration, communication and telecommunications a plus. PBS GUAM and the Corporation for Public Broadcasting emphasize the need to “assure consistent leadership qualities.” Board membership must represent station stakeholders, including individuals from corporations, telecommunications and educational administration.

Development of an updated mission statement and by-laws for the direction and operation of the station, tasked for new board members.

Upgrade of current accounting structure to match federal and local performance measurement standards for accountability and transparency. This would also include the digitization of data, as well as the development of a reliable back-up system for administrative and accounting information.

PROGRESSION GOALS MATRIX (include for PBS GUAM)

Immediate	Contractual hiring of a professional leadership at PBS GUAM, requiring this person to be experienced in education, program and grants management, with public administration, communication and telecommunications a plus.
	Selection of new GETC Board membership that must represent station stakeholders, including individuals from corporations, telecommunications and educational administration. Tasked to develop an updated mission statement and by-laws for the direction and operation of the station
	Improve internal data management (i.e. file digitization) and ensuring data security measures that comply with Federal mandates.
	Upgrade current accounting structure for FY2011 to match federal and local performance measurement standards for accountability and transparency.
	Maintain and develop grant applications to continue supporting station operation upgrades, to include the automation of program/traffic operations, technology upgrades of the master control room and professional development to meet updated position descriptions.
Intermediate 2-3 years	Coordinate a current assessment of the impact of public television on Guam and neighboring islands.
	Digitization of data, as well as the development of a reliable back-up system for administrative and accounting information.
	Develop a reliable back-up or preservation system for the multitude of media assets collected throughout the history of KGTF.
	Development of a separate foundation to benefit from a 501.3c non-profit status.
Long-Term 4+ years	Station expansion, including the possibility of relocation, to allow a larger production studio, increase space for offices and hardware equipment, and the state-f-the art programming and mater control room.
	Converting to a community broadcast licensure to alleviate dependency on Government of Guam

University of Guam (UOG)

Mission Statement: Ina, Diskubre, Setbe - To Enlighten, to Discover, to Serve

UOG is a U.S. accredited, regional Land-Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth. UOG exists to service its learners and the communities of Guam, Micronesia and the neighboring regions of the Pacific and Asia. UOG prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach. At the Pacific crosscurrents of the East and West, UOG provides a unique opportunity to acquire indigenous and global knowledge.

Core Commitments:

1. Enhance academic quality
2. Enhance student success, enrollment growth, retention, institutional visibility
3. Promote the land-grant mission and community engagement
4. Strengthen institutional efficiency and effectiveness

Strategic Initiatives:

1. Become the Natural Choice for higher education
2. UOG Green
3. Leading Change

Finances: The financial support available to UOG for the past three years is as follows (*FY2010 is unaudited):

Revenue:	FY2008	FY2009	FY2010*
Tuition & Fees (net of discounts and allowances)	\$ 9,127,200	\$10,947,694	\$11,864,807
Federal grants and contracts	26,050,136	28,986,271	35,826,330
Government of Guam appropriations	27,426,081	27,798,016	33,085,907
Government of Guam grants and contracts	376,800	297,109	419,790
Private grants and contracts	1,110,620	1,471,088	1,378,274
Sales and services of education department	678,813	725,264	815,168
Auxiliary enterprises	2,265,520	2,214,193	2,476,667
Other revenue	2,316,552	3,713,977	3,721,287
Grand Total:	\$69,351,722	\$76,153,612	\$89,588,230

Enrollment:

During Fall Semester 2009, UOG's enrollment was 3550 students, which was a 4.8% increase from the prior year. 91.2% of the enrollment is Asian/Pacific Islander, 39% is male and 61% is female.

Accreditation:

UOG is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). In June 2009, the Senior Commission of WASC voted to reaffirm the institution's accreditation for eight years, the longest period of reaccreditation in the institution's history. In addition to WASC accreditation, the following specialized organizations have accredited our professional academic programs:

- Council on Social Work Education (CSWE) for the undergraduate Social Work program
- International Assembly for Collegiate Business Education (IACBE) for the Business Administration programs
- National Council for Accreditation of Teacher Education (NCATE) for the Education programs
- National League for Nursing Accrediting Commission, Inc. (NLNAC) for the Nursing programs

Academic Year 2009-2010 Review:

The following highlights some of the projects established by UOG over the past year:

1. Cancer Grant – In September 2009, UOG (as the major partner) and CRCH received a 5-year \$8.2 million U-54 grant from the National Institutes of Health to support a strong national cancer program aimed at understanding the reasons behind significant cancer disparities and the impact on minority populations, especially Pacific Islanders.
2. UOG was designated as the program office for the Guam/Micronesia Area Health Education Center (AHEC) in partnership with regional institutions and the Pacific Islands Health Officers Association. The US Department of Health and Human Services awarded \$867k for the first (3-year grant) for the program to support the recruitment of additional health care professionals.
3. UOG was designated the fourth Coral Reef Institute in the country and secured \$340k for the first year (09-10) and \$290k for the subsequent year from the National Oceanographic and Atmospheric Administration (NOAA)
4. UOG was granted a \$300k “seamless educational project” to build an articulated experience between k-12 (DOE), GCC and UOG by the Funds for Improvement of Post-Secondary Education.

5. Through a \$150k award from the Small Business Administration, UOG is developing a Center for Regional Economic Development to be housed at the Center for Island Sustainability.
6. The UOG Center for Excellence in Developmental Disabilities Education, Research and Service (CEDDERS) was awarded \$1.2m in new funding for Project Karinu and other projects designed to assist families and caregivers for infants with disabilities.
7. The Office of Naval Research awarded a \$715k grant to develop sustainable alternative energy strategies that are appropriate for island resources and societies. This will also be used, together with a \$215k award from the Office of Insular Affairs Department of Interior, to develop the Center for Island Sustainability by supporting the UOG Green Initiative.
8. The Institute of Museum and Library Services awarded the UOG RFK Library with \$400k to create a comprehensive system of graduate student support through bibliographic instruction classes, research services and digital resources.

BOARDS AND COMMISSIONS

Each of the five educational agencies assigned to the TSE has a board or commission that exercises policy making responsibilities and oversees the general operations of the agency. The boards and the current composition are as follows:

GCC BOARD OF TRUSTEES

Gina Y. Ramos, chair	term expires 1/8/14
Eduardo R. Ilao	term expires 10/6/13
Deborah C. Belanger	term expires 6/18/13
Paling April Cruz	term expires 5/5/11
Frank Arriola	term expires 5/5/15
Maria Dilanco	term expires 11/12/13
Ed Untalan	term expires 5/3/15

GUAM EDUCATION BOARD

Ronald Ayuyu, chair	elected member, term expires 12/31/12
Evangeline Cepeda	elected member, term expires 12/31/10
Maria A. Gutierrez	elected member, term expires 12/31/10
Joe S. San Agustin	elected member, term expires 12/31/12
Ronald Ayuyu	elected member, term expires 12/31/12
Teresa Pereda	appointed by Governor, term expires 12/31/10
Jose Q. Cruz	elected member, term expires 12/31/12
Anita Manibusan	elected member, term expires 12/31/10

Rosie T. Tainatongo elected member, term expires 12/31/12
Vacant due to resignation of Lee Meadows
Jose Babauta student member

*changes in Guam Public Law 30-183 allow four of the members to complete their terms of office as elected members and the Governor to appoint five members. From 2012 forward, the Governor shall appoint three members and six members will be elected at large. The Governor’s appointments have to include one person from a managerial position in the private sector, a parent of a child in the public schools and a retired administrator/teacher from DOE.

GPLS BOARD

Ronald P. Quitugua, Chair term expires 5/29/12
Susie Torres appointed 10/18/09; no confirmation
John Sarmiento term expires 12/30/11
Vacant
Vacant
Vacant
Vacant

Public law requires a seven member Board (three year terms) to be confirmed by the Legislature. One member shall be a full time student, a full time librarian, a classroom teacher, full time employment in information technology and a business owner or senior manager employed in a private business.

“§ 80106. **Library Board Members.** The Board shall be composed of seven (7) members, to be appointed by I Maga’lahi with the advice and consent of I Liheslaturan Guåhan. Of the appointed members, one (1) member shall be a **full-time student**, in compliance with 4 GCA § 2105.1; at least one (1) shall be employed as a **librarian** throughout the term of appointment; at least one (1) shall be a **classroom teacher** throughout the term of appointment; at least one (1) shall be **employed in the field of Information Technology** throughout the term of appointment; at least one (1) shall be a **business owner or a senior manager employed with a private business** throughout the term of appointment.”

“§ 80107. **Library Board Tenure.** Except for the student member, the members of the Board shall serve for a term of three (3) years, commencing with the date of appointment, and until their successors are appointed and qualified; provided, that of the members first appointed, two (2) shall serve for two (2) years and two (2) shall serve for one (1) year, as designated by I Maga’lahi. The term of the student member shall be for one (1) year.”

GUAM EDUCATIONAL TELECOMMUNICATIONS CORPORATION BOARD OF TRUSTEES

Ms. Maryann M. Parteko, chair
Mr. Joe Rosario, treasurer
Mr. William Sarmiento, member
Ms. Selena Castro, member
Ms. Maria Cooper-Nurse, member

Currently there are 2 vacancies; GETC by-laws established a 7 member board.

Joseph A.E. Rosario	term expires 8/23/11
William Q. Sarmiento	term expires 10/10/11
Selina C. Castro	term expires 8/23/10
Donovan Brooks	
Maria Cooper-Nurse	
Mary Ann D. Meno-Parteko	
Jared Suba	

UOG BOARD OF REGENTS

Cynthia C. Henson	term expires 5/19/2011
Peter (Sonny) P. Ada	term expires 5/29/2012
Andrew T. Laguana	partial term expires 5/30/2012
Katherine C. Sgro	term expires 8/22/2013
Dr. Walter Chris Perez	term expires 7/8/2014
John Z. Arroyo	term expires 2/24/2014
Marcos W. Fong	term expires 2/25/2015
William Leon Guerrero	term expires 10/27/2015
Jon Junior Calvo	term expires 5/7/20 (Student Member)

In addition to these boards, there are three other boards that have education related functions. They are:

GUAM COMMISSION FOR EDUCATOR CERTIFICATION

Roberta Abaday	term expires 7/31/11 (classroom teacher position)
Katherine Reyes	term expires 7/25/11 (principal/asst. principal position)
Margie Artero	term expires 8/13/11 (counselor position)
John Sanchez	term expires 7/17/11 (PhD/EdD position)
Ruby Stahlnecker	term expires 8/15/11 (PhD/EdD position)
Asuncion Guerrero	term expires 9/10/11
Lawrence Kasperbauer	term expires 9/24/11

GUAM ACADEMY CHARTER SCHOOLS COUNCIL

Rosa Palomo, Chair	term expires 2/26/13
Mary Mafnas	term expires 3/19/13
Ansito Walter	term expires 10/28/12
James Mason	term expires 10/28/12
vacant	
vacant	
vacant	
Nerissa B. Underwood	designated by position (non-voting member)

Council was created by P. L. 29-140 "An Act to Add a New Chapter 12 to Title 17, Guam Code Annotated, Relative to Authorizing Guam Academy Charter Schools" (30 January 2009) Section 12111. Guam Academy Charter Schools Council. Amended twice since: P.L. 30-91 (February 8, 2010) to change submission dates of petitions and P.L. 30-176 (July 16, 2010) to amend the original law on several sections.

COUNCIL OF POST-SECONDARY INSTITUTION CERTIFICATION

Thelma Hechanova	general public	term expires 6/29/12
Joey Lopez	general public	term expires 6/29/12
Edison Manaloto	general public	term expires 1/22/13
Maria Connelly	Director, DOL	designated by position
Mary Okada	GCC President	designated by position
Nerissa B. Underwood	DOE Superintendent	designated by position
Robert Underwood	UOG President	designated by position

The Council on Post Secondary Institution was established through P.L. 29-155. The Council is composed of seven members, three of which are appointed by the Governor with the consent of the Guam Legislature. The other four are bona fide residents who are member by virtue of their position (President UOG, President GCC, Director of DOL, and Superintendent of DOE).

IV. OPERATIONAL CHALLENGES

The Transition Subcommittee on Education has conceptualized our main recommendations into two broad categories. The first is to identify a series of operational challenges that the new administration must address. These are challenges that impede the current efficient and effective management and administration of the respective agencies. The second is to identify those innovative ideas and collaborative ventures that envision a new educational future. This new future was analyzed in terms of our individual agency plans and guided by the Calvo-Tenorio platform ("The New Direction") and the vision statement entitled "The Next Generation."

The Committee identified six Challenges that the new administration must address. In addition to this, the Committee wishes to express its strong sentiment that the matter of institutional governance warrants special attention and immediate attention.

GOVERNANCE

The relationship of the educational institutions to the community that sustains them, the Boards that provide policy-guidance, lawmakers and the Governor have been the subject of endless discussion and a few difficulties in the past two decades. This is most notable in the case of the Guam Education Policy Board and its reformulation on several occasions. However, it has also been an issue with UOG's Board of Regents and to a lesser extent with GCC's Board of Trustees. In the case of the two postsecondary institutions, there is a pattern of expectations nationally and the accreditation process which keeps governance issues in line. Governing boards are supposed to be policy-making boards that have general oversight over the agencies they manage. They are not mandated to be involved in the day-to-day management of the agency. Their mandate is to advise and supervise only one employee, the Chief Executive Officer of DOE, not micromanage.

The Boards are expected to be the public's eye on general matters and on policy formation. The agency chief executive is supposed to propose policies as needed, provide regular reports on the progress of the agency and be subject to a periodic review by the Board. The Board knows that its supervision and advice is to come from within board meetings and that they are to be independent and free of political entanglements. When questions have arisen in the past about the independence of the board and the institution, accreditation agencies have stepped in and helped put governance issues to rest. Legislation, if needed, is passed to deal with accreditation issues. This was the case with the creation of the Regent Nomination Committee (RNC) for the Board of Regents (GCA161404.5) to further remove overt political interference from the nomination process.

This is not the case for DOE. There are many facets that make the DOE's ability to function difficult and impossible. Where does the final authority reside? Is it in the legislature or the governor's office? Is it in the Board or all of the above? In addition, there is no external standard that is applied to the meaning of governance and the relationships between political leadership, governing boards and the agency's CEO.

Since the early 1990s, Guam has witnessed a turbulent period in K-12 public education with School Superintendents replaced an average of every two years and, more recently, the

reprimand of its Superintendent and the confusion that followed is symptomatic of bigger issues. Guam's new education board law goes into effect January 2011, the public hopes that there will be not only clarity, but stability in the governance process.

For DOE, having an elected board, a hybrid or an appointed board has been debated for several decades. The extent of the authority of the Board and the relative autonomy of DOE is under frequent review and used as part of arguments about policy direction. For example, if there is food poisoning at an elementary school, there are calls for mass resignations. This is not the way it should be. It is a wonder how the educational professionals continue under this micro mismanagement.

The recent changes in PL. 30-183 have been explained as turning the "policy board" into a "governing board" since all of the restrictions have been lifted. Upon closer examination, the new "Guam Education Board" has been granted "general supervision" over DOE. This language is almost identical to the BOR (GCA161404.1) the BOT has even broader language that reads that they "have all the powers necessary and convenient to carry out and perform the purposes of this division except the power to levy and collect taxes. (GCA31109). Just changing the members of the Board is not the answer. Changing the charge to match the spirit of the other educational boards is what we propose.

CHALLENGES AHEAD

The Committee identified common challenges and proposed solutions after a series of discussions and through input from the various agency heads. The Challenges ahead are prioritized as follows:

Challenge #1: Inadequate revenue/allotments not issued in a timely manner

Recommendations:

- a. Maximize current revenue sources and seek new sources exhaustively
- b. Include educational institution leaders in the "communication loop" of current state of funds; not only in the distribution phase, but in the development of an effective and efficient process to acquire funding and its fair distribution
- c. Re-evaluate the role of Guam State Clearing House

Every educational institution listed "uncertainty" as the number one problem concerning financing the charges given to them. The support institutions (PBS GUAM and GPLS) reiterated this as well. There is no clarity and little communication or apparent fairness in the process of dealing with timely allotments.

Challenge #2: Slow and inconsistent process of procurement

Recommendations:

- a. Streamline immediately
- b. Certification solution (training for procurement staff)

- c. Put new procurement system in place and dedicate required resources

Every educational institution listed “convoluted procurement processes” as the number two problem concerning current operations of their agencies. When funding is made available and plans are made for expenditure, they face the daunting challenge of procurement procedures. They must deal with unconcerned or untrained staff, extensive review processes and an extended timeline for dealing with protests. These convoluted processes make it nearly impossible to function and threaten the timely expenditure of over \$80 million worth of ARRA funds.

Challenge # 3: Information and Planning Connected with the Military buildup

Recommendations:

- a. Develop and encourage communication and coordination between local and military
- b. Include education representatives in planning and oversight committees and not just create a separate committee
- c. Information needs to be shared about the timetable of the buildup and the scope of the buildup and the projections into the vision of Guam in 2020 and 2025.

Neither overbuilding, over hiring or under building or not having enough qualified personnel in the classrooms is a specter that is desired. The pace of the buildup must consider its direct impact upon educational institutions and all institutions must be directly involved in the planning process for the buildup.

Challenge #4: Boards should function as Boards

Recommendations:

- a. The Guam Education Board should be a policy board in the same manner as the Board of Regents and Trustees. The Governor should introduce new legislation that clarifies of boards’ roles (advisory or governing) and scope of authority vested in the board as a whole and the role of the members outside of the board room.
- b. The Superintendent should be hired by the Guam Education Board with specific goals and measureable performance objectives in mind that are mutually agreed upon.
- c. The Governor should retain the authority to have emergency powers when safety, health or financial conditions warrant such authority.
- d. The Governor should reaffirm the governance system that is in place with GCC and UOG.

e. The Legislature should continue to allocate resources, debate the general direction of the educational institutions and conduct oversight hearings as appropriate, but always in a manner that works with the existing institutional managers to carry out their responsibilities as given to them by their governing boards and the Governor as appropriate

f. The Governor should, on a timely basis fill all vacancies for the GPLS Board, the Guam Education Board, Telecommunications Corporation Board of Trustees and any other board from a pool of qualified applicants. These applicants should not be vetted as though they were to become the next Vice President of the United States, but should be reviewed using standard procedures of employment. Financial disclosure that would include conflicts need to be given. This type of board will attract people who are already busy and therefore there should be incentive(s) given to serve. These incentives need not be anything more than reimbursements for time spent and expenses. In addition, each board should carry risk insurance that reduces the chance of litigation touching individual members of a board.

g. Re-evaluate the role of the suruhanu and clearly define the chain of command. The suruhanu has to be focused on dealing with and resolving community and public complaints and not act like an additional regulatory agency on DOE. Suruhanu means healer not regulator or police officer in Chamorro.

All citizens are stockholders in the education of the children (our future leaders) of Guam. When times are good, the value goes up and stockholders are pleased. When times are not as good as they once were (when the stockholders were in school), solutions are to affix blame and not allow the professionals to do what they have been trained to do, retain the best practices and improve the rest, sometimes called progress. Progress is the constant theme of education and will continue as society changes. Stopping this constant improvement in order to affix blame for every situation impedes the progress that has been made, but not appreciated in the school system. There has been significant progress in all our educational systems that has been unappreciated because of struggles over governance rather than discussion over best programs and practices.

Challenge #5: Recruitment and Retention (recruitment of candidates with current and relevant skill sets, retention of employees with institutional knowledge)

Recommendations:

- a. Implement the Hay study
- b. Review and restructure the HR system to include elements of workforce flexibility
- c. Identify occupational areas of immediate needs to prepare workforce for future jobs using external professional analysis

- d. Identify role of other agencies and scope of authority over educational institutions and improve communication

Personnel trained to serve the educational needs of others are able to Google Guam and come up with a “fact” that there are millions of brown snakes on the island. They are also able to receive a “brown snake” attitude about the state of the school system. A concerted effort on the part of all is to dispel this by changing the way business is done from retention to promotion to making Guam a magnet that cultivates and keeps local talent as well as attracting the best from other areas. This can be done by having more flexibility in hiring non-educational track instructors in occupational areas, outsourcing training to trainers on island and by raising the number of steps in the pay scale and, of course, bringing the salaries into line with other states and territories. This can also be done by, together with the GVB, a big stockholder, enhancing the image of how wonderful it is to fulfill your calling in life here in Guam. Agencies need to hire quickly and downsize quickly (if necessary) in response to the dramatic shifts associated with the military buildup.

Challenge #6: Federal and local mandates must be followed, but have no funding source

Recommendations:

- a. Federal mandates - Need to find government wide sources of funding for federal requirements that are developed via federal legislation or regulation. The need for insurance for the next disaster by FEMA and full implementation of the ADA in our facilities are the major examples.
- b. Local mandates – Funding sources must be identified before enactment and must be made available upon enactment

The new administration must develop a plan to deal with unfunded federal and local mandates. This should include a compliance liaison who will deal with agencies that require compliance according to rules that do not take Guam’s costs into consideration. For example, the requirement by FEMA to have all buildings insured sounds to be good policy. But the reality of the cost of insurance for the educational institutions is not heeded by these well meaning agencies and we have not responded as the Government of Guam to this concern. The new administration must also institute a realistic fiscal note for every new mandate being contemplated in order to understand the financial implications. The Every Child Deserves and Adequate Education Act does not have a realistic cost analysis attached to the legislation.

V. THE NEXT GENERATION AND THE NEW DIRECTION

THE PLATFORM

The Transition Subcommittee on Education supports the New Direction of the Calvo-Tenorio platform and is especially supportive of the Next Generation document that details the Calvo-Tenorio new direction to education, the economy and the island's society. We are heartened by this statement from The Next Generation:

"The quality of education children receive determines the economy of the community they will lead. A generation of highly educated people equals an economy of innovative workers and entrepreneurs. We cannot wait for the good times to come to invest in education. Education comes first because it is an investment in human capital. This is the catalyst for the growth we envision."

The Calvo-Tenorio vision for economic and social growth is based upon an investment in education. We accept and endorse the view that education is the single most important investment that any society can make. The expenditures that we make in public education from K-12 to our postsecondary institutions are not meant just to provide educational services. It is more than a service and it is more than the fulfillment of a legal obligation. Education expenditures are the primary investment for our future well being economically, socially and culturally.

We endorse the following initiatives based upon these documents and our extensive discussion. These are initiatives that cut across all or most of the agencies under the purview of the Committee. They are listed in priority by time frames; short term, intermediate term and long term.

INITIATIVES FOR THE SHORT TERM

Within the first year of the Calvo-Tenorio administration, we recommend that the following initiatives be established and functioning:

Initiative # 1: Complete Transition Project Outlined in the Education Summit and Tri-Board Resolution on Articulation between DOE, GCC and UOG

The transition process between the three institutions will be facilitated by the effort to make the process transparent to educators and students alike through a joint effort to explain programs to children at an early age, provide an educational culture that supports postsecondary enrollment, the early identification of roadblocks in developmental math and English and the establishment of a single educational record system that will accompany an individual now and in the future. There can be no greater contribution to the island society than to facilitate enrollment in postsecondary institutions at appropriate levels and to encourage lifelong learning. The three institutions must continue to work together to make the road map to increased enrollment and identify barriers early in a child's life. The three institutions must work together through the Tri-

board process as well as future educational summits to include strong participation with the private sector as well as government leaders and the general public.

Initiative # 2: Establish a Buildup Dividend Fund from Increase in Revenues

Perhaps within the upcoming year and certainly within the year afterwards, Government of Guam revenues will increase due to the pace of military activities. There will be many obligations to fulfill and many claimants on the increased revenues. We are sure that the increase will figure into a deficit reduction plan that the Calvo-Tenorio administration will develop. We strongly propose the creation of a Buildup Dividend Fund for education capital projects that will sustain itself over the years. The Calvo-Tenorio Administration should place 10% of all additional revenues that will fund future capital projects. We recommend that the Guam DOE and the GPLS have proportionate access to the fund relative to the size of their budgets. The other agencies (UOG, GCC and PBS GUAM) have significant fund raising operations. We recommend that they be allowed to have dollar for dollar access to the fund depending upon the funds they raise privately. This will encourage more fundraising and ensure the donors that capital facilities will actually be constructed on a timely basis. If funds permit, perhaps 5% of the total funds can be made available to non-profit organizations, individual schools (public, private and charter) for innovative curricular projects that advance the economy and support cultural preservation.

Initiative # 3: Establish the Workforce One Stop Center in Mangilao

There must be better coordination of workforce development projects that are funded throughout the Government of Guam. GCC should remain the focal point of these activities and we should work towards narrowing the gap between student, employer and educational institutions. Accordingly we strongly recommend that the Workforce One Stop Center be co-located with the GCC. This will reinforce the relationship between the private sector and the educational institutions and facilitate the education of the unemployed and underemployed in educational programs that are available at GCC and UOG.

INITIATIVES FOR THE INTERMEDIATE TERM

By the completion of the third year of the Calvo-Tenorio Administration, we recommend that the following initiatives be in place and functioning:

Initiative #4: Island wide Information Technology Investment and Coordination

On a government-wide and island-wide basis, the Calvo-Tenorio administration must provide leadership in bringing wireless networks to the entire island and to provide a level of investment in information technology (and educational applications) that will ensure that our young people are not just literate and possess computational skills, but that their IT skills are commensurate with 21st century citizenship. The full application of these skills will not only lead to greater educational opportunities but also contribute to new industries in Guam and strengthen existing sectors of the island's economy.

Initiative # 5: Strengthen Support for Early Childhood Education

We need to better coordinate the system of care that is currently given to pre school children. Children with disabilities are usually identified and provided assistance through a variety of networks. The children from socio-economic circumstances that are eligible for Head Start are accommodated, but the number is capped at 500. We need to expand this pre-school program for disadvantaged children at a reasonable rate per year through local resources (growth of 150 at approximately \$3,000 per child). We also need to ensure that Child Care Standards are updated and that both the GCC and UOG professional education programs are providing opportunities for upgrading staff. Lastly, we need to periodically evaluate the Child Care curriculum standards and procedures to ensure that they articulate with the K-12 system.

Initiative # 6: Integrated Approach to Cultural Recognition and Support

The Committee agrees with the Calvo-Tenorio plan to reinforce and preserve Guam's Chamorro culture while fostering a climate of multicultural understanding. We recommend that the Department of Chamorro Affairs, Guam Visitors Bureau meet on a regular basis with DOE's Division of Chamorro Studies and Chamorro language and culture experts from GCC and UOG to ensure that there is mutual support for programs and a coordinated calendar of events and projects. We also recommend that part of the Buildup Dividend include the funding of Chamorro language immersion programs for charter school operations, public and private schools. Lastly, we believe that the full representation of the cultural diversity in Guam should be encouraged in educational programs and that professional educators should be formally evaluated on their cultural competencies

INITIATIVES FOR THE LONG TERM

The Committee recommends the following initiatives that should be in place by the end of the fourth year.

Initiative # 7: Classroom to Careers in Secondary and Postsecondary Institutions

In keeping with the Calvo-Tenorio platform to match the educational experience with the needs of the economy, we strongly recommend that the future needs of the economy be formally studied and that specific programs be in place to meet those positions by job description. In recognition of the fact that young people in the 21st century are likely to change jobs over 20 times during the course of their lives, programmatic flexibility and adaptability must be ensured to facilitate job transitions and adjust to changes in the economy. Support for baccalaureate programs in business, engineering, environmental science, renewable energy and other STEM fields must be provided.

Initiative # 8: Ensure Educational Participation in Economic Growth and Planning

The island's capacity to not just meet the demands of a new economy, but to create new or enhance existing economic sectors must be generated through economic planning for growth. The use of UOG's research capabilities, GCC's expertise in collaboration with the Guam Economic Development Authority and other "economy" agencies in GovGuam must be brought together in a framework that encourages entrepreneurship and innovation.

Initiative # 9: Create a New Community Learning Center Network

The Guam Public Library Center should be reorganized to become the basis for a new Community Learning Center (CLC) Network. The pace of technological change in publishing, the advance of information technology and the availability of new forms of communication will place increasing pressure on the Libraries to become Community Learning/Knowledge Centers where the general public goes to use the latest technology to secure information, conduct research, and participate in knowledge/community networks and access government and public services. The libraries will become the engines for networking as well as the storehouses of knowledge. The existing libraries will be the first CLC's for the regions they represent and the Hagatna Library will become a key part of the Hagatna Revitalization project. By working with the educational systems and PBS GUAM, the CLC's can access professional expertise as well as resources in upgrading their systems.

Initiative # 10: Encourage Distance Education at All Levels

The pace of information technology advances make necessary the inclusion of "distance education" approaches and techniques for nearly all forms and levels of education. Distance education can be part of a hybrid system of educational delivery where teachers and students meet on line as well as in person. Access to classroom lessons via the internet and the use of information technology will become a regular feature for all classrooms and forms of education in the future even for on-site delivery. For postsecondary institutions, the provision of degree and certification programs via the internet must be addressed in a more coherent and competitive manner and in concert with changing accreditation standards. PBS GUAM can play a key role in providing support for the entire process.

Initiative # 11: Develop a Sustainability Curriculum in all Educational Institutions

The concern over our capacity to sustain our environment, our island way of life and a strong economy for future generations must guide our current practices, inform our policies and be reflected in our educational curriculum. Sustainability in our unique island environment must become a central concern over nearly every dimension of our economy. Planning for a green economy, energy literacy, environmental knowledge and a society that respects our unique island culture must be at the core of the curriculum of our three educational institutions as proposed by the Tri-Board Resolution of September 2010.

VI. FINANCING AND RESOURCING THE NEW DIRECTION

In order to implement these initiatives and maintain any level of operational efficiency and effectiveness, financing and resourcing the New Direction must be seriously attended to. We believe the following:

- Human capital is the major factor in economic development
- Education is the major investment in human capital
- Inadequately resourcing education will negatively affect economic growth, quality government services and social well being

The consistent and effective infusion of funds into our public education system, renewed community learning centers and use of PBS GUAM and distance education will provide the opportunity for far-reaching innovation, consequential changes and long lasting impact. This is the Nuebu na Chalan that the New Direction needs to take us.

The TSE strongly recommends the following steps to ensure that the operations of the educational agencies are not hampered even during difficult times:

1. Identify specific funding sources for all educational institutions, especially DOE which will continue to have the cash flow problems without a specific source of predictable funds.
2. Include an annual capital budget that includes CIP's and deferred maintenance as part of the budget process.
3. Establish December pre-planning meetings with educational institutions, BBMR, Governor to discuss issues, priorities and budget plans prior to and in the context of BBMR's executive budget package submittal to the legislature.
4. Establish education finance working group with educational institutions (GCC, UOG, and DOE) and DOA, BBMR, DRT, GEDA to establish communication channels for fiscal information sharing, to address resource and cash issues and recommend fiscal and public policies related to investment in education.
5. Through the State Clearing House, provide specific support to educational institutions on identifying grant writing opportunities and facilitating letters of support for applications, maintaining a comprehensive list of available grants.

In order to help the educational institutions generate innovative funding mechanisms and programs and increase GovGuam revenue, we recommend the following steps:

1. Establish the Buildup Dividend Fund. Establish a dividend fund from 10% of new revenues from the military buildup that will be made available on a matching basis to

postsecondary institutions to meet their physical infrastructure plans for growth. The Fund could also set aside some funds for competitive grants to encourage educational innovation.

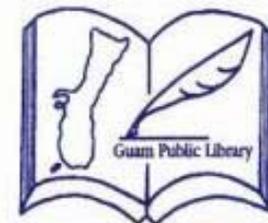
2. Identify GovGuam land that can put out on a "land use RFP" to generate additional GovGuam revenue. Simultaneously, remove barriers for the institutions with property to engage in revenue generation activities.

3. Ensure that Guam is designated a rural community that would open up additional funding from the USDA.

4. Update the State Plan for the Workforce Investment Act through the Guam Department of Labor.

5. Hire expertise (local and national) to produce Annual Revenue projections for GovGuam so that the educational community can plan their operation and expenditures more accurately and efficiently.

THE NEW DIRECTION: I NUEBU NA CHALAN



Sisteman Lebirihan Pupoleko Guahan

Transition Subcommittee for Education
Report: Calvo Tenorio Administration





PHILOSOPHY & OPPORTUNITY FOR A NEW DIRECTION

- period of liminality
- stable and strong educational leadership
- new economy demands more postsecondary education
- 35% of public high school graduates go to GCC/UOG
- 50% of all new jobs in 2020 will require BA/BS



PHILOSOPHY & OPPORTUNITY FOR A NEW DIRECTION

- work with island leadership to determine a clear vision and goals for economic and political future
- education must be seamless and carried out through life
- new community learning networks in collaboration with GPLS and PBS Guam



AGENCIES

- Guam Community College (GCC)
- Guam Department of Education (GDOE)
- Guam Public Library System (GPLS)
- PBS Guam (KGTF)
- University of Guam (UOG)



OPERATIONAL CHALLENGES

Governance

- all boards must be policy boards
- affirm existing boards at GCC; UOG
- fill all vacancies in GPLS and Guam Educational and Telecommunications (PBS Guam) boards



OPERATIONAL CHALLENGES

We outline six challenges which must be dealt with immediately and completed by first year.

- Challenge # 1

 - Inadequate revenue/allotments not issued in a timely manner

- Challenge # 2

 - Slow and inconsistent process of procurement; best example is ARRA



OPERATIONAL CHALLENGES

- Challenge # 3

Information and planning connected with the military buildup

- Challenge # 4

Boards should function as Boards;
GDOE administrative structure needs clarity

- Challenge # 5

Recruitment and retention flexibility



OPERATIONAL CHALLENGES

– Challenge # 6

Federal and local mandates must identify funding:

FEMA insurance regulations and ADA compliance are federal examples; Adequate Education Act is a local example



NEXT GENERATION/ NEW DIRECTION

Core assumption:

“We cannot wait for the good times to invest in education. Education comes first because it is an investment in human capital. This is the catalyst for the growth we envision.”

Responsibility of the TSE: connect the C/T vision to agency plans and vision



NEXT GENERATION/NEW DIRECTION

Initiatives for the Short Term (functioning by year one)

- Initiative # 1: Complete transition project and articulation by GDOE, GCC, & UOG
- Initiative # 2: Establish a Buildup Dividend Fund for education capital projects
- Initiative # 3: Establish the Workforce One Stop in Mangilao



NEXT GENERATION/NEW DIRECTION

Initiatives for the Intermediate Term
(functioning by year three)

- Initiative # 4: Islandwide information technology investment and coordination
- Initiative # 5: Strengthen support for early childhood education
- Initiative # 6: Integrated approach to cultural recognition and support



NEXT GENERATION/NEW DIRECTION

Initiatives for the Long term (functioning by year four)

- Initiative # 7: Classroom to careers in secondary and postsecondary education
- Initiative # 8: Ensure educational institutional participation in economic growth and planning



NEXT GENERATION/NEW DIRECTION

- Initiative # 9: Create a new Community Learning Center network
- Initiative # 10: Encourage distance education and networks at all levels
- Initiative # 11: Develop a sustainability curriculum in all educational institutions

**EACH AGENCY HAS THEIR OWN ROLE
AND INDIVIDUAL PLANS WHICH NEED
SUPPORT.**



FINANCING AND RESOURCING THE NEW DIRECTION

- Human capital is the major factor in economic development;
- education is the major investment in human capital; and
- inadequate resources for education will negatively affect economic growth, quality government services and social well being.



FINANCING AND RESOURCING THE NEW DIRECTION

- Identify specific funding sources for all educational institutions, especially the Department of Education
- Organize December pre-planning meetings between educational agencies and executive officials before submission of budget package
- Establish a financial education working group that meets periodically to discuss issues in common forum



FINANCING AND RESOURCING THE NEW DIRECTION

- Establish the Buildup Fund
- Specify some funding level in the Fund for competitive projects
- Flexible use of land holdings to potentially develop revenue stream
- Involve educational institutions in economic planning and revenue forecasting



I NUEBU NA CHALAN

Conclusion:

- * honored to be asked to participate
- * reconvene at the end of the first quarter
- * final report will include agency-specific challenges and initiatives

QUESTIONS AND ANSWERS



TRANSITION SUBCOMMITTEE ON EDUCATION

MEMBERS:

- Robert Underwood
- James Martinez
- Mary Okada
- Steve Protasio
- Gina Ramos
- Roland Taimanglo
- Tim Watson

ASSOCIATES:

- Joe Baza
- Teresita Kinnimen
- Sam Mabini
- John McGrew
- Robert O'Mallan
- Karri Perez
- Sandra Stanley
- Sonia Suobiron
- Taling Taitano
- Nerissa Underwood

Common Challenges and Recommendations for Education (In Order of Priority)
For Completion by December 2011

Challenge # **Description**

1 Inadequate revenue/allotments not issued in a timely manner

Recommendations:

- a. Maximize current revenue sources and seek new sources exhaustively
- b. Include educational institution leaders in the "communication loop"
- c. Re-Evaluate the role of Guam State Clearing House

Challenge # **Description**

2 Slow and inconsistent process of procurement

Recommendations:

- a. Streamline immediately
- b. Certification solution (training for procurement staff)
- c. Put new procurement system in place and dedicate required resources

Challenge # **Description**

3 Information and planning connected with the military buildup

Recommendations:

- a. Develop and encourage communication and coordination between locals and military
- b. Include education representatives in planning and oversight committees
- c. Share information about the timetable of the buildup, scope and projections

Challenge # **Description**

4 Maximize the efficiencies and define the functions of boards

Recommendations:

- a. Guam Education Board should be a policy board, same as Board of Regents and Trustees
 - 1 Governor introduces new legislation that clarifies boards' role, scope of authority
 - 2 Clarifies the role of the members outside the board room
- b. Superintendent hired by GEB, with MBO that is mutually agreed upon
- c. Governor retains authority to have emergency power when safety, health or finance requires
- d. Governance system needs to be reaffirmed (GCC and UOG)
- e. Legislature allocates resources and debates direction but coordinates with education mgmt.
- f. Governor fills board vacancies in a timely manner with reasonable requirements of candidates
- g. Re-evaluate the role of the suruhana and define chain of command

Challenge # Description

- 5 Recruitment and Retention (recruitment of candidates with current and relevant skill sets; retention of employees with institutional knowledge)

Recommendations:

- a. Implement the Hay study
- b. Review and restructure the HR system to include elements of workforce flexibility
- c. Identify occupational areas of needs to prepare workforce using external professional analysis
- d. Identify roles and scope of authority of other agencies with regards to educational institutions and improve communication

Challenge # Description

- 6 Federal and local mandates must be followed, but have no funding source

Recommendations:

- a. Federal Mandates
 - 1 Find government wide sources of funding (example: FEMA and ADA)
- b. Local Mandates
 - 1 Funding sources must be identified before enactment and must be available at time of initiating enactment

Initiatives for the Short, Intermediate, and Long Term
For Completion by Dates Indicated

Short Term (Functioning by end of 1st Year - December 2011)

Initiative # **Description**

- 1 Complete transition project outlined in the Education Summit and Tri-Board Resolution on Articulation between GDOE, GCC and UOG

Action steps:

- a. Explain programs to children at an early age
- b. Provide an educational culture that supports postsecondary enrollment
- c. Early identification of roadblocks in developmental math and English
- d. Establish a single educational record system

Initiative # **Description**

- 2 Establish a Buildup Dividend Fund from Increase in Revenues

Action steps:

- a. Place 10% of all additional revenues that will fund future capital projects.
- b. Distribute the funding depending on the size of budgets and ability to raise funds

Initiative # **Description**

- 3 Establish the Workforce One Stop Center in Mangilao

Action steps:

- a. Co-locate the Workforce One Stop with the Guam Community College

Intermediate Term (Functioning by end of 3rd Year - December 2013)

Initiative # **Description**

4 Island wide Information Technology Investment and Coordination

Action steps:

- a. Bring wireless networks to the entire island
- b. Invest in information technology education for residents that is current and relevant

Initiative # **Description**

5 Strengthen Support for Early Childhood Education

Action steps:

- a. Coordinate the system of care given to pre-school children
- b. Expand Head Start
- c. Ensure that Child Care Standards are updated and care giver skills are current
- d. Periodically evaluate the Child Care curriculum standards for articulate with the K-12 system

Initiative # **Description**

6 Integrated Approach to Cultural Recognition and Support

Action steps:

- a. Regular meetings held with Department of Chamorro Affairs, GVB, and Chamorro educators to ensure that programs are coordinated
- b. Fund Chamorro language immersion programs with part of the Buildup Dividend
- c. Cultural diversity should be represented through education programs and professional educators should be formally evaluated on their cultural competencies

Long Term (Functioning by end of 4th Year - December 2014)

Initiative # **Description**

7 Classroom to Careers in Secondary and Postsecondary Institutions

Action steps:

- a. Conduct a formal study on the future needs of the economy and put specific programs in place to meet those job description needs
- b. Ensure that programmatic flexibility and adaptability are considered to facilitate job change
- c. Support baccalaureate programs in business and technical fields (engineering, etc.)

Initiative # **Description**

8 Ensure Educational Participation in Economic Growth and Planning

Action steps:

- a. Bring together the University's research capabilities, GCC's expertise and the Guam Economic Development Authority, along with other "economic" agencies for coordination of economic planning for growth
- b. Develop an economic and social framework that encourages entrepreneurship and innovation

Initiative # **Description**

9 Create a New Community Learning Center (CLC) Network

Action steps:

- a. Reorganize the Guam Public Library Center as the basis for the Community Learning Center Network and coordinate efforts with PBS Guam to access resources and expertise
- b. Provide the latest technology to secure information, conduct research and access services
- c. Make the Hagatna Library a key part of the Hagatna Revitalization project and the other libraries the CLC's for the region

<u>Initiative #</u>	<u>Description</u>
10	Encourage Distance Learning at All Levels

Action steps:

- a. Embrace distance education approaches for all levels of education
- b. Incorporate it into a "hybrid" delivery system, combining face-to-face learning with online delivery of information
- c. Provide certification and degree programs via the internet to expand opportunities for individuals to attain knowledge and credentialing

<u>Initiative #</u>	<u>Description</u>
11	Develop a Sustainability Curriculum in all Educational Institutions

Action steps:

- a. Sustainability should be reflected in every phase of our education curriculum
- b. Sustainability should include sustaining our environment and our island way of life
- c. The core of the curriculum of the educational institutions should be planning for a green economy, energy literacy, environmental knowledge, and respect for our unique island culture