

Education

Governor's Vision 2001 Strategic Plan



Education

VISION 2001 TASK FORCE: EDUCATION

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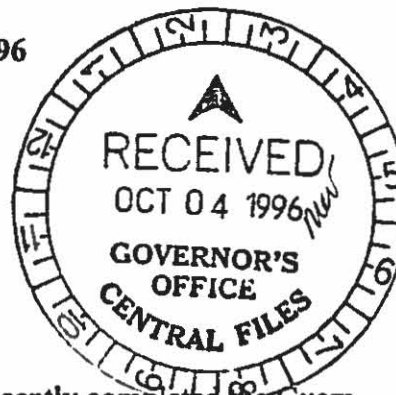
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Roland L.G. Taimanglo
Deputy Director of Education

October 3, 1996

The Honorable Carl T. C. Gutierrez
Governor of Guam
Ricardo J. Bordallo Complex
Adelup, Guam



Dear Honorable Governor Gutierrez:

As you know, the Guam Education Goals 2000 Panel has recently completed the Guam Comprehensive Education Improvement Plan (CEIP). The Guam CEIP is the product of community members and educators who were appointed by you and the Department of Education to develop strategies for helping our students achieve to high academic and occupational skills standards.

Attached is a copy of the Guam CEIP that was recently submitted to the U. S. Department of Education for review. Approval of this document will enable Guam to receive additional federal funds to implement the plan.

Thank you once again for your continuous commitment to providing Guam's children only the best education. Thank you for supporting our community members and educators who participated in the development of the Guam Comprehensive Education Improvement Plan. The dinner you hosted at the Government House last Saturday was truly appreciated by the Panel, parents, and school teams.

Sincerely,

NERISSA BRETANIA-SHAFER, Ph. D.
Guam Education Goals 2000 Project Director

attachment

COMMONWEALTH NOW!

GUAM EDUCATION GOALS 2000



Comprehensive Education Improvement Plan

A community effort on behalf of Guam's children

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Introduction

Guam lies at the southern end of the Mariana islands in the western Pacific, and is situated at 13 degrees north latitude, 144 degrees east longitude. It is the largest island in the Pacific Ocean between Hawaii and the Philippines and between Japan and New Guinea. The island of Guam is approximately 6,000 miles west of San Francisco, 3,340 miles from Hawaii, 1,500 miles east of the Philippines, and 1,300 miles north of Papua New Guinea. As the most developed island in Micronesia, Guam serves as the area's transportation hub.

Covering an area of approximately 212 square miles, the island is thirty miles long and ranges from four to twelve miles wide. The island is volcanic in origin, and is surrounded by a coral reef except for opening at harbors and river mouths. The northern end of the island is a high limestone plateau with rugged cliffs along the ocean. The southern end is volcanic with rolling hills and lovely bays often with fringing reefs. Our highest elevation, Mt. LamLam, is 1,334 ft. high. The island vegetation is tropical with coconut and betelnut palms, banyan, pandanus, breadfruit, mango, casuarina, and poinciana trees. Among our flowering plants are bougainvillea, hibiscus, plumeria and candlenut.

The daytime temperature is usually in the mid to high 80's. There are two seasons. The rainy season is from May to November and the dry season is from December to April.

One of the most enjoyable aspects of Guam is its multicultural population of approximately 140,000. The Chamorros, who are U.S. citizens, make up the majority of the population. In addition, there are many from the mainland U.S. and the Philippines. There are groups from the islands of Micronesia, Korea, Japan, Taiwan, Vietnam, Hong Kong and other Asian countries.

There are two official languages on Guam: Chamorro and English. Chamorro is the language of the indigenous people of Guam and the Northern Mariana Islands. Numerous other languages are spoken here. Although most radio and TV programs are in English, some are in Chamorro, Japanese, or Tagalog.

The indigenous Chamorro people of Guam had their first contact with Europeans when Spanish ships visited Guam in the 1500's. The island was made a Spanish Colony in the 17th century.

In 1898, following the Spanish-American War, Guam became a possession of the United States. The Japanese occupied Guam during World War II. In 1950 the people of Guam became U.S. citizens, but it was not until January 4, 1971, that the first elected Governor was inaugurated. Although we still do not vote for President of the United States, we do have one non-voting delegate in the U. S. House of Representatives. Guam has its own Governor and Legislature and through them manages its own internal affairs.

GUAM DEPARTMENT OF EDUCATION

The first public school laws in Guam were enacted by Guam's first Naval Governor Richard P. Leary in 1900 under General Order 12.

The Government of Guam, through the Department of Education, provides educational opportunities for all civilian and military dependents on Guam. Approximately 33,000 pupils attend the K-12 single school district public education system. In addition, the Guam Vocational-Technical High School, under the auspices of the Guam Community College, enrolls over one thousand students interested in vocational education.

The student learning environments range from modern two-story facility situated on twenty-five acres to wooden frame temporary facilities. Textbooks utilized in the schools are standard U.S. textbooks which are supplemented by a variety of other teaching materials. Guam schools can be described as comparable to or ahead of many in the United States. High schools are accredited by the Western Association of Schools and Colleges. The school system's structural plan includes pre-K-5 (elementary), 6-8 (middle school), and 9-12 (high school). Pre-school age youngsters may enroll in Head Start classes administered by the Department at 19 islandwide sites. Identified youngsters are also able to participate in the Pre-school Gifted and Talented Program. Kindergarten attendance for five-year old children is mandatory on Guam.

The Chief Executive Officer of the Public School System is the Director of Education, appointed by the Territorial Board of Education pursuant to Public Law 22-42. The Director's five-year term of office may be renewed at the option of the Board. The Director prepares and submits an annual budget to the Board for consideration and approval; hires employees in accordance with established criteria and assigns or transfers employees for efficient operations; enters into contracts on behalf of the Department in accordance with all applicable laws and regulations; reports to the Board, Governor and the Legislature annually on the state of public education on Guam and devotes full time and energy to providing administrative leadership as the Superintendent of the Department of Education.

The district office, in terms of organization, is similar to other U.S. school systems. The Director of Education is supported by various associate superintendents and administrators in the areas of curriculum, business operations, research and planning, elementary, secondary, personnel services, special education and pupil services. The district also features a modern Learning Resource Center which houses an extensive film library as well as media production facilities, the Teacher Center and the Staff Development Center.

Education Reform Efforts

Because our students are the most important asset for the future of Guam, our vision is to create a dynamic learning organization that empowers neighborhood schools to be readily responsive and constantly adaptive to student needs. We want to provide students with the knowledge and skills to take ownership, fully participate in, and contribute not only to the future of Guam and the United States, but also to the world community.

As with other school districts across the nation, the Guam Department of Education (GDOE) is challenged to meet the needs of a vastly diverse and complex student population. Examination of statistics related to student performance on criterion referenced and norm referenced tests, graduation rates, truancy, and student discipline, have raised serious questions about the effectiveness of educational practices throughout the public school system. While there are numerous factors external to the education department that affect the quality of services and overall efficiency of school operations, the hierarchical and centralized organizational model under which GDOE has operated for nearly 50 years, is among the most frequently cited factors adversely affecting the quality of education.

The following describes the major activities that have taken place to initiate and facilitate educational reform within the Guam Department of Education:

September 1986

In response to national and local reports indicating that student performance and achievement have fallen behind other countries, the Guam Department of Education formulated a task force made up of educators and community members to develop a vision, mission, and strategies for improving the quality of education on Guam. The task force produced the Blueprint for Excellence which was adopted by the Territorial Board of Education and endorsed by the Governor of Guam in 1986.

August 1993

Governor Joseph F. Ada formulated an education task force, composed of teachers, principals, parents, central office administrators, and staff members of the executive branch, to closely scrutinize the operational and structural conditions of schools. The task force inspected facilities at each school site and spoke with teachers and school principals to determine the effectiveness of operational practices in meeting educational needs. The task force found major problems with procurement, maintenance and personnel services provided by central office and made recommendations to decentralize operational decisions related to those areas.

December 1993

The Twenty-second Guam Legislature enacted P.L. 22-42, "An act to grant the people of Guam greater influence in the island's public educational system through the establishment of an elected Territorial Board of Education" by overriding Governor Ada's veto of Bill 351.

January 1994

Governor Joseph F. Ada calls for educational reform during his "State of the Territory" address. Reflective of the Governor's commitment to initiating bottom-up reform is the following excerpt from his address: "I want to free the schools from the chains that tie them down. And I want to free the schools from a system that makes it impossible to get things done. I want to take the power of decision making away from a central bureaucracy that cannot act efficiently and place it where it needs to be, where the action is, where education actually occurs. In the schools ..."

February 1994

A strategic planning workshop was conducted February 14-18, 1994 to develop strategies for affecting change throughout the Department of Education. Twenty-eight participants attended the workshop. The participants included principals, central office administrators and teachers. The workshop produced a list of initiatives and timelines for improving personnel, maintenance, and procurement.

March 1994

The Director of Education formulated a decentralization team, composed of teachers, school principals, central office administrators and parents. The team was designated to raise awareness about education reform issues and solicit input about ways to improve education on Guam from educators and the community at large. The decentralization team was later designated as the "transition team" that was to develop and implement a decentralization plan. Harmon Loop Elementary was "decentralized" to pilot test initiatives recommended by the strategic planning participants. The Harmon Loop school principal and management team were given the authority to make decisions pertaining to maintenance, procurement and personnel services.

March - June 1994

The Director of Education and members of the decentralization transition team conducted open forums and made presentations throughout the public school system and community. The presentations focused on issues related to the department's site-based decision making (management) plan and implications of bottom-up reform strategies to educators, parents and community members. Progress reports were presented regarding the decentralization effort, specifically with respect to Harmon Loop as the pilot test site. More than 50 presentations and open forums were conducted throughout the three month period. Presentations were also made to the Territorial Board of Education, Rotary Clubs and the Guam Chamber of Commerce.

In addition to newspaper articles and editorials focusing on decentralization strategies, the Director of Education was also a guest speaker on radio and television talk shows. Analysis of newspaper editorials and comments from participants in open forums clearly demonstrates that for the first time in Guam's history, the legislative branch, executive branch, business organizations, and community at large, are in full support of systemic education reform. The Elementary Principals' Council and Secondary Principals' Council were formulated to initiate the delegation of decision making authority from central office to the school sites.

September 1994

The planning grant application under Title III of the Goals 2000, Educate America Act was approved by the U.S. Department of Education. GDOE received \$47,500 to develop a System-wide education improvement plan. The planning grant enabled the Guam Department of Education to develop a comprehensive education improvement plan and support school level reform efforts. It is important to note that while steps have already been taken to promote bottom up reform, strategies have yet to be established for implementing System-wide improvements. The Guam Comprehensive Education Improvement Plan (CEIP) will hopefully provide a sense of direction (blueprint) for the numerous changes which have already been initiated in the Department of Education.

February 1995

The Territorial Board of Education passed a resolution to restructure Guam Department of Education.

April 1, 1995

The Guam Education Goals 2000 Panel meets for the first time for an orientation on Goals 2000 and to elect Panel leaders.

April 1995 - August 24, 1996

The Guam Education Goals 2000 Panel, through six working committees, develops the Guam Comprehensive Education Improvement Plan (CEIP).

September 6, 1996

The Guam Education Goals 2000 Panel presented the Guam Comprehensive Education Improvement Plan to the Guam Territorial Board of Education for approval.

Process For Developing The Guam CEIP

The Guam Comprehensive Education Improvement Plan was developed by the Guam Education Goals 2000 Panel in collaboration with the Governor of Guam, the Director of Education, the Territorial Board of Education, and the Guam Legislative Committee on Education. The Panel is comprised of 39 members, of which thirty (30) Panel members were appointed by the Governor of Guam and the Director of Education from a pool of applicants. In addition to educators, parents, and the community at large, the Panel also includes individuals who hold leadership positions in various government agencies and private organizations: Governor of Guam, Director of Education, Chairperson of the Territorial Board of Education, Chairperson of the Legislative Committee on Education, President of the Islandwide Parent Teacher Organization, President of the Guam Federation of Teachers, President of the Guam Chamber of Commerce, a Private School Representative, and representatives from the Navy and the Air Force.

The development of the Guam CEIP involved three phases: **Phase I: Training and Needs Assessment; Phase II: Plan Development; Phase III: Draft CEIP Review / Dissemination Draft Review / Completion.** Action steps within each phase were intended to provide the Panel with essential information to develop strategies as well as promote broad based participation in the planning processes. Activities that were accomplished within phase of development are described in Appendix E.

In compliance with the requirements for Goals 2000 Title III, section 306, working committees were formulated to develop strategies pertaining to the following topics:

- Teaching, learning, standards, and assessment
- Opportunity to Learn Standards
- Governance, Accountability, and Management
- Parental and community support and involvement
- Making improvements system-wide
- Dropout prevention strategies
- Promoting bottom-up Reform
- Coordination with School-to-Work programs
- Benchmarks and timelines
- Integrating academic and vocational instruction
- Monitoring progress
- Review and update of the CEIP

The committees were comprised of panel members, as well as other educators and members of the community. Each committee was chaired by a Panel member who was elected by respective committee members. In addition to the 12 essential elements of a Comprehensive Education Improvement Plan, prescribed by section 306, the Panel committees also developed strategies to meet the Guam Education Goals.

The following list of Panel working committees delineates the Guam Education Goals and section 306 elements addressed by each group:

- 1. **Standards Committee**
Teaching, learning, standards, and assessment
Opportunity-to-learn standards
Professional Standards and Development
Guam Education Goal 3: Student Achievement and Citizenship
Guam Education Goal 4: Math and Science Achievement
Guam Education Goal 7: Professional Training and Development
- 2. **Governance, Accountability, Management Committee**
Guam Education Goal 9: System-wide Reform / Organizational Governance
Making Improvements System-wide
- 3. **System-wide Reform Committee**
Guam Education Goal 9: System-wide Reform / Organizational Governance
Making Improvements System-wide
- 4. **Parental and Community Support and Involvement Committee**
Guam Education Goal 1: Readiness to Learn
Guam Education Goal 8 : Parental and Community Support and Involvement
- 5. **School-to-work / Dropout Prevention / Vocational Education**
Guam Education Goal 2: High School Completion
Guam Education Goal 5: Adult Literacy and Lifelong Learning
Guam Education Goal 6: Safe and Disciplined Schools
Coordination with School-to-Work Programs
Integrating academic and vocational instruction
Dropout Prevention Strategies
- 6. **Educational Technology**
Guam Education Goal 9: System-wide Reform
Guam Education Goal 3: Student Achievement and Citizenship
Guam Education Goal 7: Professional Development
- 7. **Benchmarks, timelines, review, monitoring, and update**
Benchmark and timelines
Monitoring progress
Review and update of the Guam CEIP

Commitment to Bottom-up / Systemwide Reform

What differentiates Goals 2000 from other reform movements from the past is the active participation of teachers, school administrators, school site personnel, parents, and community members in the development of the plan. To ensure broad-based participation in the development of the Guam CEIP, each Panel committee was required to develop strategies to promote bottom-up reform. Various strategies were also utilized by the Panel as a whole to encourage involvement from various groups of educators and community members. The following are among the Panel activities that promoted community awareness and bottom-up / system-wide reform:

- orientation meetings for educators and community members
- media coverage of Panel bi-weekly meetings and activities
- speaking engagements with non-profit organizations
- signing of the Covenant to Reinvent Education by government and community leaders and members (Refer to Appendix A)
- distribution of Goals 2000 posters
- publication of the Goalsline Newsletter

Input from the community at large, relative to the development of the draft CEIP, was obtained through Panel meetings in which community members were invited to participate in the process. The Panel conducted islandwide school-community meetings in May and November 1995, and August 1996. The islandwide meetings in 1995 were designed to provide an orientation on the proposed Guam Education Goals and obtain feedback concerning facilitating and potentially hindering forces in achieving the goals. Each public school was represented by a Goals School Team made up of the school principal, 2 teachers, parents, support staff, and village community representative. Four students from each high school also participated in the meetings. Community members included representatives from the private sector, Mayor's Council, parents, and other government agencies. Each meeting was attended by more than 200 people. Various Panel committees also conducted needs assessment surveys through written forms and small group discussions.

Draft action plans for each of the Guam Education Goals were developed by Panel committees based on input from educators and the community at large. The action plans include action steps, timelines, resources needed, agency/person responsible for the action step, and an evaluation criteria. The draft action plans were presented to the Panel by each committee for review and feedback on two cycles. The revised plan, as approved by the Panel was presented to the Board of Education for their review. The Board authorized the Panel to present the plan in draft form to all interested stakeholders. Subsequently, a school community forum was held on August 24, 1996, in which the draft Guam CEIP was presented to the Goals 2000 school teams, educational leaders, parents and other members of the community. Each committee presented and discussed with participants proposed action steps for meeting the Guam education goals and supporting objectives. School teams and other participants were

also provided the opportunity to critique the draft CEIP. Results of the review were compiled and used to finalize the action plans that are to be submitted to the U. S. Department of Education for further funding. (Refer to appendix D)

Commitment to Continuous Review, Monitoring, and Update

The Department of Education will monitor the implementation of the Guam CEIP through the following activities:

1. **Measure of progress towards achieving Guam Education Goals through periodic collection of data pertinent to established indicators and benchmarks;**
2. **Bi-annual reporting of implementation activities to the community of Guam;**
3. **Annual school / community conference to report progress towards goals as well as review and update the Guam CEIP based on quantifiable data and feedback from educators, parents, and community members.**

A more detailed description of action steps relative to the review and update of the GuamCEIP is presented on page .

Integration of Existing Programs, Services, and Reform Plans

The successful implementation of the Guam Comprehensive Education Improvement Plan is largely dependent on the department's capacity to critically evaluate the extent to which existing programs, services, and reform initiatives support the achievement of the Guam Education Goals. Plans have been developed over the past couple of years that can facilitate the achievement of goals relative to system-wide reform, governance, and accountability. The Department has also initiated the development of draft content standards and student performance standards in SY 1995-1996.

A more in-depth evaluation will be conducted by the department to determine the extent to which existing programs and resources can be consolidated, modified, or strengthened to meet the Guam Education Goals. This effort will be undertaken by the department's implementation team.

A list of existing programs and services that are aligned with the Guam CEIP is included in this document. Copies of documents pertaining to the department's on-going work in site-based management, re-organization, standards and assessment development, and school to work / vocational education will be made available upon request.

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

VISION

Our vision is to create a dynamic and comprehensive education system that is dedicated to the pursuit of excellence for all Guam students and empowers neighborhood schools to be readily responsive and constantly adaptive to student needs.

MISSION

Our mission is to provide students with knowledge and skills to take ownership, fully participate, and contribute to the future of Guam, the United States, and the world community.

GUAM EDUCATION GOALS AND OBJECTIVES

SCHOOL READINESS

GOAL 1: All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full educational potential.

Objectives:

1. To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;
2. To motivate each parent of a preschool child to become actively involved in their child's education;
3. To provide parents with needed training and support services;
4. To ensure that each child receives proper nutrition, rest, physical activity experiences, and the health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn; and
5. To significantly reduce the number of low-birthweight babies through enhanced prenatal health systems.

SCHOOL COMPLETION

GOAL 2: The high school graduation rate will increase to 95% or better.

Objectives:

1. Guam will dramatically reduce its school drop out rate.
2. 75% of the students who drop out will return and successfully complete a high school degree or its equivalent.

3. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

GOAL 3: Guam students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter — including English, Chamorro, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objectives:

1. Guam DOE will develop world class content standards for all subject areas.
2. Guam DOE will develop student performance standards based on the world class content Standards for each grade level where appropriate.
3. Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.
4. Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.
5. The academic performance of all students will increase significantly in every reporting period, and the academic performance of minority students will more closely reflect the student population as a whole.
6. The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.
7. All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
8. All students will have access to physical and health education to ensure they are healthy and fit.
9. The percentage of all students who are competent in more than one language will substantially increase.
10. All Guam students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific islands, the Pacific Rim, and the world.
11. Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in the adopted content and performance standards.

12. Guam DOE will decrease student grade retention, and reduce students academic frustration and the need for constant review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

MATHEMATICS AND SCIENCE

GOAL 4: Guam students will be first in the world in mathematics and science achievement.

Objectives:

1. Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
2. Through a process of pre-service and in-service training, the number of Guam teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
3. The number of Guam high school graduates who complete undergraduate and graduate degrees in mathematics, science, and engineering, will increase by 50%. The number of women and minority graduates in these areas will increase by 50%.

ADULT LITERACY AND LIFELONG LEARNING

GOAL 5: Every adult on Guam will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

1. Every major business on Guam will be involved in strengthening the connection between education and work;
2. All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;
3. The number of quality programs, including our libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students, will increase substantially;
4. The proportion of the qualified Guam students, especially minorities, who enter college, who complete at least two years, and those who complete their degree programs, will increase substantially;
5. The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems, will increase substantially;

6. Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

GOAL 6: Every school on Guam will be free of drugs, alcohol, violence and firearms, and will offer a disciplined learning environment.

Objectives:

1. Guam DOE will implement a firm and fair policy regarding drugs and alcohol.
2. Parents, businesses, governmental, and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment that are safe havens for all children.
3. Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
4. Every local educational agency will develop a sequential and comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
5. Drug and alcohol curriculum will be taught as an integral part of sequential and comprehensive health education.
6. Community-based teams will be organized to provide students and teachers with needed support.
7. Every school will work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

GOAL 7: Guam teachers will have access to programs for the continued development of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objectives:

1. All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
2. All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

3. All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teachers, administrators, instructional aides, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
4. Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

GOAL 8: Every school will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional and academic growth of children.

Objectives:

1. Guam DOE will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who have special considerations;
2. Every school will actively engage parents and families in a partnership which supports the academic work of children at home, and shared educational decision making at school.
3. Parents and families will help to ensure that schools are adequately supported, and will hold schools and teachers to high standards of accountability.

SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

GOAL 9: The Guam educational system will be organized to support the achievement of the education goals.

Objectives:

1. Design a reorganization of the Department of Education which will allow decision-making authority closer to those affected.
2. Identify and propose changes to Public Law, Territorial Board of Education Policy, Operating Instructions, and any other policies throughout the government that hinders the implementation of Objective 1.
3. Establish a system of accountability that holds employees to high standards of professional, moral and ethical conduct.
4. Develop a five-year Guam Department of Education Technology in Education Plan for submission to and approval by the Guam Territorial Board of Education.
5. Promote an active role for teachers in planning the use of instructional technology within their classrooms.

System-wide Reform

Goal 9: The educational system will be organized to support the achievement of the Guam Education Goals.

The Committee on System-wide Reform presents a plan which is essential to any truly comprehensive school improvement effort that will pave the way for schools and communities to work together as a system. Excellence cannot be remote controlled, it has to happen at all levels and within the communities. This plan will offer each school the flexibility, support, and assistance to make excellence happen in each school region.

The Committee recognizes that this plan is comprehensive and long-term. For this reason, the Committee does not expect immediate implementation governed by timeliness, but would, instead, prefer to work with the Committee on Governance and Accountability to create a task force to assist in delineating specific processes and functions at the three recommended levels. Our committee realizes that a community awareness program of the plan is essential for its success.

The System-wide Reform Committee recommends the following:

- An organizational structure that places learning and students at the center of all activities;
- An organizational structure that promotes collaborative decision-making processes;
- An organizational structure that ensures timely delivery of support services and products to teachers and students;
- An organizational structure that insures accountability and promotes effective communication among administrators, principals and the community at each level;
- An organizational structure that allows peer review, coaching and mentoring.

The System-wide Reform Committee recommends the following processes:

- Organize the schools into regions based on "feeder bands" and student population. Each region will consist of one or more high schools, middle schools and elementary schools;
- Regional levels shall be established to provide coordination and support services to the schools in the region;
- Regional levels shall be housed within the region at available staff housing in each of the regions;
- Change the organizational structure so that decision-making affecting students and teachers can occur at the school level;

- Decentralize some of DOE's central office services, responsibilities and authority to the regional level and individual schools;
- The newly created regions shall be streamlined as much as possible and provide for "accountability".

Functions and Services by Levels:

A. System-wide Level will provide coordination and support services to regions for:

- Legal compliance
- Standardization of curriculum
- Vocational skills standards and implementation
- Personnel administration
- Recruitment and record keeping
- Budget and financial administration and planning
- Dissemination of student testing and evaluation materials and results to all schools
- Maintenance support
- Motivational support
- Federal Programs and Special Education
- Procurement
- Island-wide Community Public Relations
- Determine criteria and guidelines for hiring process and certification
- System-wide level will accept and support regional administrator's and principal's recommendations in the hiring of school staff and principals.

B. Regional levels - provide consultation, support, and facilitate services to schools in the region for:

- Maintenance coordination for schools within the region
- Maintaining and updating a master list of supplies, equipment, and textbooks within the region
- Coordinating Special Education Programs
- Providing assistance and coordination to schools in preparation of individual school budgets
- Computer support and maintenance

- Coordinating training and support services
- Coordinating Curriculum support service
- Regional community public relations
- Personnel and budgetary support
- Recommend to DOE for hiring of principals after consulting with PTO and other principals in the region.

C. School level - decision making on matters affecting teachers, staff and students

- Schools/community in region screen and recommend selection of principals for schools in the region
- Curriculum development and input
- Budget preparation
- Budget control
- Maintenance control
- Regular evaluation of administration, faculty, and staff, and the development of continued employment policy
- Implement and administer testing and evaluation
- Procurement and supply - place orders with system-wide level
- Community relations - schools and region

D. Other recommendations:

- Impose book fees of \$5.00 per student for each school up to a maximum of \$20 per family to cover wear and tear. These fees along with any charges for lost books shall be placed in a revolving fund to be utilized at the Principal's discretion for the replacement of worn, damaged, or lost books. Legislation needs to be revised to ensure that the fund is available to each principal and not placed in the General Fund.
- Maintenance contracts
- Principals should be subject to a "Performance Contract" to include an annual evaluation
- Recommend that the Board study and act on a "buy back" plan whereby teachers who do not take all personal or remaining sick leave will receive a percentage of their salary for the unused days.
- Recommend that the Task Force conducts a study of DOE pay scale and job descriptions to support re-organization plan

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Director appoints Task Force	SY 1996 - 1997		Director of Education	Appointment of Task Force members approved and accepted
2. Task Force review Systemwide Reform & Governance / Accountability / Management recommendations	SY 1996 - 1997		Task Force	Review completed
3. Task Force aligns, revise, delete duplicity in both committees' recommendations	SY 1996 - 1997		Task Force	Recommended structure submitted
4. Task Force identifies and delineates functions & responsibilities at three (3) levels: Systemwide, Regional, School levels	SY 1996 - 1997		Task Force	Functions and responsibilities identified and described at 3 levels

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.

ACTION STEPS	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Task Force develops implementation strategies: a. Review existing administrative and support personnel that can best be implemented at three levels b. Write new position descriptions with Civil Service Commission c. Complete and submit final structure & implementation strategies to DOE	April 1997 June 1997 September 1997		Task Force Task Force Task Force	Personnel analysis completed New position descriptions in consultation with Civil Service completed Final reform structure and implementation strategies completed and submitted to DOE
6. Make inventory of existing legislation and make recommendations for revisions, deletions, additions where needed.	November 1997	• DOE • Legislative Committee on Education	Task Force	Inventory and analysis of existing legislation completed and submitted to DOE

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.

ACTION STEPS	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Submit total reform package	January 1998		Director of Education Territorial Board of Education	TBOE acts on reform package
8. Implementation phases delineated / accepted	June 1998		Territorial Board of Education Director of Education	Implementation phases identified
9. Budget / reform package submitted to Legislature	September 1998	Legislature	Territorial Board of Education	Budget package submitted to Legislature
10. Public Hearing	September 1998		DOE / Legislature	Testimonies compiled; DOE budget mark up begins
11. Implementation begins	August 1999 - June 2000	budget package	Governor of Guam Legislature TBOE DOE	First phase of implementation begins

GOVERNANCE, ACCOUNTABILITY AND MANAGEMENT

Goal 9: The educational system will be organized to support the achievement of the Guam Education Goals.

The Committee on Governance, Accountability and Management was tasked with developing objectives for public education on Guam that would affect the policy and decision-making body (Governance), those empowered with overseeing, facilitating, and supporting the planning, evaluation, and operations (Management), and employee standards, fiscal responsibility and checks and balances (Accountability). In concert with realignment, the Committee is dedicated to site-based management, recognizing that by aligning responsibility, authority and accountability throughout the system, decisions regarding the means for achieving the content standards and student performance standards become closer to the learners. While committed to site-based management, the Committee also recognizes a need for maintaining certain central functions.

The Committee views the plan as a long-term process. Because of its comprehensive nature and the type and extent of changes that may be needed, the Committee also recognizes that progress may be slow and acknowledges the need for each school to feel confident and comfortable with accepting the responsibility and accountability that accompany the shift from central to local control. The Committee recognizes the need to coordinate efforts with the Committee on System Wide Reform.

In concert with recommendations made by the Goals 2000 CEIP, the following need to be reviewed, developed, or recommended for change:

- Public Law 22-42
- Territorial Board of Education Policies
- Guam Code Annotated ~ Laws affecting
- Organic Act
- Procurement Procedures
- Organizational Chart
- Curriculum Development
- Management and Financial Audit Reports
- Touche Ross Report
- Operating Procedures
- Personnel Rules and Regulations
- Job Descriptions
- Harmon Loop Review
- Evaluation Instruments
- Functional Chart
- Board of Education Goals
- Employee Discipline
- Student Discipline

- Public Laws Dealing with Parent Accountability
- Administrative Responsibilities
- Board/Union Contract
- Privatization Policies
- School Council Structure/Responsibilities/Authority

In an effort to fulfill Guam Education Goal 9, the Governance, Accountability, and Management Committee submit the following three objectives, each with appropriate action steps.

Goals 9: The educational System will be organized to support the achievement of the educational goals.				
Objective 1: Design a reorganization of the Department of Education which will allow decision-making authority closer to those affected.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop an implementation plan for school based management based on adopted TBOE policy and procedures and recommended action steps by Systemwide Reform Committee	SY 1996 - 1997			
2. Establish an Implementation Committee made up of all levels of the school community to review and recommend an organizational structure utilizing all previously developed and researched efforts by various committees and studies and coordinate with System Wide Reform Committee.	Committee to be identified by June 1996	Studies made available	Director and Deputy Director of Education DOE Realignment Task Force Implementation Committee	Director to submit reorganization plan to Territorial Board of Education for approval Territorial Board of Education submits plan to Guam Legislature for legislative action

Goals 9: The educational System will be organized to support the achievement of the educational goals

Objective 2: Identify and propose necessary changes to Public Law, Territorial Board of Education Policy, Operating Instructions, and any other such polices throughout the government that hinders the implementation of Objective 1.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The Implementation Committee will recommend the necessary changes to identified laws and policies for submission and approval to the appropriate body, i.e., Director of Education, and and/or TBOE, and/or Legislature.	December 1997	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to TBOE, submitted to Civil Service Commission promulgated by Governor.
Objective 3: Establish a system of accountability that holds employees to high standards of professional, moral, and ethical conduct.				
1. In concert with the development of Objective 2, changes to existing Personnel Rules and Regulation to allow for the implementation Committee of performance standards will be recommended to the appropriate body, i.e. Director, TBOE, Civil Service Com-mission, Legislature and Governor.	June 1998	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to Territorial Board of Education, submitted to Civil Service Commission, promulgated by Governor.

STANDARDS

Teaching and learning is the foundation of systemic education reform and includes the development and implementation of challenging content and performance standards. High quality and challenging frameworks, instructional materials, and new assessments alone will not improve Guam schools unless teachers know and can teach with this new curriculum. Together, standards, assessment, and professional development, form and interlocking triad of reforms.

The Standards Committee has been given responsibility for the oversight, planning, and documentation of the Guam Goals 2000 Panel's efforts in achieving the following goals:

Goal 3: Student Achievement and Citizenship:

Guam students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter to include English, Chamorro, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning and productive employment in the world market place.

Goal 4: Math and Science

Guam students will be first in the world in Math and Science.

Goal 7: Teacher Education and Professional Development:

Guam's teachers will have access to pre-service and in-service programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam's students for the next century.

The Teaching and Learning, Standards and Assessments Planning Committee developed a plan to address the following areas:

- (A) Improve teaching and learning and students mastery of basic and advanced skills in core content areas, such as English, Chamorro, mathematics, science including physics, history, geography, foreign languages.
- (B) Institute a process for developing, adopting , and implementing Guam DOE content and performance standards for all students.

- (C) Institute a process for developing and implementing valid, nondiscriminatory and reliableGuam DOE student assessments.
- (D) Institute a process for aligning Guam DOE curricula, instructional materials, and district assessments.
- (E) Institute a process with familiarizing teachers with the Guam DOE content standards and student performance standards and developing the capability of teachers.

To determine the need for the development of challenging standards, complemented with aligned assessments, and corresponding changes in pre-service and in-service teacher education, the planning committee looked at current Guam activities in these areas as well as the achievement of students.

Longitudinal trends in Guam student achievement are difficult to assess due to changes in tests, the grades in which tests are administered, and the standards set for student performance.

ACTION: CHALLENGING CONTENT AND PERFORMANCE STANDARDS

Process and procedures will be developed to enable the district and school communities to assess the implementation of challenging content and performance standards. All course content standards will remain high.

Content and performance standards and assessment models/ideas will be developed in the core subjects. Representatives of administration, teaching, higher education, tech prep, and parents will be involved in the process.

1995-1997	Write performance standards and assessments. Revise the Guam Mathematics Curriculum Framework in light of new National Council of Teachers of Mathematics - NCTM Curriculum Framework and the new assessment requirements of Title II.
1996-1999	Revise and develop curriculum frameworks including content standards, benchmarks and performance standards in social studies, health, science, and vocational technical areas.
1997-1999	Revise and develop curriculum frameworks for foreign languages and the arts.

The overall evaluation strategies will include formative processes if implementation, analysis of curriculum documents, assessment of students performance, and evaluation for all content area.

Evaluation of process:

- Development and distribution of curriculum framework documents.
- Pre-service and In-service training in the framework for teachers for all content areas.
- In-service training of school administrators, with emphasis on principals and Regional Directors on the framework.
- Principals and Regional Directors will monitor the implementation of the curriculum frameworks, inclusive of standards and benchmarks.

Evaluation analysis of the curriculum framework documents:

- Guam designed evaluation instruments will be used by administrators and DOE Curriculum and Instruction Division to rate the value of the curriculum framework documents at the Regional Level.

Evaluation of student performance:

- Student performance on appropriate assessment tools, check lists and rubrics will be used to note progress in achievement of basic skills.
- Student performance will be analyzed based upon performance on curriculum referenced instruments including teacher made classroom tests.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Guam students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter --- including English, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history, and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objective 1: Guam DOE will develop world class content standards for all subject areas.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review its current content standards to determine the extent to which they are "world class" and meet the needs of current and future students. Content standards will be developed in the following areas: the arts, civics and government, Chamorro, citizenship, English, economics, world languages, geography, history, mathematics, physical education and wellness, reading, science, and any other content area deemed necessary by the Territorial Board of Education.	Fall 1996 - Spring 1997	Guam's current content standards, stipends	Department of Education Goals 2000	Satisfactory review of current standards
2. Guam DOE will review current regionally developed standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996 - Spring 1997	Access to regional, national, and world standards.	Department of Education Goals 2000	Satisfactory review of regional standards.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 1: Guam DOE will develop world class content standards for all subject areas.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. Guam DOE will develop a draft set of proposed content standards for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the standards will also be conducted.	Spring 1996 - Spring 1997	Clerical support, media contacts, comm. group contacts meeting sites	Department of Education Goals 2000	Draft plan finished, community responds to grassroots meetings
4. Guam DOE will document feedback from the community review and address its inclusion or exclusion from the draft standards.	Spring 96 - Spring 97	Clerical support	Goals 2000	document produced
5. Guam DOE will submit revised content standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 96 - Spring 97	- contacts with the previous groups - clerical assistance	DOE Goals 2000	consensus reached
6. Guam DOE will develop a plan of continuous review of its content standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted content standards.	Sum 97	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**Objective 2: Guam DOE will develop student performance standards based on the world class content standards.**

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, curriculum and instruction specialists, and DOE/UOG personnel to create appropriate student performance standards based on the adopted content standards.	Fall 1996	meeting site volunteers	Department of Education Goals 2000	task force created and meeting regularly
2. The task force, or its designee, in collaboration with the Division of Curriculum and Instruction will review Guam's current performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996	access to Guam's current performance standards	Task Force Division of Curriculum and Instruction	task force satisfied with review
3. The task force, or its designee, in collaboration with Curriculum and Instruction, will review current regionally developed, national, and world performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996	access to regional, national, and world performance standards	task force Curriculum and Instruction	task force satisfied with review

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**Objective 2: Guam DOE will develop student performance standards based on the world class content standards.**

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force, or its designee, will develop a draft set of proposed performance standards for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the performance standards will also be conducted.	on-going Sum 1997	• clerical support • media contacts • community group contacts • meeting sites	task force	draft standards developed
5. The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft performance standards.	Summer 1997	• clerical support	Task force	document produced
6. Guam DOE will submit revised performance standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 1996 - Spring 1997	• contacts with the previous groups • clerical assistance	DOE/Goals 2000	consensus reached

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 2: Guam DOE will develop student performance standards based on the world class content standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Guam DOE will develop a plan of continuous review of its performance standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted performance standards.	Fall 1997	clerical support	DOE	plan developed
8. Guam DOE will submit student performance standards to the Territorial Board of Education for adoption.				

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force of at least two parents, two students, two teachers, and two school level administrators - to develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.	Spring 1998	volunteers cooperation	DOE/GOALS 2000	task force created and meeting regularly
2. The task force, or its designee, will review Guam's current assessment tools to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	access to Guam's current assessment tools and policies	task force	task force satisfied with review
3. The task force, or its designee, will review current regionally developed performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	access to regional, national, and world assessment tools	task force	task force satisfied with review.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force, or its designee, will develop a draft set of proposed assessment developed tools for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the assessment tools will also be conducted.	Spring 1998 - 2000+	- clerical support - expert consultants - media contacts - community group contacts - meeting sites	Task Force	draft standards
5. The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft assessment tools.	Spring 1998 - 2000+	- clerical support - expert consultants	Task Force	document produced
6. Guam DOE will submit revised assessment tools back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 1998 - 2000+	- contacts with the previous groups - clerical assistance	DOE/Goals 2000	consensus reached
7. Guam DOE will develop a plan of continuous review of its assessment tools to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted assessment tools.	Spring 1998 - 2000+	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, and school level administrators, and DOE/UOG personnel to achieve the task of aligning school curriculum, instructional materials, and assessment.	Fall 1996 - Spring 1997	• volunteers cooperation	DOE/GOALS 2000	task force created and meeting regularly
2. The task force or its designee will review Guam's current alignment practices to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	• access to Guam's current alignment policies	task force	task force satisfied with review
3. The task force or its designee will develop a draft set of proposed alignment policies for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the assessment tools will also be conducted.	Spring 1998 - 2000+	• clerical support • expert consultants • media contacts • community group contacts • meeting sites	task force/GOALS 2000	draft standards developed, community responds to grassroots meeting

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force or its designee will document feedback from the community review and address its inclusion or exclusion from the draft alignment policies.	Spring 1998 - 2000+	- clerical support - expert consultants	task force	document produced
5. Guam DOE will submit revised alignment policies back to those community members who provide feedback and continue the revision-review until a community consensus is reached.	Spring 1998 - 2000+	- contacts with the previous groups - clerical assistance	DOE/GOALS 2000 ,	consensus reached
6. Guam DOE will develop a plan of continuous review of its alignment policies to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted alignment policies.	Spring 1998 - 2000+	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam will collect annual comprehensive student achievement data, from the adopted assessment tools, from all students at all schools.	Spring 1997, ongoing	• clerical support	DOE	data collected
2. Guam DOE will develop a longitudinal islandwide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age grade, and school for all tests given.	Spring 1997, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	database developed
3. Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles: by grade at each school; by gender and race/ethnicity, separately for students classified as Limited English Proficient and Fluent English Proficient; on a special report related to learning plans for special education students or other types of students at risk.	Fall 1997 - Spring 1998, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	community responds to results and plans

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Each school site will develop an annual plan for increasing the academic performance of its students based on the needs identified by the quartile results.	Fall 1997 - Spring 1998, ongoing	• school teams • comp time • clerical support	School Principals	plans developed
5. Guam DOE will share annual quartile test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	Fall 1998, ongoing	• media contacts • community contacts • clerical support	DOE	
6. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	• school team comp time • clerical support	DOE, School Principals	
7. Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for or supporting activities of the above action steps.	Fall 1996	• grant writer	DOE	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will design and develop assessment tools to be used with all students at each grade and school that is designed to assess these higher order competencies.	Fall 1998	• RP&E staffing • expert consultation	DOE	assessment tool developed
2. Guam DOE will develop a longitudinal islandwide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age, grade, and school for all tests given.	Spring 1998, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	database developed
3. Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles; by grade at each school; by gender and race/ethnicity, separately for students classified as LEP and FEP; on a special report related to learning plans for special education students or other types of students at risk.	Spring 1998, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	test results analyzed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Each school site will develop an annual plan for increasing the academic performance of it's students based on the needs identified by the criterion referenced test (CRT) results.	Fall 1998, ongoing	• school teams • comp time • clerical support	School Principals	
5. Guam DOE will share annual CRT test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	Fall 1998, ongoing	• media contacts • community contacts • clerical support	DOE	
6. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resources needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	• school team comp time • clerical support	DOE, School Principals	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Guam DOE will develop a plan of continuous review of its student assessment program in these areas. DOE will develop a system for ensuring that any needed revisions are developed and incorporated.	Fall 1998	• DOE staff	DOE	
8. Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for supporting activities of the above action steps.	Fall 1996	• grant writer	DOE	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, and DOE/UOG personnel to review it's current academic standards to determine the extent that they promote good citizenship, good health, community service, and personal responsibility.	Fall 1996	• volunteers, • cooperation • meeting site	DOE/GOALS 2000	task force created and meeting regularly
2. The task force will develop a plan to require a minimum number of hours of community service, with a minimum number of hours to be earned per year at each grade level, in order to graduate from high school (e.g., 1000 hours to graduate, 80 hours minimum/year).	Spring 1997	• cooperation	task force	plan developed
3. The task force will develop a system of credits and/or rewards for those students who volunteer more than the minimum community service hours.	Spring 1997	• cooperation	task force	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force will develop a system of academic credit for those students who demonstrate mastery of required skills while at work during non instructional hours.				
5. Each school site will develop an annual plan for every student to promote good citizenship, good health, community service, and personal responsibility.	Spring 1997, ongoing	school teams, comp time, clerical support	School Principals	plan developed
6. Each school site will provide annual documentation and description of the opportunities associated with this plan that are actually implemented at the site. Schools will give information on promising practices and examples of success, obstacles encountered and recommendations for resolving them in the next academic year.	Spring 1997, ongoing	school teams, comp time, clerical support	School Principals	documentation provided

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. DOE will share the annual results of the school site plans widely with all relevant stakeholders.	Spring 1997, ongoing	media contracts, comm. group contracts	DOE	community responds to shared results
8. The task force will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in the annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	cooperation	task force	results included
9. The task force will develop a plan of continuous review of its draft plan for citizenship to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Fall 1996, ongoing	cooperation, clerical support	task force	plan developed
10. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	Sum 1997, ongoing	grant writer	DOE	funds received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop a plan for every student to receive physical education and health education at every grade level to ensure that they are healthy and fit.	Spring 1997	volunteers, cooperation, clerical support	DOE/GOALS 2000	plan developed
2. Each school will annually document and describe the opportunities associated with this plan that are actually implemented at each school. School will give information on promising practices and examples of success, obstacles encountered, and recommendations for resolving them in the next academic year.	Spring 1997, ongoing	school team comp time, clerical support	School Principals	documents produced
3. DOE will share the annual results of the school plans widely with all relevant stakeholders.	Spring 1997, ongoing	media contracts, community contracts	DOE	community responds to shared plans

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide school organizational structures.	Fall 1996, ongoing	DOE staff, cooperation	DOE	needs identified and included
5. Guam DOE will develop a plan of continuous review of it's draft plan for health and fitness to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 1997, ongoing	volunteers, comp time, clerical support	DOE	plan developed
6. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	Fall 1996, ongoing	grant writer	DOE	funds received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 9: The percentage of all students who are competent in more than one language will substantially increase.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review the current language assessment resources and systems for students with languages other than English in their home backgrounds, and for students enrolled in Chamorro language and other language courses throughout DOE. The department will develop a plan for increasing the percentage of students competent in more than one language.	Fall 1996 - Spring 1997	access to DOE statistics, clerical support, volunteers or assigned staff	DOE/GOALS 2000/Chamorro Lang. Commission.	plan developed
2. Guam DOE will require all students to study English and Chamorro at each elementary grade level, and English and at least one other language at each secondary grade level. Every student will be given the opportunity to study a third language at every grade level, using magnet schools, teacher flex time, low cost after school classes, 2-way bilingual programs, etc.	Fall 1997, ongoing	teaching staff and resources, DOE support	DOE Chamorro Lang. Commission.	students receive appropriate language instructions

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 9: The percentage of all students who are competent in more than one language will substantially increase.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. DOE will develop and implement a plan for annual progress reports on the percentage of all students who are enrolled in Chamoru language and other non-English languages at each grade and school.	Fall 1996, ongoing	school reports, staffing support, clerical support	DOE	reports received
4. Guam DOE will share the annual results of the annual reports widely with all relevant stakeholders.	Fall 1996, ongoing	media contracts, community contracts	DOE	community responds to share results
5. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	DOE staff support, school reports	DOE	results produced and included

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 9: The percentage of all students who are competent in more than one language will substantially increase.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
		•		
6. Guam DOE will develop a plan of continuous review of its draft plan for language instruction to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 1997	• volunteers or assigned staff, clerical support	DOE	plan developed
7. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funds for supporting activities of the above action steps.	Fall 1996, ongoing	• grant writers	DOE	funds received

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review its current Territorial regional, and national cultural heritage programs, plans, and resources, including Chamorro and other Pacific and Asian cultures on Guam, to determine the extent to which they meet this objective.	Fall 96, ongoing	Volunteers or assigned staff, access to DOE documents.	DOE Chamorro Lang. Commission.	Review completed to volunteer's satisfaction.
2. Guam DOE will develop and implement a comprehensive enhanced plan for achieving this objective, including instruction at every grade level. This plan will include provisions for meeting the needs of Guam's transient student population.	Spring 96- Spring 97	Volunteers or assigned staff, clerical support, access to required documents.	DOE	Plan developed.
3. Guam DOE will develop and implement a plan for annual progress reports on the access of all students to these opportunities and the qualitative characteristics of these opportunities.	Fall 96- Spring 97	DOE staffing, schools reports, clerical support	DOE School Principals	Plan developed

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Guam DOE will share the annual results of these progress reports widely with all relevant stakeholders.	Fall 97	Media contacts , community contacts	DOE	Community responds to shared results.
5. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	Volunteers or assigned staff, clerical support, access to required documents.	DOE	needs identified and included
6. Guam DOE will develop a plan of continuous review of its draft plan for cultural knowledge to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 97	Volunteers or assigned staff, clerical support, access to required documents.	DOE Chamorro Lang. Commission.	Plan developed
7. Guam DOE will seek non-local funds to enhance local budgetary for supplementing funding for supporting activities of the above action steps.	Fall 96	Grant writer	DOE	Fund received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop standards to ensure that every school and every student will have equal access to the academic resources needed to achieve world class performance. These may include: • implementing and monitoring equitable financial formulas between schools • coordinating equitable health and human services support to all students • providing equal access to curriculum materials, technology, and data development or selection of non-biased instructional materials and technology; and continuing assessment of bias in institutional and classroom practices, textbooks and educational materials; and assessment procedures and tools.	Spring 96 - Spring 97	• DOE financial documents, student health statistics, school lists of curriculum materials at schools; current Guam OTL policies	DOE	Standards developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 11: Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Guam DOE will develop standards to ensure that all students have access to high level, appropriate instruction designed to enable every student to achieve all content and performance standards. These may include: • providing a safe, orderly, drug free environment • providing district support for each student's equal access to their school's educational benefits, including compliance with IDEA • equal access to teacher professional development and training needed to achieve world class performance, including training of all educators and administrators in OTL compliance and teacher access to educational research and pedagogy information • equal student access by all students to all programs and facilities within DOE	Spring 96 - Spring 97	• Resources identified by GOALS 2000 Goal 3, • documents created by Guam's IDEA compliance review, resources identified by GOALS 2000 Goal 7, • DOE lists of available resources and programs.	DOE, GOALS 2000	Standards developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 11: Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. Guam DOE will develop standards to ensure that all schools have the physical resources needed to support the continued delivery of equal, quality instruction needed to achieve world class performance. These include: - establishing equal and adequate facilities, including play space, classroom space, libraries, science, laboratories, and fine and performing arts facilities; and establishing and maintaining equitable and appropriate size and quality of each school - ensuring that all facilities provide equal access to all students	Spring 96 - Spring 97	DOE surveys of existing facilities, DOE IDEA compliance reviews	DOE GOALS 2000	Standards developed
4. Guam DOE will create a Opportunity To Learn (OTL) Task Force that includes parents, teachers, school administrators, and DOE administration to ensure compliance with all OTL standards. OTL standards are to include equity and opportunity in issues related to gender, post secondary students, evaluations, non-English speaking, disadvantaged students, and parental rights.	Fall 96	Volunteers, copies of OTL standards, DOE cooperation, comp time	DOE GOALS 2000	Task force is created and meeting regularly
5. The Task Force will develop a plan of continuous review of its draft plan for opportunity to learn to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Fall 96 - Spring 97	Clerical support, requested documents	Task force	Plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop a plan to ensure that all students will leave each grade level having mastered the academic skills required at the grade level.	Fall 96 - Spring 97	Volunteers or assigned staff, clerical support, expert consultations.	DOE	Plan produced
2. During each quarter / semester, Guam Teachers will identify those students that are academically at risk utilizing assessment tools and check list correlated with adopted standards and curriculum of the Guam DOE	Spring 98 - 2000+	RP&E staffing, teacher training, adopted performance standards and assessment tools, clerical support, more record days	DOE and teachers	Mastery assessments developed
3. Guam DOE will develop a system of low cost after school, weekend and summer school tutoring for those students who fall below expectations during any quarter/ semester and reassess students upon request.	Spring 98 - 2000+	school teams, parents	Principals and teachers	Meeting held
4. School site administrators will ensure that meetings are held between parents, teachers and other appropriate staff to determine the unique learning needs of each identified student.	Spring 98 - 2000+	School teams, parents	Principals and teachers	Meetings held

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Each school site will develop individual instructional plans for students who do not meet grade level mastery expectations in any quarter.	Spring 98 - 2000+	School teams, expert consultation, DOE support	School principals	Individual plans developed
6. A referral will be made to the special education department when any student fails to meet expectations in two consecutive quarters, to determine if special supportive services are appropriate.	Spring 98 - 2000+	DOE support	DOE Principals	Referrals made
7. Each school site will develop an annual plan for increasing the percentage of students who meet quarterly expectations including student support services, teacher training and the acquisition of required resources.	Spring 98 - 2000+	School teams, clerical support and budget support	School principals	Plan developed
8. Each school site will share its annual plan with all its teachers. School administrators will share the plan and results with DOE and the media.	Spring 98 - 2000+	Media contacts and community contacts	DOE and school principals	Community responds to shared results

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
9. Guam DOE will work with each school site to provide the necessary resources to implement each school's corrective mastery plan.	Spring 98 - 2000+	Corrective plans	DOE and school principals	Resources provided
10. Guam DOE will develop a plan of continuous review of its draft plan for academic mastery to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Summer 97	Clerical support	DOE	Plan developed and results included
11. Guam DOE will seek non-local funds to enhance local budget resources for supplementing funds for supporting activities of the above action steps.	Fall 96 & ongoing	Grant writer	DOE	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will substantially increase the amount of time spent studying math and science at each grade level.	Fall 98	Change in school hours or curriculum focus	DOE	Instructional time increases
2. Guam DOE will provide every public school science classroom teacher, at each grade level, with the materials, time, teacher training, and instructional leadership needed to provide relevant, challenging, interesting hands-on experimentation and instruction.	Fall 97, ongoing	Identification of funding sources, increased materials and facilities, training	DOE	Science teachers satisfied with available resources
3. Guam DOE will provide an appropriate set of math manipulative to every public school classroom where math is taught, and every teacher will be trained and accountable for their use.	Fall 97, ongoing	Identification of funding sources	DOE	Math teachers satisfied with available resources
4. Guam DOE will conduct an ongoing review of math and science standards and curriculum from other settings on a regional, national, and international level in order to identify formats, content, and approaches that are promising for use on Guam.	Fall 96 - Spring 97	DOE staffing	DOE	Material identified

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Guam DOE will provide yearly teacher training based on the results of step 4	Fall 97, ongoing	• Training time, training resources	DOE	Information shared revisions made
6. Guam DOE will share the information obtained in Step 4 widely with all stakeholders; obtaining broad-based feedback, making revisions responsive to community-wide input while fully achieving the goal of providing challenging math and science education to all students in Guam's schools.	Spring 97, ongoing	• Clerical support • community contracts	DOE	Information shared revisions made
7. Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	• DOE staffing, school reports clerical support	DOE , school principals	Review completed
8. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing of the above action steps.	Fall 96, ongoing	• Grant writer	DOE	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.				
Objective 2: Through a process of pre-service and inservice training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. A review will be conducted of the background characteristics of currently employed teachers, including appropriate evidence from teacher evaluations, teacher expressed needs and interests, transcripts, and interests in a wide array of professional development opportunity.	Fall 96, ongoing	DOE staffing, access to required DOE documents, clerical support	DOE	Review completed to satisfaction of reviewers
2. Based on the review in step 1, a comprehensive inservice training and professional development plan to increase the math and science background of Guam's teachers will be developed and implemented, with annual progress reports on the nature, success, and obstacles of activities.	Fall 96, ongoing	Review results, training resources, training time	DOE	Training occurs
3. Guam DOE's teacher certification requirements will reflect the need for most teachers to receive a substantive background in math and science, both for newly certified teachers and for recertification of currently certified teachers.	Fall 97 - Spring 98	Certification documents and statistics, available UOG resources	DOE, UOG	Math and science background increase

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 2: Through a process of pre-service and inservice training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. External and internal reviews will be conducted of the nature, quality, and improvement needs of the UOG teacher preparation program and related opportunities in mathematics and science education.	Spring 97 - Spring 98	requested documents, clerical support	UOG, DOE	review completed and documented
5. A comprehensive academic master plan will be developed and implemented for improving the pre-service teacher training programs of UOG, with measurable milestones in accountability for progress, and annual progress reports on the nature, success, and obstacles encountered as the implementation occurs.	Fall 98	Requested documents, clerical support	UOG , DOE	Plan developed and implemented
6. Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	DOE and UOG reports, DOE and UOG staffing	DOE, UOG	Review occurs and is documented
7. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for or supporting activities of the above action steps.	Fall 96, ongoing	Grant writer	DOE, UOG	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam will create funded scholarship programs to be awarded to high school graduates who enter university programs in math, science, and engineering with special programs for women and minorities.	Fall 1997	development staff	UOG/DOE/Chamber of Commerce, and other Gov. agencies	scholarship funded
2. Guam DOE will improve student and family access to information on scholarships and other resources in math, science, engineering, and other technology fields.	Fall 1996, ongoing	DOE staff and training, computers, and other data resources	DOE	
3. Guam DOE will develop partnerships between local educational institutions and the local business community to identify present and future employment needs in math, science, engineering, and other technology related fields and how Guam's high school graduates can begin to fill those needs, and to add summer and post graduate internship opportunities for students and graduates in these fields of study.	Fall 1996, ongoing	DOE-community cooperation	DOE/GOALS 2000	partnerships formed and meeting regularly
4. Specific plans will be made, and grant writing and other extra mural fund acquisition will be undertaken to enlarge programmatic opportunities at UOG and GCC for degrees in math, science, engineering, and a variety of technology fields, and to achieve specific goals for increasing the number of Pacific Island and women degree holders in theses fields.	Fall 1996, ongoing	as identified by UOG and GCC	UOG/GCC	number of Pacific Island and woman degree holders increases

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Guam DOE will provide opportunities for these new and expanded programs to be coordinated with Guam's elementary and secondary schools to enhance the visibility (e.g., career awareness) and technical support needed by the schools in these areas.	Fall 1996, ongoing	DOE support	DOE	visibility increases
6. Guam DOE will develop annual reports of progress in developing new professional resources in these fields, and of the community outreach and opportunity that they provide, will be shared widely with all stakeholders.	Spring 1997, ongoing	requested documents, community contracts, clerical support	DOE	reports produced and documented
7. Guam DOE will conduct an annual review of resources and systemic issues within UOG and GCC for supporting resource needs in annual UOG and GCC budgets, and in related policy work and institutional organizational structures.	Fall 1996	as identified by UOG and GCC	UOG/GCC	reviews completed
8. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for or supporting activities of the above action steps.	Fall 1996, ongoing	grant writer	UOG/GCC	funds received

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Pre-service teachers education programs at UOG will be reviewed and revised for breadth and depth of teachers knowledge and skill development needed to teach <u>diverse</u> student population with varying educational, health, and social needs.	Fall 1996; as program changes occur Fall 1996; according to the schedule for new program reviews Fall 1996 and ongoing with a firm schedule of these evaluation events	UOG Teacher Education Program Descriptions; UOG Program Reviews of Teacher Education Programs; DOE evaluations of teachers service to the diverse student population(e.g., evaluations of LOTE program models; promising practices reports on selected student issues); funding for or allocation of the staff for these evaluations.	Involvement of appropriate DOE C&I, Elementary or Secondary Administrative Services, Research, Planning, & Evaluation, Counseling, Special Education, or Compliance representation in the UOG program reviews. External review of UOG teacher education programs every five years by off-island scholars of reputation in the program areas.	Successive UOG Program Reviews and Program Descriptions; UOG pre-service teacher outcomes as assessed by UOG in accordance with WASC. Plans for implementing recommendations from UOG and DOE student outcome evaluations, UOG program review, DOE program reviews and evaluations, and reports on promising practices relative to student diversity issues.
2. Seek non-local funds to supplement funding for or for supporting activities 1.	Fall, 1996	Collaborative grant writing involving UOG COE and DOE.	Dean, COE/ UOG and DOE Director or designated representatives.	Funding proposals; proposal outcomes; reviewer comments.

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. The DOE plan for in-service professional development activities for teachers will be reviewed and revised to insure; adequacy of needs assessment input from all teachers; quality of planning relative to student diversity in educational, health, and social needs; history of legal compliance; accessibility of all teachers to these professional development opportunities; support of school site and central administration for teacher participation and utilization of skills and knowledge gained.	Fall 1996; ongoing	Annual all-teacher needs assessment for professional development in student diversity service areas; Professional and parent-community groups to participate in the review and plan for teaches in-service in student diversity areas; Comprehensive in-service provider information on scope, format, availability, and cost of workshops, tutorials, or courses on needed student diversity areas.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education Compliance; In-service provider groups.	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.
4. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education Compliance; In-service provider groups.	Teacher outcomes documented by in-service providers (e.g., learning log; assessments; school implementation projects); Evidence of school site/classroom implementation by participating teachers.

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 2: All teachers will have access to continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The DOE plan for in-service professional development activities for teachers will be reviewed and revised to insure: adequacy of needs assessment input from all teachers; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility of all teachers to these professional development opportunities; support of school site and central administration and <u>utilization</u> of skills and knowledge gained.	Fall 1996; ongoing	Annual all-teacher needs assessment for professional development in challenging subject matter, emerging new methods, assessment, and technologies; Professional and parent-community groups to participate in the review and plan for teacher in-service in these areas; Comprehensive in-service provider information on scope, format, availability, tutorial, or courses on needed areas.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance. in-service provider groups	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.
2. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance; in-service provider groups.	Teacher outcomes documented by in-service providers (e.g., learning log; assessments; school implementation projects); Evidence of school site/classroom implementation by participating teachers.

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The DOE plan for in-service professional development for administrators and other educators will be reviewed and revised to insure: integrated coordination with the plan for teachers; adequacy of needs assessment input from all such educators; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility and actual participation of all such educators to these professional development opportunities; support of school site and central administration for administrator and other educator participation and <u>utilization</u> of skills and knowledge gained.	Fall 1996; ongoing	Annual administrator/ other educator needs assessment for professional development in challenging subject matter, emerging new methods, assessment, and technologies; Professional and parent-community groups to participate in the review and plan for administrator/ other educator in-service in these areas; Comprehensive in-service provider information on scope, format, availability, tutorial, or courses on needed areas.	School and central administration representation; teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance. in-service provider groups	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local and Federal (e.g., DoD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	Central and school administrator, teacher, other educators leadership representation; leadership from parents and Community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; compliance; in-service provider groups.	Participant outcomes documented by in-service providers(e.g., learning logs; assessments; school implementation projects); Evidence of central / school site/ classroom implementation by participants; participant research results.
3. DOE will develop and implement professional standards of conduct for teachers, administrators, other educators, and support staff.				
4. Department of Education will develop a systematic method of accountability for action step 3.				

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 4: Partnerships will be established, where ever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

ACTION STEPS	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Organize a professional developing council consisting of Goals 2000 Panel Member, additional Institute of Higher Learning, Central and School site educators, and parent-community leaders to review, revise, and monitor professional development needs assessments, plans training implementation, and <u>actual use</u> of new skills/ knowledge for addressing student diversity and challenging instruction.	Fall 1996	Volunteer IHE, DOE, GFT, and community representatives; honorariums; Council supplies and copying.	DOE-TBOE, UOG, GCC, GFT, Goals 2000 Panel	Twice annual Council conclusions and recommendations.
2. Develop a plan between UOG and DOE for aligning in-service and pre-service training programs with adopted student and professional performance standards. The plan should include procedures for communicating results of student assessment and professional performance evaluation.	Fall 1996	Staff Support Civil Service Commission Consulting Services on Personnel Matters	Department of Education Territorial Board of Education University of Guam	Plan developed and implemented

School - To - Work/ Vocational Education / Dropout Prevention

The School - To - Work/ Vocational Education Planning Committee developed a plan to address:

- (A) processes for incorporating Guam's school to work program into it's reform effort, specifically how secondary schools will be modified in order to provide career guidance, the integration of academic and vocational education, and work- based learning;
- (B) development of strategies for coordinating the integration of academic and vocational instruction and Applied Technology Education Act;
- (C) development of strategies for enabling Guam public schools to:
 - a) meet the needs of school-aged children who have dropped out of school;
 - b) bring such children into the education system; and
 - c) help such students meet the adopted content standards and student performance standards.
 - d) help students to develop the character to become citizens that ensure safe communities, economic well-being and promote education to its fullest.

The following are the major steps taken to meet Goal #2, 5, and 6.

- A) High schools are modeled after the university environment
- B) Teachers act as academic and vocational advisors for all students. Academic advisors are awarded incentives if the student they advise graduates. Vocational advisors are awarded incentives for students who get permanent jobs.
- C) Encourage alternative schools and programs to compliment DOE.
- D) Students have the same teacher for at least three consecutive years.
- E) Students can get credit towards graduation by working in the private sector as apprentices helping to operate business and government (Community Based Education)

- F) Design a program to advance workers through alternative methods of creating expansion of programs for professional growth.
- G) Develop affective Education Curriculum to be implemented at all grade levels.
- H) Develop a pilot program to establish Cooperation nurseries on high school campuses to help young parents stay in school.
- I) Implement mandatory school uniforms for all grade levels (K - 12)

A detailed description of the action plan for achieving Guam Education Goals 2, 5, and 6 are included in the appendices.

Goal 2: SCHOOL COMPLETION

The High School graduation rate will increase to 100%.

Objective 1: The island must dramatically reduce its school dropout rate, and 75% of the students who drop out will successfully complete a high school degree or its equivalent. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Enrollment date for kindergarten cutoff date changes from 5 th year birthdays by Dec. 31 st to Aug. 31 st .	Year 1 Quarter 1	• Money for announcements	Legislature DOE Territorial Board of Education	Individual schools show change in enrollment
2. High schools are modeled after the university environment.	Year 1 Quarter 1	• Money for education of students toward their responsibilities	DOE Territorial Board of Education	Surveys of students on change of environment
3. Teachers act as academic advisors for all students.	Year 1 Quarter 1	• Money for successful advisors	DOE Territorial Board of Education	Documented graduation and awards delivered
4. Strategies, procedures, and policies will be developed for empowerment of teachers relative to student attendance and performance.	Year 1 Quarter 1	• Money for teacher announcements.	DOE Territorial Board of Education	Survey of teachers on new responsibilities and their agreement to the change

Goal 2: SCHOOL COMPLETION

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ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Counselors are assigned to student s for their high school years. Counselors monitor emotional growth and assist advisors.	Year 1 Quarter 1	• Money for announcements	DOE Territorial Board of Education	Survey of counselors and students concerning new direction
6. The 6-year completion deadline is removed so students can return to the high school campus when they are able, if they have to take a leave of absence. It is called a stop out	Year 1 Quarter 1	• N/A	Legislature DOE Territorial Board of Education	Record keeping to monitor students progress
7. The high schools are open 7:00 A.M. to 10:00 P.M.	Year 1 Quarter 1	• Money for 15 hour operation	DOE Territorial Board of Education	Survey of teachers and students at extended day.
8. Test students for interest and develop magnet schools (single purpose)	Year 1 Quarter 1	• money to develop test and build schools	DOE TBOE Legislature	Monitor success

Goal 2: SCHOOL COMPLETION

The High School graduation rate will increase to 100%.

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ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
9. Encourage alternative schools and programs to compliment DOE	Year 1 Quarter 1	N/A	N/A	Reports from schools
10. Stop social promotion. Use exit tests for vocational placement to continue education with curriculum interest	Year 1 Quarter 1	Money to develop curriculum	Department of Education Territorial Board of Education	Success Monitored promotion
11. Early intervention of "at risk students" using methods of productivity through affective education	Year 1 Quarter 1	Money to develop affective education curriculum	Department of Education Territorial Board of Education	Dropout or stopout decline
12. Greater diversity of course offerings to keep interest.	Year 1 Quarter 1	Money to hire teachers and build classrooms.	Department of Education TBOE Legislature	Monitor students' interest change.
13. Students will have the same teacher for at least 3 consecutive years in high school	Year 1 Quarter 1	Money to hire teachers and build classrooms.	Department of Education Territorial Board of Education Legislature	Monitor students' interest change.
14. Implement competency based education at the high school level (no grade level and advanced placement when standards are met)	Year 1 Quarter 1	Money for time spent to record standards met	Department of Education Territorial Board of Education	Monitor students' advancement and record

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship

Objective 1: Every major island business will be involved in strengthening the connection between education and work.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Gov. create a task force on school to work represented mostly by island businesses	Year 1 Qtr. 1	N/A	Governor	Attendance Creation of opportunities
2. Students can get credit towards graduation by working in the private sector as apprentices helping to operate businesses. (Community Based Education)	Year 1 Qtr. 1	Money for announcements of positions.	Department of Education Chamber of Commerce Board of Education	School monitors performance for credit
3. Teachers will act as vocational advisors . Vocational advisors are awarded incentives for students (they advise) who get an after school job, summer job, or job upon graduation and get a permanent position.	Year 1 Qtr. 1	Money for awards	Department of Education Territorial Board of Education	School monitor students' accomplishments

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 2: All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical needed to adopt to emerging new technologies, work methods; and markets through public and private educational, vocational, technical, workplace or other programs.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Every adult employee can get credit from accredited universities through correspondence courses facilitated by a local educational institution.	Year 1 Qtr. 1	Money for publication of opportunities.	Educational Institutions	Degrees earned recorded and technical knowledge certified
2. Design a program to advance workers through alternative methods of creating expansion of programs for professional growth.				

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 3: The number of quality programs including those at libraries that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Adult employees may earn credit from accredited universities through correspondence courses facilitated by on- island institutions.	Year 1 Quarter 1	Money for publication of opportunities	Library Educational Institutions	Degrees earned should be recorded.
2. All work places will be encouraged to have on-line internet access to employees during their off hours.	Year 1 Quarter 1	Money for equipment and on line service	Chamber of Commerce	Identify businesses that comply
3. Tax incentives for businesses complying with providing computer access to employees at work sites		Money for applications of tax incentive.	Legislature	Identify business that comply.

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 4: The proportion of the qualified students, especially students of need, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Implement business adoption programs for students who need and assist these students through their graduation.	Year 1 Quarter 1	Money for Surveys	Chamber of Commerce University of Guam Guam Community College	Surveys to identify students and monitor students progress.
2. Design jointly developed programs (e.g. UOG-GCC-DOE and the business community) that provide assistance and incentives for students to complete their college education.	Year 1 Quarter 1	Money for program designers and planners	Chamber of Commerce University of Guam Guam Community College DOE	College graduation rate

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 5: The proportion of college students who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Initiate the identification of advanced students and encourage their growth through various incentives.	Year 1 Quarter 1	Money to gather information on students	Chamber of Commerce University of Guam Guam Community School	Data supply accomplishments to be given to businesses at a resource pool.
2. Regularly assess these skills and develop instructional improvement plans accordingly	Year 1 Quarter 1	Money for assessing skills	GCC UOG	Report of student gains
3. Chamber of Commerce, UOG, and GCC will develop a plan interfacing w/ the Territorial Economic Development.	Year 1 Quarter 1	Money to pay planners	UOG GCC Guam Chamber of Comm.	Data of actual needs met relative to the Territorial Economic Dev't Plan

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 6: Schools in implementing comprehensive parent involvement programs will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents work and home life.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Home intervention and family involvement programs will be developed and implemented. (Also refer to parental community involvement strategies)	Year 1 Quarter 1	Money to fund trainers in the communities Personnel Mentors	DOE Territorial Board of Education Government Agencies (e.g. Public Health Non-profit organizations	Parents survey before and after intervention

Goal 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Every school on Guam will be free of drugs, alcohol, violence and firearms and will offer a disciplined learning environment

Objective 1: Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol;

Objective 2: Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

Objective 3: Every local educational agency will develop a sequential comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Community based intervention and support programs will be made available to all students	ASAP	Interagency efforts such as DOE, Public Health, etc.	Department of Education	Drug testing random for all offenders.
2. Develop policies and procedures to comply with existing Public Laws: "Drug Free School Zone".	ASAP	Communication directly with Guam Police and school campus	Department of Education Guam Police Department	DOE documents all results
3. Develop Affective Education Curriculum to be implemented at all grade levels	ASAP	Photocopy existing curriculum materials	Curriculum and Instruction Department of Education	Affective Education measurement tools are present in the curriculum.
4. Establish standards for maximum school building and classroom student capacity that are conducive to learning	year 2000	Money to build more schools	Department of Education Territorial Board of Education Legislature	Increased student achievement and graduation rate; decreased dropout rates

Goal 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Every school on Guam will be free of drugs, alcohol, violence and firearms and will offer a disciplined learning environment

Objective 4: Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment And are a safe haven for children;

Objective 5: Every local education agency will develop and implement a policy to insure that all schools are free of violence and the unauthorized presence of weapons;

Objective 6: Community based teams should be organized to provide students and teachers with needed support.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop a pilot program to establish Cooperative Nurseries on high school campuses to help young parents stay in school	Fall 1996	Available rooms and equipment	Public Health School Nurse	Monitor population of students with children
2. Encourage schools to implement school uniforms for all grade levels (k-12)	Fall 1996	Parents Fund-raisers Business Adoption of Schools	DOE Parents	Trend at the drop in violence act.

The Role of Technology Within Our Schools

Our vision focuses on the ways technology can support the instructional program in the school. Rather than focus on the teaching of technology, our emphasis is on the use of technological innovations as tools which help us complete the tasks we set before ourselves. We see technology as an agent of change. Therefore, in order to integrate it successfully, several things must take place.

The more students become competent in the use of technology, the less they require from the traditional emphasis on instruction. Increasingly critical to student and faculty success is a learning context in which students practice assessing, applying, and synthesizing the mass of information available -- literally -- at their fingertips. Adults, uniformly awed at the ease with which students and faculty are able to locate and print information from reference sources, recall the chore of locating information for a project. Locating usable information has always been, and will be a necessary skill. But in the equation of instructional time and student outcomes, the balance tips even more heavily to examining the purpose for using the information.

Shift from learning as a "school -based" activity

Our students are acquiring their own electronic pathways for exploring topics of personal interest, and those pathways are often beyond the borders of the traditional concept of "school." Motivated learners never have been restricted to the confines of a physical location (a school building) or a particular day or time for learning to occur. But access to resources, i.e. materials, experts and mentors, has been limited by time or place. Students working at home, or in a public library, or at any location with a computer and modem, can quickly access an incredible array of resources at any time of the day. This kind of access will only increase as the number of home computers becomes more prevalent.

Shift from static learning activities

As we restructure our curriculum with emerging Outcome-Based curriculum, increased emphasis is placed on using authentic learning tasks. Evaluating student outcomes with performance-based assessments more realistically approximate real-user expectations. When technology functions as a tool, its use is open-ended. The user evaluates the task in order to decide how best to use the range of options provided by the technology. The dynamic nature of the learning is greatly increased by the degree of individual control of the process.

Shift in the role of teachers

The traditional model of "teacher as dispenser of knowledge" is one with which most people are familiar. However, in a period of rapid change, few teachers can claim to master the wide variety of technologies available today. The important issue becomes the degree to which a teacher is willing to take on a "teacher-as-learner" role serve as extremely effective models by modeling strategies for acquiring knowledge, solving problems, and dealing with ambiguity.

Shift to viewing school facilities as a community resource

Technologically-advanced schools view themselves as an extension of the parent, business and neighborhood communities. These schools are the center for a variety of activities which are available throughout the year. Evening adult education classes through GCC, DOE sponsored weekend workshops for teachers, and summer classes for students, are all examples of the kinds of technology resources that will continue to expand.

Objective 1 Develop a five-year Guam Department of Education Technology in Education Plan for submission to and approval by the Guam Territorial Board of Education.

Action Steps:

- Institute a standing Technology in Education Committee
- Develop specific technology implementation guidelines for schools
- Develop district-wide timelines
- Develop district-assessment benchmarks
- Research and develop a district-wide acceptable use policy

Objective 2: Promote an active role for teachers in planning the use of instructional technology within their classrooms.

Action Steps:

- Publish goals, timetables and review dates of the Technology in Education Plan
- Provide opportunities for teachers to attend professional development opportunities on national and international level

Objective 3: Increase equipment access for teachers and students

- Establish a partnership committee to investigate developing a long-term business partner interested in committing major resources to help guide our technology development
- Investigate the future establishment of a lend lease computer program to put computers in the hands of teachers paycheck interest free over a two year period. At the end of the two year period the computer would become the property of the teacher
- Establish a plan for a "best use" policy for equipment, software use and upgrades, and donations

- Investigate leasing computer equipment instead of purchasing it
- Establish a strong and purposeful partnership with the Guam Public Library working together to bring public access to the Information Superhighway to all of Guam's people
- Encourage individual schools to include a technology segment in their school level improvement plans

Objective 4: Improve teacher awareness and staff development training

Action Steps:

- Develop and adopt standards for teacher and staff education technology proficiencies
- Survey teachers, administrators, students and parents as to technology awareness, comfort level and current use in order to establish a baseline and measure future progress.
- Develop an in-service training program for teachers and media specialist
- In the area of teacher certification, develop and phase in an educational technology requirement for all teachers and administrators

Objective 5: Upgrade school facilities for the use of electronic equipment

Action Steps:

- Rewire schools to the limit to handle data, voice and video transmissions and additional phone lines
- Assess school needs concerning security, electrical outlets, air conditioned storage areas

Objective 6: Provide technical support for school communities in implementing their technology plans.

Action Steps:

- Develop needs assessment for on and off site service contract and routine maintenance work
- Develop a routine maintenance schedule
- Establish the position (teacher) of a Media Specialist who will work in concert with the school librarian. This person will assist in coordinating and implementing their school's technology plan. In addition he/she will assist teachers in using technology in the classroom and act as a troubleshooter for minor maintenance problems

Objective 7: Continue to develop and review student performance and content standards in the area of technology.

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 1: Develop and implement a five-year Guam Department of Education Technology in Education Plan for submission and approval by the TBOE.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Institute a standing Technology in Education Committee	Present - September 1996	Committee description listing of responsibilities	Director of Education Board of Education	Formation of committee Selection of Chairman
2. Develop specific technology implementation guidelines for schools	Present - Jan. '97 and on-going	equipment inventories current Ed tech research descriptions of successful local programs funding	Technology in Education Committee	Plan written and approved by Board of Education
3. Develop district-wide timelines	Present - June '97	school technology plans district technology plan	Committee Schools - School Improvement Committees	Timelines written and published
4. Develop district-wide assessment benchmarks	January '97 - ongoing	district and school technology plans current research	Technology in Education Committee	Benchmarks published
5. Research and develop district-wide acceptable use policy (AUP)	September 1996	Current Research Other AUP's Legal Opinions	Technology in Education Committee	AUP published and adopted by Board of Education

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 2: Promote an active role of teachers in planning the use of instructional technology within their classroom.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Publish goals, timetables and review dates of the Technology in Education Action Plan	September 1996 - ongoing	district and school technology plans current research	Technology in Education Committee	copy of publication that has been disseminated
2. Provide opportunities for teachers to attend ed. tech conferences at the national level	January 1997 - ongoing	Schedule of National Conferences Funding	Committee Director of Education	Number of teachers who attended ed tech conferences Training / Briefing provided by teachers attending conferences

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 3: Increase equipment access for teachers and students.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Establish a partnership committee to investigate developing a long term business partner interested in committing major resources.	present - January 1997 - - and ongoing	Models of school / community partnerships for the enhancement of educational technology	Governor Director of Education Board of Education Technology in Education Committee	Partnership Committee Formed
2. Establish a "lend-lease" computer program to get computers to teachers	present - December '97 and ongoing	funding corporate sponsorship model "lend-lease programs"	Board of Education Director of Education	Establishment of "lend- lease" Program Computers in hands of teachers
3. Establish a "best-use" policy for equipment, software use, upgrades and donations	Present - January 1997	Equipment Inventory	Director of Education Board of Education Technology in Education Committee	"Best-use" policy published and approved by Board of Education

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 3: Increase equipment access for teachers and students.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Investigate leasing computer equipment instead of purchasing it (expensive pieces)	Present - January 1997 and ongoing	equipment inventory district-wide and school technology plans leasing proposals from businesses	Director of Education Board of Education	Report published by Department of Education
5. Establish a strong working relationship with the Guam Public Library to bring public access to Information Super Highway to Public	Present - ongoing	Funding	Governor's Office Board of Education University of Guam	Publish Cooperative Working Guide Increased Usage Statistics
6. Encourage individual schools to include a technology segment in their school level Improvement Plans (SLIP)	Present - ongoing	Individual school improvement plans current research	Federal Programs School Level Improvement Plans (SLIP)	Technology segments are included in individual school (SLIP) plans

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 4: Upgrade and improve school facilities for use of electronic equipment

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Rewire schools to the limit to handle data, voice and video transmissions and additional phone lines	present - December '99 and ongoing	funding input from experts including building engineers	Governor / Public Works Board of Education Director of Education	Publish upgrade plan, include timelines
2. Assess school needs re: security, electrical outlets, air-conditioned storage areas	present - December 1997 and ongoing	funding school technology plans inventories input from building engineers	Director of Education Associate Superintendent Administrative Services School Principals	Publish needs assessment Upgrades underway

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 5: Provide technical support to schools and teachers.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop needs assessment for on and off site service contracts and routine maintenance work	present - December 1996 and ongoing	equipment inventory school technology plans funding proposals form contractors	Director of Education Technology Program Coordinator	Service Contract specifications are published, bids are accepted
2. Develop and implement a routine maintenance schedule	September 1996 - ongoing	Equipment Inventory Personnel	Director of Education Principals	Decrease in the length of equipment downtime
3. Establish the position of "Media Specialist Teaching Position" Goal is 1 per school	October 1996 - ongoing	funding job description	Director of Education	positions established qualified people hired

Goal 3: Guam students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter -- including English, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objective 2: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop list of student performance standards in technology.	present - December 1996	current research current curriculum teacher input	Director of Education Technology in Education Committee	Student Performance Standards Published
2. Phase in performance standards	December 1996 - ongoing	student performance standards school technology plans assessment plan teacher input	School Committees School principals	report from school principals
3. Develop and update computer science curriculum	present - December 1996 and ongoing	performance standards existing computer curriculum current research	Director of Education	Computer technology curriculum published

Goal 7: Guam teachers will have access to preservice teacher education and continuing professional development of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all American students for the next century.

Objective 2: All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and to use emerging new methods, forms of assessment, and technologies.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop and adopt standards for teacher and staff education technology proficiencies	present - December 1996	- current research - teacher technology survey	Technology in Education Committee Director of education	Teacher/staff proficiencies published
2. Survey teachers to establish a baseline in order to measure future progress	present - January 1997	- Survey questions that will give the information we want - Personnel to administer and tabulate results	Director of Education Research, Planning, and Evaluation	Survey published results published given o Board of Education and Technology in Education Committee
3. Develop an inservice training program for teachers and media specialists.	present - January 1997	- funding - current research on ed tech professional develop programs	Director C & I	Inservice Plan implemented
4. Develop and implement educational technology certification requirement for teachers and administrators	present - January 1998	- courses developed by University of Guam - teacher proficiency list	Board of Education Director of Education Certification Officer	technology certification requirement implemented

Parental and Community Support and Involvement

This Committee is responsible for developing strategies involving parents and other community representatives in planning and implementing Guam's Comprehensive Educational Improvement Plan (CEIP), including strategies such as:

- a. focusing public and private community resources and public school resources on prevention and early intervention to address the needs of all students by identifying and removing unnecessary regulations and obstacles to coordination; and
- b. Increasing the access of all students to social services, health care, nutrition, related services, and child care services, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to provide "one-stop shopping" for parents and students.

In the committee's vision, all children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential. It is our hope to:

- (a) ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- (b) motivate each parent of a preschool child to become actively involved in their child's education.
- (c) provide parents with needed training and support.
- (d) ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.
- (e) reduce the number of low-birth weight babies through enhanced prenatal health systems.

To this end, it our intention to:

- Improve daycare and preschool programs.
- Expand present preschool and daycare programs.
- Establish a program to assist parents with preschool level learning in the home.
- Provide high school students with parenting information and training.

In addition, we also hope that every school on Guam will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional, and academic growth of children. We hope to accomplish this by:

- (a) Encouraging schools to identify the responsibilities of the teacher, the parents, and the student, and to develop contracts outlining these responsibilities to be signed by all concerned.
- (b) Encouraging greater parent participation in the activities of the school and seeking parent and community assistance with literacy program, classroom projects and activities, and to serve as guest speakers.
- (c) Expanding the extra-curricular programs to provide after school opportunities that stimulate positive activity for children who are now unsupervised between the end of the school day and when parents arrive home from work.
- (d) Create avenues for improving the flow of information between the school, the home, and the community to assure that parents are informed of the services and programs that are available to them.

REPRODUCED AT GOVERNMENT OF GUAM EXPENSE

Goal 1:	All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential.
Objective 1:	To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
Objective 2:	To motivate each parent of a preschool child to become actively involved in their child's education.
Objective 3:	To provide parents with access needed training and support.
Objective 4:	To ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.
Objective 5:	To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.
*It should be noted that the Department of Education cannot assume the responsibility for all of these activities. It can bring together all of the stakeholders and together they can better utilize the resources we have to better serve the needs of all children.	

*The Parent Community Group supports having the cut off date for school enrollment be changed to August 31st, but recommends that provisions for testing be made for those parents who feel that their child is ready to begin school and who would have to wait another year because of the August 31 cut off date.

PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS

Action Step	Timeline	Resources Needed	Accountability	Evaluation
1. Bring together representatives of the various groups and organizations providing day care and other services to preschool age children (a) to determine what services are now available. (b) to determine what regulations and standards guide policies of the various groups and organizations that serve preschool age children. and (c) to provide opportunities for the various stakeholders to network in order to provide better service to preschool age children and their parents.	Begin SY 96-97	• Lists of organizations, day care providers, preschools, etc. • Representatives of government agencies providing services to preschool age children. • Documents containing regulations and standards to be reviewed.	DOE - Elementary Division, Headstart, SPC Early Childhood	Files containing lists, invitations to send representatives, meeting notices and minutes of meetings. Documents containing regulations and standards to be reviewed

Goal 1:	All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential.
Objective 1:	To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
Objective 2:	To motivate each parent of a preschool child to become actively involved in their child's education.
Objective 3:	To provide parents with access needed training and support.
Objective 4:	To ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.
Objective 5:	To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.
*It should be noted that the Department of Education cannot assume the responsibility for all of these activities. It can bring together all of the stakeholders and together they can better utilize the resources we have to better serve the needs of all children.	

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PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Review the current regulations and standards paying particular attention to those that concern the health, nutrition, and education of young children and their parents.	Spring 1997	Documents to be reviewed	DOE, Headstart, Public Health, Daycare providers, organizations representing young children	Written recommendations signed by reviewing group, evidence of meetings with those in charge of making needing changes in policies and or regulations, copies of revised policies and regulations now in effect.
3. Make written and oral recommendations for any changes that may be needed, and work to have those changes implemented.	Fall 1997	- Copies of policies governing the changes - Lists of procedures to be followed - Lists of contact people and offices that must be consulted	Group recommending the changes	Copies of documents containing proposed changes, letters to appropriate agencies recommending changes, minutes of meetings, and evidence of enforcement.

PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Publish and/or disseminate information concerning the regulations, standards and policies concerning the health, nutrition and education of young children and make the information available to service providers, to parents of young children, and to those agencies responsible for licensing, regulating, and inspecting providers of services to young children. Whenever possible, the information should be provided in the families first language.	Begin SY 1996-97 - on-going	Pamphlets, check lists, booklets, handouts that can be given to parents.	DOE, Public Health, the Library, the medical community, businesses that supply goods and services to young children and their parents. The consulates and offices providing help and services to our multi-cultural population.	Copies of materials on file, in all schools and in places accessible to parents. Lists of materials available, their location, announcements of dates and places of dissemination, lists of those receiving materials
5. Encourage the development of a parental participation program with daycare and preschool centers that is similar to present Headstart Parents Contracts.		Copies of Headstart contract, lists of daycare organizations,	DOE, Headstart, Preschools and Daycare providers	Programs in preschools and daycare centers. Copies of the contracts on file.

PROPOSAL B: EXPAND PRESENT PRESCHOOL AND DAYCARE PROGRAMS

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Create avenues to provide services to the large group of children not now being served by Headstart or private daycare or preschool providers by: (a) expanding the Headstart Program. (b) utilizing community programs. (c) encouraging businesses and government agencies to provide day care for the children of employees.	SY 97-98	Lists of existing programs and policies guiding the number of students served. Information concerning funding and cost of operation.	DOE, public health, community organizations, preschool and daycare providers.	The number of students being served will increase. There will be an increase in the number of daycare facilities available.

PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRESCHOOL LEVEL LEARNING IN THE HOME

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Provide all parents of new born and preschool age children with needed information and services by: (a) providing a packet of materials concerning infant care to all parents of newborns before they leave the hospital. (b) providing additional packets through public health, medical community, clinics, and doctors' offices, community outreach programs and the library as the child grows (c) providing parents of special needs children with support from birth by linking the resources of the Department of Education, the hospital, and public health. (d) gathering and disseminating materials for parents of young children to provide multi-cultural pre-literacy activities for preschool children .	Begin SY 1996-97 - on-going	• Copies of information now available, • Addresses of organizations providing information • Sources of funding to purchase pamphlets and for printing	DOE, (special education, Headstart, Early Childhood,) public health, community organizations, UOG, GCC, GMH	Copies of packets, lists of locations, lists of those receiving and or disseminating materials Increase in the number of children with special needs being served.

PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRESCHOOL LEVEL LEARNING IN THE HOME				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Encourage Parent-Teacher Organizations to include the parents of preschool age children in meetings to provide teachers and parents with information concerning the care and education of young children. Preschool PTO - for 2, 3, 4 yr old.	SY 96-97 and on-going	- Meeting places - Equipment as needed - Volunteer facilitators for special workshops and presentations.	Parent Teacher Organizations in schools and pre schools. JPTAP	Direct communication with participants, meeting notices, sign-in lists, programs etc. Lists of possible presenters and successful programs
3. Encourage schools, preschools, and daycare providers to work with organizations and agencies that provide services to young children to conduct workshops and conferences to provide a variety of presentations for their age group and area. Sample topics will be nutrition, parenting skills, stress management, parent forums for problem solving, creative discipline, etc.	Fall 1996 and on-going	Meeting place Volunteer facilitators Support of schools Parents Parent Teacher Organization (PTO)	DOE, Parent Teacher Organizations, Organizations serving young children and their parents	Lists of workshops, places, times, programs Evaluation forms from workshops Lists of successful presenters and workshops on file

PROPOSAL D: PROVIDE HIGH SCHOOL STUDENTS WITH PARENTING INFORMATION AND TRAINING.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Integrate information about parenting skills (should include, but not be limited to, general health, birth control, nutrition at all ages, discipline methods, stress management, abuse prevention, preschool teaching skills, and the realities and importance of the parental role) into existing health and parenting classes, and strengthen existing parenting programs that provide early intervention and education and care for sexually active, and pregnant teens.	On going	Materials from public health, and other public agencies that can be used to supplement adopted curricular materials.	DOE (Curriculum and Instruction, Secondary Associates, Principals, and teachers.)	Long term feedback will show better educated, and therefore, prepared parents, a reduction of teenage pregnancies, fewer low birth-weight babies, and healthier children.

Goal 8:	Every school will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional, and academic growth of children.
Objective 1:	Each school will develop policies to assist the school and educational agencies establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
Objective 2:	Every school will actively engage parents and families in a partnership which supports the academic work and co-curricular activities of children at home and shared educational decision making at school.
Objective 3:	Parent and families will help to insure that school standards are adequately supported and will hold schools and teachers to high standards of accountability.

PROPOSAL E: ESTABLISH A PARENT, TEACHER, STUDENT CONTRACT

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Encourage school teams to identify the responsibilities of the teacher, the parent, and the student, and to develop contracts outlining these responsibilities to be signed by all concerned.	At the beginning of each school year.	Meeting place Community input	Principals, school teams and PTOs Parents, teachers, and students must be responsible to hold each other to the points of the contract	Signed contracts in files

Proposal F: PARENTS IN THE SCHOOLS PROGRAM

1. Revitalize and/or restructure PTO to encourage greater parent participation and support of the school by forming a group of parent volunteers to promote literacy, assisting with the reading program, assisting in the library and classrooms, and serving as guest speakers in the classroom.	immediate and on-going	Community Involvement Sharing information concerning successful programs already in place Parent training in Academic areas Training for parent and community volunteers.	Schools and present PTO membership	Greater participation of parents in PTOs and support of PTO programs. Lists of volunteers at school. Sign in sheets for participants. Descriptions of services offered by school
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Proposal F: PARENTS IN THE SCHOOLS PROGRAM

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Implement present FAST (Families and Schools Together) programs island wide. All schools should have FAST trained staff and should actively pursue the implementation of this program.	Present and on-going	FAST teams and supplies at each school Principal GPTAC	DOE Curriculum and Instruction, DOD, Parent Organizations, UOG, GCC, Current F.A.S.T. teams at each school Principals JPTAP	Increased homework quality, retention, and better parent/student interaction. Evidence of workshops being given and attended by parents.

Proposal G: COMMUNITY IN THE SCHOOLS

1. Encourage joint ventures between the offices of the village mayors and the schools to expand services, programs, and facilities .	Present and ongoing	Information concerning the present programs and facilities Information concerning needs not being met by present system	Mayors, Principals, DOE, Parks and Recreation	Calendar of activities Increased use of facilities Increase in the number of students participating in the programs.
2. Encourage community involvement to utilize the human resources available to assist in the schools.	Present and ongoing	Survey of parents to determine skills that may be utilized Information concerning the business community and services they offer	Individual teachers, schools and programs	Increased number of parents and community members who assist with programs in the school as evidenced by lists of programs and participants
3. Network high schools and feeder schools	Present and ongoing	Students, teachers and schools willing to take part	Schools, principals, teachers	Increased interaction between feeder schools Transition between elementary, middle and high school eased - because students are aware of expectations. Placement of students in classes and programs to meet their needs.

PROPOSAL H: EXPAND EXTRA-CURRICULAR PROGRAMS TO PROVIDE AFTER SCHOOL OPPORTUNITIES THAT STIMULATE POSITIVE ACTIVITY AND ROLE MODELS, ESPECIALLY FOR CHILDREN IN HOMES THAT ARE UNSUPERVISED BETWEEN THE END OF THE SCHOOL DAY AND PARENTS RETURN HOME FROM WORK.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Survey children of all levels to determine areas of interest, such as clubs, choirs, dance groups, scouting, sports, debate, drama, etc.	Fall 1996	- Survey forms school cooperation - Recruit adult advisors, coaches, facilitators, for groups. - Provide meeting space in schools.	Principals and PTO	Survey results Calendar of activities Lists of students and adults participating
2. Provide activity busing for children staying after school for extra-curricular activities.	Spring 1997	Creative bus scheduling, and some extra funding for busing. (Perhaps finding some way to merge services of school buses and public transportation buses.)	PWC / DOE, Mayors Council	Activity busing in place

PROPOSAL I: INCREASE PUBLIC AWARENESS OF SERVICES AVAILABLE

1. Increase the number of news releases concerning programs in the schools	Present and ongoing	Information from the schools	Principals, DOE Public Information Office	Copies of press releases and news stories
2. Increase information to the community being served by each school	Present and ongoing	paper, photographer, photo equipment, lists of people and places that need to receive the information	School principals, teachers, parent organizations	Copies of newsletters, newspaper articles, letters home, pamphlets, etc.

PROJECTED TIMELINES & BENCHMARKS, ACCOUNTABILITY, REVIEW, & UPDATE

The Department of Education is committed to conducting continuous quality improvement of services provided to students and teachers. To the extent that the Guam CEIP is the blueprint for improving education, Guam DOE will develop and implement a self-monitoring system relative to the achievement of the Guam Education Goals. The internal evaluation system will involve the following major components:

1. **Monitoring of progress through established indicators and benchmarks for each of the Guam Education Goals;**
2. **Periodic progress report to the community of Guam relative to the implementation of the Guam CEIP and its impact on student achievement and performance;**
3. **Annual conference involving Guam educators and community members to review and update the Guam CEIP.**

The following timeline describes action steps relative to promoting bottom-up systemic reform as well as steps for developing benchmarks, monitoring, reviewing, and updating the Guam CEIP.

Objective 1: To gather input from educators and business/community leaders & develop the draft Comprehensive Education Improvement Plan

Feb 1995	Solicit nominations for the Guam Goals 2000 Panel Members from the community at large
Mar 1995	Governor of Guam and Director of the Department of Education appoint Goals 2000 panel
Apr 1995	Launch Guam Goals 2000 during a huge school-community meeting at the Top O' The Mar; elect Goals 2000 Panel Chairs and Vice-Chairs for the various committees
May 1995	Signing of the Covenant to Reinvent Education by key Government of Guam officials, educators, community and business leaders, various organizations
May 1995-	Various Goals 2000 Committees conduct weekly meetings and workshops with the public, held July 1996 several television and radio talk shows, published and disseminated Goalsline Newsletter
May 1995-	Set guidelines and criteria, solicit, review & approve applications and grant funding for LEA June 1995 planning subgrants from the 1st Year Planning Grant

Oct 1995	Conduct islandwide survey to solicit input on Guam education standards & public school system
Nov 1995	Organize, orient, and create linkage with 6-member Goals 2000 School Team at each school site
Nov 1995	School-community education rally and islandwide Goals 2000 Logo Competition among students
Jan 1996	Governor of Guam adopts Goals 2000 as the education component of the Guam Vision 2001
Feb 1996	Northern Schools Coalition Goals 2000 launch 'Families & Schools: A Workshop for Parents'
May 1996	Write Goals 2000 proposal for second year funding and have Board of Education review proposal
Jun 1996	Submit Goals 2000 proposal to the U.S. Department of Education for 2nd Year funding
Aug 1996	Various Goals Committees complete the first draft of the Goals 2000 Guam CEIP
Aug, 3, 1996	Guam Dept of Education key officials review the draft CEIP using the U.S. DOE criteria
Aug 9, 1996	Territorial Board of Education conducts work session and adopts the draft Comprehensive Education Improvement Plan
Objective2:	To gather feedback from educators, business, and community leaders, and the general public on the Guam Comprehensive Education Improvement Plan
July 1996	Receive Goals 2000 2nd Year funding approval from the U.S. Department of Education
Aug 17, 1996	Hold a Goals 2000 Panel meeting to finalize plans for convening school teams and community
Aug 21, 1996	Islandwide media campaign to invite the public to the school-community workshop and to solicit feedback from the public regarding strategies incorporated in the Guam Goals 2000 CEIP
Aug 24, 1996	Hold a school-community workshop to obtain feedback on the draft CEIP from Government of Guam officials, business/community leaders, education officials, PTO's and all 35 school teams
Aug 29, 1996	Submit the final Guam Comprehensive Education Improvement Plan to the U.S. Dept of Education

Objective 3: To implement the strategies specified in the Guam Goals 2000 Comprehensive Education Improvement Plan

Sep 1996 The timeline for the implementation of each Goals 2000 strategy is specified in the attached Comprehensive Education Improvement Plan. Please refer to the attached plan.

Nov 1996 Develop criteria, solicit, review, and approve applications for LEA 2nd Year subgrants

Objective 4: To conduct regular review for the continuing monitoring, update, and improvement of Guam goals 2000 CEIP strategies

May 1996 Align Guam indicators with the national benchmark indicators for each goal in the Guam CEIP

Aug 1996 Disseminate the results of the districtwide student Comprehensive Testing Program

Sep 1996 Organize a professional development council consisting of Goals 2000 Panel members, institutions of higher education, DOE staff, parent and community leaders to review, revise, and monitor professional development needs assessment, plans, training implementation, and actual use of new skills/knowledge for addressing student diversity and challenging instruction

Sep 1996- Continue the development of qualitative and quantitative indicators for each of the goals and Sep 1997 objectives of the Goals 2000 CEIP and benchmark these indicators with the national indicators

Nov 1996 Publish the district school report card incorporating baseline Goals 2000 indicators

Dec 1996 Publish the school report cards incorporating baseline Goals 2000 indicators relevant to LEA

Jan 1997 Train a member of each school team how to continuously collect data for relevant Goals 2000 indicators and how to prepare the individual school report card

Apr 1997 Collect data to monitor progress towards each goal & compare with local & national benchmark

NOTE: This activity will be conducted every year in April; this activity will also take care of monitoring and collecting data for the activities outlined in the LEA 2nd Year subgrant

Jun 1997 Develop & implement a plan for the continuous review of content and performance standards, opportunity-to-learn standards, curriculum and instructional materials alignment, and assessment & reporting of student achievement to ensure 'world class' education for Guam students

Dec 1997	Develop a plan to review the proposed department's structural system if it allows for improved governance and accountability that enables students to perform at high levels
Sep 1998	Develop & implement a plan for the continuous review of the Guam public schools citizenship program, language and culture instruction programs, academic mastery programs, after-school tutorial programs, school readiness programs, technology in education programs, and other on-going education programs designed to improve student achievement
Apr 2000	Guam students reach full potential and achieve the goals and standards set by the Goals Panel

Objective 5: To develop indicators and benchmarks for the Nine Guam Education Goals

Following are the major activities that will be conducted by the Department in collaboration with the community of Guam and other GovGuam entities:

May 1996	Align Guam indicators with the national benchmark indicators for each goal in the Guam CEIP
Sept 1996- Sept 1997	Continue the development of qualitative and quantitative indicators for each of the goals and objectives of the Goals 2000 CEIP and benchmark these indicators with national indicators
Apr 1997	Collect data to monitor progress towards each goal & compare with local & national benchmark NOTE: This activity will be conducted every year in April; this activity will also take care of monitoring and collecting data for the activities outlined in the LEA 2nd Year subgrant

In May 1996, the Guam Dept of Education Data Coordination Task Force convened to discuss the various issues regarding all district level data collection activities. The benchmark data for Guam in the various national Goals indicators were presented and initially discussed. The attached form (Attachment I) lists the benchmarks that have been set to date as well as those that need to be developed yet.

It should be noted that the benchmarks that have been identified are quantitative in nature. Qualitative benchmarks will be developed at both the district as well as the school level. Such benchmarks as implementing a pilot year-round school, increasing the number of school days at a specific school year, etc. will be identified during the next fiscal year.

Objective 6: To measure student progress in achieving the Guam Education Goals (Comprehensive Testing Program)

The following lists on-going activities as well as action steps that will be implemented by the Department in relation to monitoring student achievement.

Aug. 1996	Disseminate the results of the districtwide student Comprehensive Testing Program
Aug 1996	Adopt the improved version of the Stanford Achievement Test
April 1997	Administer the SAT9 to replace the SAT8 and Goals tests
Sep 1996- Sep 1997	Develop the new criterion-referenced test

The Board of Education has recently adopted the new edition of the Stanford Achievement Test (SAT9) which is an improved version of the SAT8 and the Goals tests. This new version will enable the department to add its own locally developed test items and also features performance based test items similar to those in the Goals test. The department is working on the development of the new criterion-referenced test which will replace the Basic Skills Mastery Test (BSMT). The BSMT was used by the Guam DOE for the last 10 years until last school year when the Board of Education decided to put a moratorium on the administration of this test. Guam is also using the NAEP results as another indicator of student achievement level.

Objective 7: To report progress towards achieving the Goals (District and School Report Card)

In addition to reporting student achievement, Guam will also report district and school indicators through the district report card and the individual school report cards. The following activities will be conducted.

Nov 1996	Publish the district school report card incorporating baseline Goals 2000 indicators
Dec 1996	Publish the school report cards incorporating baseline Goals 2000 indicators relevant to LEA
Jan 1997	Train a member of each school team how to continuously collect data for relevant Goals 2000 indicators and how to prepare the individual school report card

Guam Department of Education will build the capability at the school level to (1) collect data accurately and efficiently and in a timely manner and (2) to aggregate and process the data so that each school can prepare its own school report card. The district will provide technical assistance and training to the school staff to lessen the burden of coordination as well as to give schools the flexibility to develop their style and format while following standard information elements that would connect the school report card to the district report card.

Objective 8: To provide quality professional development in achieving the Goals (Review Plans and Professional Development)

Guam will not only place effective systems to make things happen for the children so that they can reach their maximum potential; Guam will also ensure that education staff, specially the teaching staff, perform at high levels. Towards this end, Guam will organize a professional development council whose functions are to review, revise, and monitor professional development needs assessment, plans, training implementation, and actual use of new skills/knowledge for addressing student diversity and challenging instruction.

Sep 1996 Organize a professional development council consisting of Goals 2000 Panel members, institutions of higher education, DOE staff, parent and community leaders

Objective 9: To conduct continuous review, update and improvement of the strategies: Various Plans

In keeping with the true spirit of grassroots planning, implementation, and continuous improvement of our education strategies, the Goals 2000 Panel in collaboration with the Guam Department of Education will develop and implement plans incorporating procedures that will enable the continuing review of our strategies. The Department will conduct research and program evaluation studies and will learn from the experience of other states in the nation ways to improve our system. The following activities will be conducted to achieve this objective:

June 1997 Develop & implement a plan for the continuous review of content and performance standards, opportunity-to-learn standards, curriculum and instructional materials alignment, and assessment and reporting of student achievement to ensure 'world class' education for Guam students

DEC 1997 Develop a plan to review the proposed department's structural system if it allows for improved governance and accountability that enables students to perform at high levels.

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| Sep 1998 | Develop & implement a plan for the continuous review of the Guam public schools citizenship program, language and culture instruction programs, academic mastery programs, after -school tutorial programs, school readiness programs, technology in education programs, and other on-going education programs designed to improve student achievement |
| Annual | School Community Conference to review progress towards achieving the Guam Education Goals and update the Guam CEIP |

REPRODUCED AT GOVERNMENT OF GUAM EXPENSE

**EXISTING PROGRAMS OF THE GUAM DEPARTMENT OF EDUCATION
THAT MEET THE REQUIREMENTS OF TITLE III, SECT. 306**

Goals 2000, Title III, Sec. 306 requirements	GUAM DOE Pre-existing Programs/Projects that meet the specific Sec 306 requirement
Broad Based Participation	Site-Based Management Program Plan; Re-Alignment To Reorganization: A Case For Change
State Content & Performance Standards; Section 306 (c)	Content Standards/Curriculum Cluster Reviews; Performance Standards Development; Chamorro Language & Culture Program, Bilingual-Bicultural Education Program, PACE. GATE Program, Special Education Programs & Services, VPA Program.
Aligned, Multiple Measures/ Assessments; Section 306 (c), (1) (B)	Different Aptitude Test (DAT). My Career Portfolio. Sensuran Fino' Haya, PTEP, Comprehensive Testing Program, Participation in NAEP
Aligned Curricula & Instructional Materials; Section 306 (c), (1) (C)	Guam DOE Home Plan 1995-2000 (PREL/Math/Science Regional Consortium). K-3 Integrated Curriculum; K-12 LOTE Curriculum Guide; Head Start Curriculum; K-12 Comprehensive Career Development curriculum;; Credit Evaluation Policy; Fin'o Chamorro; Prugaman Kalupal
Professional Development; Section 306 (c), (1) (E)	National Diffusion Network (NDN); Professional Teacher Evaluation Program (PTEP); Christa McAuliffe Fellowship Program Visions and Dreams Project (PREL Math/Science Regional Consortium).Phase II Library Automation. Various Staff Development Projects and Workshops
Opportunity-to-Learn Strategies & Standards; Section 306 (c), (1) (d)	Alternative Learning Paths (ALPs); Languages Other Than English (LOTE); Student Exposure Projects; PACE, GATE, Robert Byrd Scholarship; Pre-School Program; Infant Toddler Early Intervention; Child Study Team ; Education For All ; Student-of-the Month ; Clay for Kids; Schoolwide Discipline Project; GOTCHA!
Governance, Mgmt & Accountability Strategies; Section 306 (c), (1) (e)	Board of Education Resolution to Re-Align the Guam Department of Education: Site-Based Management Plan; Re-Alignment To Reorganization: A Case For Change
Parental & Community Support & Involvement; Section 306 (c), (1) (f)	Families and Schools Together (FAST); School-Home-Community Partnership Activities; Ceramics in the Sixties MultiGenerational Program; Community Sponsored School Contests and Shows; Community-School District Consortia; Inetnon Manaina Ma'estra gi Inestudion Chamorro; Parent-Family Community Outreach; Effective Schools Program; Art Head Start Parental Involvement Programs; Summer Program and Community Enrichment (SPACE); Students Helping Out (SHOUT); Parents Helping Out (PROUD)
Making Improvement Systemwide; Section 306 (c), (1) (g)	Effective Schools Program, Board of Education Resolution to Re-Align the Guam Department of Education: Site-Based Management Plan; Re-Alignment To Reorganization: A Case For Change; ALPS
Promoting Bottom Up Reform Section 306 (c), (1) (h)	Re-Alignment To Reorganization: A Case For Change; Site-Based Management Plan
Drop-Out Strategies; Section 306 (c), (1) (i)	ALPS Program; The New Guidance: A Systems Approach to Pupil Personnel Programs; School-To-Work Development Grant - Federal initiative signed May 1994
School-to-Work Coordination; Section 306 (c), (1) (j)	ALPS Program; Bank Teller School. Marketing Laboratory Store Guidelines. School-To-Work. Development Grant - Federal initiative signed May 1994. Driver Education. GCC Programs
Benchmarks & Timelines; Section 306 (c), (1) (k)	Comprehensive Testing Program, PTEP; District Report Card; Effective Schools Program
Coordinating Strategies w/Perkins, Section 306 (c), (1) (l)	Vocational/Technical Education Program; School-To-Work Transition Program
Program Improvement & Accountability; Section 306 (c), (1) (m)	Professional Teacher Evaluation Program (PTEP); Comprehensive Testing Program; School Level Improvement Plans (SLIPS) Languages Other Than English (LOTE); Effective Schools Program ; District Report Card; School Report Card.
Regular Review	District Report Card; School Report Card

EXISTING PROGRAMS OF THE GUAM DEPARTMENT OF EDUCATION THAT MEET THE REQUIREMENTS OF TITLE III, SECT. 306

ADOPT A STUDENT/CLASS PROGRAM* (asterisked programs such as these are school initiated) Volunteers from the four military commands on Guam (PWC/OICC) Navy Legal Service Office, Detachment Civic Action Team (DETCAT) and Naval Mobile Construction Battalion (NMCB) provide tutorial and counseling advice to students and also help classroom teachers correct schoolwork and organize learning materials, lead small group instructions, and supervise classroom activities.

ALTERNATIVE LEARNING PATHS (ALPs): is Guam's School-To-Work Transition plan developed by a consortium of community representatives and representatives from the educational institutions to provide learning opportunities for students interested in joining the work force immediately upon high school graduation. Students choose high school paths and are provided learning opportunities relative to their choices and are involved in applied courses that are practical and relevant, and emphasize hands-on learning.

BANK TELLER SCHOOL PROGRAM High school students are provided exposure to the process of reviewing, evaluating, and transacting regular bank transactions. This program is sponsored by the Bank of Hawaii.

BILINGUAL-BICULTURAL EDUCATION PROGRAM (BEEP): Volunteer regular classroom teachers extend Chamorro language instruction into the content areas and in their classroom management. Students are taught totally in Chamorro and through other bilingual techniques.

CERAMICS IN THE SWEET SIXTIES* is a joint project with the elderly citizens (manamkos) of the island from the southern villages where educational exchanges between students and these senior citizens occur. This "intergenerational ceramics class" aims to teach the manamkos the art of ceramic making while students are exposed to cultural values from these manamkos.

CHAMORRO LANGUAGE AND CULTURE PROGRAM (CLCP): P. L. 21-34, P.L. 14-53, P.L. 15-9, and P.L. 21-34 mandated the teaching of Chamorro language to all students in K-5; mandated all middle school students to take one-year course in Chamorro language instruction. Board Policy 346 directs instructional time for K-5 students.

CHAMORRO MANDATE PROGRAM-SECONDARY (CHAMPS): All middle school students must take one-credit course in Chamoru instruction and mandated all high school students to take one-year course in Chamorro language instruction prior to graduation.

CHILD STUDY TEAM Project* is an effort to provide all possible help and intervention for students who have special needs without being referred to special education program. The program provides added support for the teachers without the child going into SPED. It also provides teachers with resources which will increase their effectiveness in working with students who display unique needs.

CHRISTA MCAULIFFE FELLOWSHIP program provide fellowships to outstanding teachers to enable them to continue their education; to develop innovative educational programs; and to engage in other educational activities that will improve the knowledge and skills of teachers and the education of students. The fellow is selected by a seven-member panel appointed by the Governor in consultation with the Director of Education.

CLAY FOR KIDS* is an art enrichment and development program for students who work with clay as medium of art expression. A \$25,000 grant was awarded to the school for art supplies. Students sometimes sell their art work products.

CLIMB: Coordinated Learning Integrated Middle Basics: A plan to align all skills students need to acquire & master in mathematics, language arts; Part of the ESP Project.

CLOSE-UP INTERNATIONAL PROGRAM takes students behind the scenes in Washington D.C. to see the U.S. political process in action.

COMMUNITY BASED EDUCATION (CBE) is an instructional strategy program used with students who learn to apply their skills in the community settings rather than just practiced in a classroom. At the elementary level, this may involve learning how to order or make choices at a fast food restaurant or purchase items with correct money. At the middle and high school levels, community training is expanded to vocational skills and actual on-the-job training.

COMMUNITY SPONSORED SCHOOL CONTESTS AND SHOWS: Facilitated various contests throughout the district for various causes SHELL Guam, Inc. Calendar Contest - Guam, Saipan, Palau. The Nut Cracker Poster Contest (Body Arts Ballet Studio) - 80 high school students entered pieces. Goodwill Industries Poster Contest. GOALS 2000 Logo Contest - 25 students entered pieces. Firefighters Poster Contest. Civil Defense Poster Contest. My Schools Olympic Flag - Guam Olympics. Mother's Day Poetry Contest (Chamorro Village Vendor's Association) - 357 students from various schools; ART Shows at the Palace Hotel & the Guam Gallery of Arts.

COMMUNITY-SCHOOL DISTRICT CONSORTIA Multi Media Communications Center at GWHS Assisted in the planning and renovation stages. GWHS Nursing Assistant Programs Facilitated collaboration between GWHS and GCC. Oceania Basketball Confederation Programs Clinics and/or workshops were facilitated for 14 schools. Aussie Sports Youth Sports Program Organization Issue addressed in preparation for implementation September 1996. Amateur Athletic Federation Clinics and/or workshops for schools.

COMPREHENSIVE CAREER DEVELOPMENT CURRICULUM PROGRAM: A program for K-12 career development initiated with teachers and counselors from various schools.

COMPREHENSIVE TESTING PROGRAM is designed to provide educators, parents, students, and the community with different measures to assess student academic achievement. The Department of Education is currently revising its locally developed criterion-referenced test and has just adopted the latest version of the Stanford Achievement Test (SAT) which is the district's norm-referenced test.

CONTENT STANDARDS REVIEW: A core group of 91 educators reviewed and rendered recommendations of the currently adopted content standards incorporating discussions about world class standards and addressing cultural diversity.

CURRICULUM CLUSTER REVIEW A review of course requirements and/or recommendations is being facilitated for each of the alternative Learning Paths Vocational Technical options: Tourism/Hospitality, Technology, Business/Marketing, Agriculture / Science, Consumer Family Science, Trade and Industry, Technical Education, Health Recreation Physical Education Dance. Credit Evaluation Policy. Guidelines for the review and application of earned credits for graduation requirements have been developed by teachers, administrators, and guidance counselors.

CURRICULUM DEVELOPMENT for all grade levels, content areas, and special need areas: K-3 Integrated Curriculum, K-12 LOTE Curriculum Guide, Head Start Curriculum development with Head Start staff.

DIFFERENTIAL APTITUDE TEST (DAT) administered to all 8th graders of which results, combined with course likes/dislikes, teacher/parent/counselor recommendations, student preference helped students determine path choice for high school.

DISTRICT REPORT CARD: Is a brief but comprehensive assessment of the various aspects of school district operation, including student achievement, program implementation, financial status, management operations, staffing profile, and facilities and learning resources.

DRIVER'S EDUCATION PROGRAM 103 students completed "In-Car" training at GWHS and JFK. Tiyan access for student driver training, specifically the REV/TAX parallel parking test site. Networked with GCC in securing slots for 70 students for driver education.

EDUCATION FOR ALL (EFA)* is a project that applies the concept of equal access for all students. Every grade level at the school implementing this project has an EFA classroom composed of high ability, average ability, and students with special needs. In this classroom, the special education teacher co-teaches with the general education teacher in a general education environment to provide modeling for each student the kinds and types of real-life environment and to teach them how to cope and live in a real-life setting.

EFFECTIVE SCHOOLS PROGRAM is the school district's effort to encourage site-based management with the goal of developing school level improvement plans or SLIPs. The SLIPs address student academic achievement, professional development, positive school climate and parental involvement.

FAMILIES AND SCHOOLS TOGETHER (F.A.S.T.) Workshop and School-Home-Community Partnership Activities participated in by 32 (of 35) schools on Guam. Each participating school developed a preliminary plan to implement a comprehensive School-Home-Community Partnership Program. Experienced teams of presenters are currently available as resources

FINO' CHAMORRO is a regular column in the most popular local newspaper on Guam which features articles in the Chamorro language, including fables, stories, poems, etc.

GIFTED AND TALENTED EDUCATION (GATE) is a program designed to meet the unique needs of preschool through high school, through an enrichment program based on a qualitatively differentiated curriculum in identified process skill areas. *Freedom to Soar Beyond All Barriers*, the vision of the **GATE Academic Program**, provides the framework for organizing activities in computer science, technology, communications and economics, Academic Challenge Bowl, and the Math Olympiad competitions, High School Debate, and Math Counts. **GATE Visual Performing Arts (VPA)** provide a program for gifted visual and performing arts students which stimulates creativity, provides motivation, and instills self-discipline. Music, theater arts, and visual arts programs are offered at all grade levels. Theater productions and music concerts provide the opportunity for these gifted students to perform and display their creative talents, as well as learn the skills of their craft and the skills involved with production and display.

GUAM COMMUNITY COLLEGE PROGRAMS (1) The Driver Training program trained high school students to drive safely and defensively. All the participating students completed these classes, meeting the standards for driving competency (2) The Technology Education program enhanced instruction in vocational programs in the public high schools that included the practical application of skills required for success in the world of work.

GUAM DOE HOME PLAN 1995-2000 The Pacific Math and Science Consortium in collaboration with the Mathematics and Science Leadership Team works with educational leaders from each entity of the region to identify direct service activities that both meet the established criteria and priorities of the Consortium to provide and support Math and Science improvement services tailored to local need and circumstances.

HEAD START PARENT INVOLVEMENT COMPONENT: involves parents in parent education, program planning and operative activities. The Guam Head Start Policy Council consists of elected representatives selected by the parents of each center and representatives from the community. The Council is responsible for approving or disapproving the program plan and budget, the hiring and terminating of staff, and any changes in local program policy.

HEAD START HEALTH PROGRAM COMPONENT: Head Start emphasizes the importance of prevention and early identification of health problems. All children are required to have eye and dental examinations, and physical examinations including up-to-date immunizations and blood tests prior to entering Head Start. Vision screening, as well as height and weight screening, is done during the school year. Continuing health education is provided for children and parents.

HEAD START DISABILITIES SERVICE COMPONENT: Head Start is mandated by law that a minimum of ten percent (10%) of its total enrollment each year be disabled children. Head Start works closely with the Department of Public Health and Social Services, and private sector service providers. Appropriate placement and services are provided during the Head Start year and as they transition into kindergarten.

HEAD START EDUCATION COMPONENT: The Head Start education program is designed to meet the needs of each child. Learning experiences which foster physical, social-emotional, and intellectual development are provided. The program strives to build the child's ethnic pride while respecting the cultural backgrounds of others. The curriculum is designed with the concept that children learn through play.

HEAD START HOME VISITS: A minimum of two (2) home visits a year by the teaching staff per child are required by the Head Start Performance standards. Parents are notified before each visit. The teacher and aide will be making introductory visits in September to get acquainted with each child and his/her family. The first required Home Visit should be done by the end of April. The third, fourth, fifth, etc., will be in accordance to the families needs.

HOMEBOUND AND HOME TUTORING is a program whereby students, who for medical reasons, as referred by a physician as being unable to attend school for one or more months are provided instruction in their home.

HOME-SCHOOL PARTNERSHIP* program is the school's effort to get parents involved in classroom activities under the supervision of the teacher. A Literacy Day and Parent Workshops are organized by the school to obtain maximum participation and assistance from the parents

INETNON MANAINA MA'ESTRA/TRO gi ESTUDION CHAMORRO (IMMECHA): This is a joint effort between the Chamorro Language Division and parents of students taking Chamorro language instruction where parents assist DOE in reviewing instructional materials and proposed grants and also obtain instruction in Chamorro language

INFANT/TODDLER EARLY INTERVENTION Family centered early intervention to children ages birth through two years of age who have disabilities, developmentally delayed, or who are at risk for disabilities. **Pediatric Evaluation Developmental Services (PEDS)** provides for the initial identification of children ages birth through two. **Guma' Nene** provides home visits, special instruction, service coordination, social work, speech, occupational and physical therapy to children and their parents. Diagnostics, family counseling, parent support and training are additional services provided to infants and toddlers and their families.

INETNON MANAINA MA'ESTRA/TRO gi ESTUDION CHAMORRO (IMMECHA): This is a joint effort between the Chamorro Language Division and parents of students taking Chamorro language instruction where parents assist DOE in reviewing instructional materials and proposed grants and also obtain instruction in Chamorro language.

INTERGENERATIONAL PROGRAM is a local Close-Up program aimed at helping manamkos (senior citizens) and manhoben (youth) become more aware of all civic issues and more connected to the world around them. All public high schools and private schools and the Guam Community College participate in this program.

KIDS ON THE BLOCK is one of the most successful awareness programs where puppets perform scripted skits that demonstrate interactions among "puppet-people" with disabilities and without disabilities. The purpose of this dynamic program is to bring awareness to school children about the different disabilities and how it feels to have a disability. Puppets share their feelings with the audience and relate how there are just as many similarities as differences in people with disabilities.

LANGUAGES OTHER THAN ENGLISH (LOTE) is Guam's ESL program implemented to identify, assess, and provide appropriate educational services to all students who have limited proficiency in the English language. Founded on the principle that every student has the right to education regardless of his/her home language or background, the LOTE program is designed to meet federal requirements for the elimination of discriminatory educational practices, as set forth in the federal and local laws.

LEISURE EDUCATION program enables special education students to participate to the fullest extent of their ability in integrated activities at school, home and in their community as an accepted member by their peers and adults. Professional work in cooperation with parents, teachers, peers and the student to provide the appropriate instructional methods and follow-up

LIHENG FAMAGU'ON is a separate day school for incarcerated youths, with or without disabilities. Teachers work hand in hand with school counselors and consulting resource teachers to provide appropriate education to these students.

MARKETING LABORATORY STORE: as required by the Memorandum of Agreement between DOE and GCC, the GCC-DOE Committee for Vocational Education Coordination jointly agreed upon guidelines for SY 1996-1997, is a marketing laboratory that provides opportunities for students to apply business knowledge and skills learned in the classroom.

MY CAREER PORTFOLIO is a program where portfolios for career planning for high schools students are developed as a part of the Alternative Learning Paths program in high school. Advanced Placement Exam 209 high schools students from the 5 public schools took AP exams in English, Calculus, Government, U.S. History, Economics, Physics, Biology, and Computer.

MOCK TRIAL PROGRAM involves all public & private schools and the Guam Community College. Through the study of challenging case materials and participation in a simulated trial, students acquire a better understanding and appreciation of our system of justice.

NATIONAL ASSESSMENT IN EDUCATIONAL PROGRESS (NAEP): Guam volunteered to participate in the NAEP to monitor its progress in the various subject areas that NAEP covers such as Math, Science, Reading, etc. The NAEP proficiency scores will be used as one of the benchmarks of Guam student progress. Guam DOE will also utilize the NAEP database to conduct secondary analysis of Guam students' performance in light of the NAEP background variables.

NATIONAL VOCATIONAL TECHNICAL HONOR SOCIETY is a student organization that aims to (1) reward student achievement (2) encourage scholastic excellence, skill development, honesty, services leadership, citizenship, and individual responsibility (3) assist the membership in reaching their educational and career goals (4) help member schools build and maintain effective partnerships with local business and industry and (5) cultivate and champion a stronger, more positive image for occupational, technical, and vocational education in Guam. All five high schools have active memberships with Chapter Advisors.

PACIFIC W.A.V.E. Club provides awareness activities on the social and economic effects of the tourism industry on Guam. During the Conference, 100 students from HLES, DMS, and SSHS examined the impact of tourism on Guam's social and economic livelihood.

PARENT-FAMILY COMMUNITY OUTREACH Based on input from principals and teachers, this program was designed to address the needs of the rapid influx of students from the Freely

Associated States (FAS) of Chuuk, Yap, Kosrae, Pohnpei and Marshalls. Participating schools were provided with the necessary support to meet the varied needs of these students and their families. School-family teams, each consisting of a social worker and community program aide, are assigned to schools with high concentrations of FAS students.

PARENTS REACHING OUT & DETERMINED (PROUD)* is a parent award program given to the parents of this school who meet the following criteria: (1) demonstrates exceptional parental responsibility such as meeting child's daily needs (food, clothing, health & hygiene) (2) supports child's educational needs such as ensuring child is in school on time daily, providing school supplies, and supports classroom assignments and activities daily (3) volunteering for field trips, class presentations, PTA conferences, etc.

PERFORMANCE STANDARDS DEVELOPMENT: Concurrently, performance standards for the content standards were drafted and disseminated to teachers throughout the island for review and feedback. Throughout the Fall Semester (SY 1996-97), teacher feedback and community feedback will be further facilitated before a formal presentation is made to the Director and Territorial Board of Education, the GOALS 2000 Panel, & the Guam Parent Teacher Congress.

PLANNED ALTERNATIVE CENTER FOR EDUCATION (PACE) program provides a viable alternative school environment and instructional approach to students at risk of school failure. PACE has a single site at Oceanview High School and receives students referred by middle and high schools for behavior adjustment.

PRE-SCHOOL PROGRAMS Provide developmentally appropriate services to children with disabilities ages three (3) through five (5) years. With parents and school or early intervention personnel, planning and implementing transitions from the Infant/Toddler Program to Preschool and from Preschool to Headstart or Kindergarten.

PROFESSIONAL TEACHER EVALUATION PROGRAM (PTEP): is Guam's teacher evaluation system designed primarily to provide (1) a process that allows and encourages supervisors and teachers to work together to cultivate and enhance classroom instructional practices (2) a process for bringing structured assistance to marginal teachers (3) a basis for making more informed judgments about teacher performance and (4) information for determining the extent of implementation of knowledge and skills gained during staff development activities

PROGRAMAN KATUPAT is a public educational television program which provides Chamorro language and culture instruction to the general public.

REALIGNMENT TO REORGANIZATION: A CASE FOR CHANGE is a plan to streamline the processes and procedures of the Department of Education to better provide support to schools in their effort to help improve student achievement. Issues relative to realignment, transition, and reorganization are discussed in the plan. The Board of Education endorsed the plan during the FY 1996 budget preparation.

ROBERT C. BYRD SCHOLARSHIP program is federally funded, state administered program that recognizes exceptionally able high school seniors who show promise of continued excellence in postsecondary education.

SCHOOL REPORT CARD a brief but comprehensive report of the various aspects of school-level operations including the school's overall level of achievement, school facilities and resources, school teaching and non-teaching staff, school philosophy, performance in norm-referenced and criterion referenced testing programs, and student demographics

SCHOOL-TO-WORK TRANSITION Grant - Federal initiative signed May 1994 Executive Order 95-28 established the Governor's task force on School-To-Work. This Group (DOE, UOG, GCC, AHRD, DYA, Labor, GEDA, Chamber of Commerce, GHRA, Guam Contractors ASSN, Western

ASSN. of Human Resources) is tasked to develop an action plan that will facilitate School-To-Work activities across the island.

SCHOOLWIDE DISCIPLINE PLAN* is a program to provide a safe learning environment for all the school's students. The program is based on the philosophy 'Discipline with Dignity' and teaches academically appropriate and socially acceptable and safe behavior and utilizes positive reinforcement when the child displays the desired behavior.

SENSURAN FINO' HAYA is a local Chamorro language assessment program designed to assess students' oral Chamorro language proficiency. The program also envisions to develop instruments to assess students' reading and writing competence.

SITE-BASED MANAGEMENT: POLICY AND GUIDELINES and **Constructive Thoughts On Site-Based Management** are working documents prepared and reviewed by over 500 educators, administrators, the Guam Parent Teacher Congress, and various community groups that describes what needs to be done to facilitate and support site-based management.

SPECIAL EDUCATION ELEMENTARY & SECONDARY PROGRAMS Provide specialized instruction to students with disabilities in the elementary and secondary schools. The type of services provided depend upon the unique needs of the individual, which range from consultation services to the general education classroom to direct services in a resource or general education classroom. **Consulting Resource Teachers (CRTs)** assist schools in complying with the federal and local laws regarding the provision of a **Free and Appropriate Public Education (FAPE)** for children with disabilities.

STAFF DEVELOPMENT PROGRAMS Teaching Physical Education; American Sport Education Program - First Aid and Coaching Principles; Racquetball Clinics; Sexual Harassment; Integration of Math and Science; Peer Coach Meetings; Inquiry Learning Workshop; Phase II Library Automation; Outcomes Based Education; Art Methods at UOG; Formula for the Future Workshop; ALPs/STW, workforce developed and cooperative education; Civic Education Workshop

STANDING TALL PROJECT is a K-12 character education program that teaches children "to care, to be responsible, and to have the courage to "Stand Tall" and put these values into action. The program is structured so that students hear stories about real heroes, called "Giraffes". Next, students identify and tell stories "Giraffes" from their studies and communities. Finally, students become "Giraffes" by designing and carrying out their own service projects. Navy volunteers and teacher instructor teams were trained to implement the curriculum in schools and youth programs.

STUDENTS HELPING OUT (SHOUT)* program is sponsored by the Bank of Hawaii and participated in the by the members of the National Junior Honor Society (NJHS) of the school, their parents, and advisors. The program aims to sharpen the leadership skills of the students as they are involved in the beautification projects of the four southern villages in Guam.

STUDENT-OF-THE-MONTH* Students who display exceptional behavior are identified every last Friday of each month and are given awards during a schoolwide assembly. Awards consist of a certificate and merchant coupons (e.g. fast food). The students' names also appear in the school main bulletin board and published in the widely read local newspaper.

SUMMER PROGRAM AND COMMUNITY ENRICHMENT (SPACE)* is a program mainly for kids who are receiving federal assistance (Free Reduced Lunch). Kids are provided exposure to various activities in the community. Kids develop questions prior to the visit. The vocabulary & writing activities of these kids are then are based on those experiences.

THE NEW GUIDANCE: A Systems Approach to Pupil Personnel Programs: Guam School Counselors developed a comprehensive, competence-based guidance program. A guidance

manual entitled A BLUEPRINT FOR EXCELLENCE IN GUIDANCE has been developed by all counselors and administrators.

VISIONS AND DREAMS Project This program aims to provide support for teachers, schools, and communities to carry out projects for the improvement of mathematics and science education in a manner consistent with the Pacific standards and local initiatives. Projects vary in nature but should focus on implementing exemplary mathematics and science instructional practices, increasing school-level access to training and technical assistance, the effective use of technology to support instruction, increasing student participation in mathematics and science, and linking with parents and community to improve mathematics and science achievement.

REPRODUCTION OF THIS DOCUMENT IS PROHIBITED

APPENDICES

- A: Covenant to Reinvent Education
- B: List of Goals 2000 Panel Members
- C: Guam Education Goals Indicators
- D: Results of CEIP Review: Comments / Recommendations
- E: Three Phases of the Development of the Guam CEIP

COVENANT TO REINVENT EDUCATION ON GUAM

We, the undersigned, commend the effort by the Guam Education Goals 2000 Panel, Support Team, and Resource Team, to open the process of developing the *Guam Comprehensive Education Improvement Plan* to educators and island community at large.

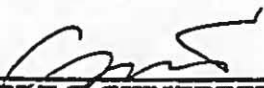
Reiterating our commitment to put education first, we solemnly promise to:

1. *put children first*, in making decisions that directly or indirectly affect education. Such decisions include, but are not limited to instructional, financial, operational, and organizational matters;
2. *support the development of Guam's Comprehensive Education Improvement Plan* by the Guam Education Goals 2000 Panel by:
 - a. actively participating in the development and/or review of the draft *Guam Comprehensive Education Improvement Plan* or delegating a member of my staff to represent me in Guam Education Goals 2000 Panel and/or Committee meetings that I am unable to attend due to circumstances beyond my control;
 - b. providing resources to support the development of the *Guam Comprehensive Education Improvement Plan* within the legal parameters of my position; and
 - c. encouraging constituents, members of organizations we represent, and employees of the Government of Guam to participate in the development of the *Guam Comprehensive Education Improvement Plan*;
3. *implement the Guam Comprehensive Education Improvement Plan* developed by the Guam Education Goals 2000 Panel, given that the community of Guam has been provided opportunities to participate in the development of the plan and/or provide input concerning proposed strategies.

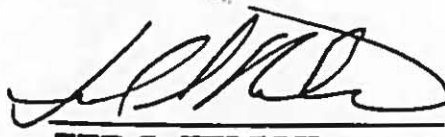
COVENANT TO REINVENT EDUCATION ON GUAM

We further solemnly promise to make every effort to *enhance confidence in Guam's education system and promote positive relationships among educators and our island community by making decisions in a spirit of openness and collaboration* with each other, the Territorial Board of Education, other leaders in education and different branches of the Government of Guam, the United States Military, private industry, and the community at large.

Signed, this 13th day of May 1995, as witnessed by the Guam Education Goals 2000 Panel, educators, parents, students and members of the community of Guam:


CARL T.C. GUTIERREZ
Governor of Guam

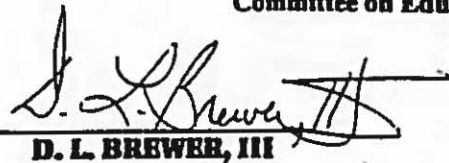

GLORIA B. NELSON
Chairperson
Territorial Board of Education


TED S. NELSON
Acting Speaker
Twenty-Third Guam Legislature

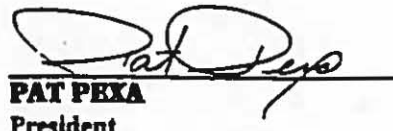

JUDITH WON-PAT BORJA
Chairperson
Legislative Committee on
Education

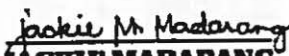

FRANCISCO N. LIZAMA
President
Mayor's Council


EDWARD CALVO ARTERO
Chairperson, Mayor's Council's
Committee on Education


D. L. BREWER, III
Commander in Chief
U.S. Pacific Command Representative


MARY GUTIERREZ
President
Parent Teacher Organization Congress


PAT PEZA
President
Guam Federation of Teachers


JACKIE MADARANG
President
Islandwide Student Governing Board

APPENDIX B: GUAM EDUCATION GOALS 2000 PANEL

REPRODUCED BY GOVERNMENT OF GUAM (DATE: 01/10/2001)

NAME	COMMITTEE	PERIOD
Aguon, Katherine (Dr.)***	Systemwide Reform, Chair	2/96 - Present
Ahlgren, Max	Systemwide Reform	4/95 - 6/95
Anderson, Charleen***	Parental Community	3/96 - Present
Artero, Eddie (Mayor)	Parental Community	3/95 - Present
Bailey, David (Major)	Parental Community	6/96 - Present
Barnhart, James	Parental Community	4/95 - 6/95
Bellis, Kirk (M.D.)	Parental Community	4/95 - 7/95
Blas, Maria	Parental Community	4/95 - Present
Boyd, Lourdes	Parental Community	4/95 - Present
Borja-Won Pat, Judi (Senator)	Governance	4/95 - Present
Coffman, Randy	School-to-Work/Voc.Ed.	2/96 - Present
Cristobal, Hope A. (Senator)	Governance	4/95 - Present
Cruz, Ernestina	Governance	4/95 - 6/95
DE ORO, ART	PANEL CO-CHAIR	5/96 - 3/96
DIAZ, ARLINE	PANEL CO-CHAIR	4/95 - 5/95
Diaz, Maria***	School-to-Work / Voc. Ed.	4/95 - 6/95
Delos Santos, Hermie (Dr.)	Systemwide Reform	4/95 - 6/95
Duenas, Debra***	Parental Community	3/96 - Present
Feeley, Ed***	Standards	4/95 - Present
FORTIER, ED	PANEL CO-CHAIR	3/96 - Present
Gilman, Barbara***	Governance	4/95 - Present
Gutierrez, Mary	Governance (TBOE Representative)	4/95 - Present
Harvey, Royce (Chief)	Standards (U.S. Navy Representative)	7/96 - Present
Hendricks, Gayle (Dr.)*	Governance	3/96 - Present
Inay, Averil***	Systemwide Reform	4/95 - 6/95
Johnson, Elwood (Lt.Col.)	Parental Community (U.S. Air Force Representative)	4/95 - 7/96
Ledbetter, Josh	Standards	4/95 - 10/95
Martin, Amy***	Educational Technology	4/95 - Present
Mendoza, Karen	Standards	4/95 - 6/95
MERFALEN, VINCE	PANEL CO-CHAIR	4/95 - 2/96
Miller, Leslie (Dr.)	Standards	4/95 - 11/95
Nelson, Gloria	Governance (TBOE Chairperson)	4/95 - Present

APPENDIX B: GUAM EDUCATION GOALS 2000 PANEL

NAME	COMMITTEE	PERIOD
O'Connor, Karen (Sr. Chief)	Parental Community (U.S. Navy Representative)	4/95 - 7/96
PALOMO, ROSA**	PANEL CHAIR	3/96 - Present
Perez, Vicente	Governance	4/95 - Present
Pexa, Pat	Governance	4/95 - 9/95
Rymer, Kaye*	Standards	3/96 - Present
Sablan, Ann Marie	Systemwide Reform	2/96 - Present
Sablan, David	Systemwide Reform	2/96 - Present
Sablan, Velma (Dr.)	Parental Community	8/95 - Present
Sachuo, Sweeter (Dr.)	Standards	4/95 - Present
San Nicolas, Anna	Systemwide Reform	2/96 - Present
San Nicolas, Heidi (Dr.)	Governance	4/95 - 11/95
San Nicolas, Patricia	Parental Community	3/96 - Present
Scott-Smith, Christine	Educational Technology	4/95 - 10/95
Shimizu, David (Dr.)	Systemwide Reform	2/96 - Present
Spencer, Mary (Dr.)*	Standards	3/96 - Present
Suba, Paul	Parental Community	4/95 - 11/95
Sukola, Anita	Systemwide Reform	2/96 - Present
TEEHAN, MARIA**	PANEL CO-CHAIR	4/95 - 6/95
Torres, Mary***	Timelines, Review, Update	4/95 - 6/95
Torres, Jesus	Governance	4/95 - 6/95
Van Dox-Santos, Freddy	Systemwide Reform	2/96 - Present
Wheeler, Marylou	Systemwide Reform (Governor's Representative)	2/96 - Present
Wolf, Ione (Dr.)	Governance (TBOE Representative)	4/95 - Present

GDOE CONSULTING / SUPPORT TEAM

NERISSA BRETANIA-SHAFFER, Ph.D.	Guam Goals 2000 Project Director	4/95 - Present
Zenaida Napa-Natividad, Ph.D.	Benchmarks, Update, Review, Program Alignment	4/95 - Present
Prudenciana Cruz	Administrative Support	4/95 - Present
Marie Cruz	Secretarial Support	3/96 - Present
Mary Cruz	Logistical Support	4/95 - Present
Tony Diaz	Public Information	4/95 - Present

GOAL 1: Ready To Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 lbs.) (1990, 1992)
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)
- Percentage of infants born in the state with one or more health risks (1990, 1992)
- Percentage of 2-year-olds who have been fully immunized against Preventable childhood diseases (1994)

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

72

77

Vital Statistics - DPHSS

669

609

Vital Statistics - DPHSS

35%

48%

Vital Statistics - DPHSS

—

—

DPHSS

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3-to-5-year-olds; 1991, 1994)

—

—

Guam DOE / Div. of Special Education

Additional indicators

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18-to-24-year-olds who have a high school credential (1990, 1993)

—

—

Guam DOE / Guam Community College

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)

—

—

DOE Research, Planning, & Evaluation /
Guam Community College

Additional indicators:

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

GOALS Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:

Guam DOE RP & E

- Grade 4 (1992, 1994)

6%

6%

NAEP / Guam DOE RP & E

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:

- Grade 4 (1992)
- Grade 8 (1990, 1992)

5%

5%

7%^{ns}

NAEP / Guam DOE / RPE

NAEP / Guam DOE / RPE

Additional Indicators

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1992, 1995):

- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

—
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—
—
—
—
—
—

Guam Department of Education

Additional Indicators

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

GOAL 4: Teacher Education and Professional Development

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goals Indicators

Direct Measure of the Goal: Teacher Education

- Percentage of public elementary and secondary school teachers who held (1992, 1994):
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

— —

FSAIS, Human Mgmt. System
FSAIS, Human Mgmt. System

Additional Indicators

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment

— —
— —
— —
— —

RPE, conduct teacher survey
RPE, conduct teacher survey
RPE, conduct teacher survey
RPE, conduct teacher survey

Additional Indicators

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient student(1994)

— —

RPE, conduct teacher survey

Additional Indicators

Direct Measure of the Objective: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)

— —

RPE, conduct teacher survey

Additional Indicators

Baseline Data Most Recent Update Possible Sources of Data

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goals Indicators

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):

Taiwan=41%

Korea=37%

Switzerland=33%

7%

Intl. Assessment of Educ Progress. NAEP

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):

a) whose teachers reported that they do these activities in mathematics class:

- work in small groups at least once a week
- work with measuring instruments or geometric solids at least once a week (1992)

33%

38%

NCES NAEP Data Compendium / DOE's

1%

NCES NAEP Data Compendium/DOE RPE/C&I

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

37%

28%

NCES NAEP Data Compendium/DOE RPE/C&I

15%

37%

NCES NAEP Data Compendium/DOE RPE/C&I

19%

43%

c) who have computers available in their mathematics classroom

13%

<1%

d) who use calculators in mathematics class at least once a week

22%

26%

NCES NAEP Data Compendium/DOE RPE/C&I

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):

University of Guam

- all students
- minorities (Blacks, Hispanics, American Indians)
- females

26%

14%

0%

33%

24%

17%

Additional Indicators

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above level 3 (of 5 levels) in Prose literacy (1992)

DOE can conduct
the State Adult Literacy Survey

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goals Indicators

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):

- registered to vote
- voting

— —

Guam Election Commission
Guam Election Commission

Additional Indicators**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

51% —

DOE - Follow-up Studies
University of Guam & Guam Community
College Admission Office

Additional Indicators

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol-and Drug-free Students and Schools****At School**

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):
- alcohol
- marijuana

— —

Secondary Schools / C & I / Student Personnel
Secondary Schools / C & I / Student Personnel

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN**Goals Indicators**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)

— —

Secondary Schools / C&I / Student Personnel

Overall

- Percentage of public high school students who reported (1990, 1993):

a) Using the following at least once during the past 30 days:

- marijuana

— —

Secondary Schools / C&I / Student Personnel

- cocaine

— —

Secondary Schools / C&I / Student Personnel

b) Having five or more drinks in a row during the past 30 days

— —

Secondary Schools / C&I / Student Personnel

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):

a) Carried a weapon such as gun, knife, or club on school property

— —

Secondary Schools

b) Did not go to school because student did not feel safe

— —

Secondary Schools

- Percentage of public high school who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993)

— —

Secondary Schools

Baseline
Data Most
Recent
Update

Possible
Sources
of Data

- Percentage of public school students who reported that they were in a physical fight on school property at least once during the past 12 months

— —

Secondary Schools

- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 month (1994)

— —

Secondary Schools

Additional indicators:

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

Secondary Schools

Additional Indicators

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

- public school teachers
- public school principals

NCES Schools & Staffing
NCES, RPE can survey also

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)

- establishing curriculum
- hiring new full-time teachers
- setting discipline policy

NCES, RPE can survey also

NCES, RPE can survey also
NCES, RPE
NCES, RPE

Additional Indicators

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
1. The plan holds reasonable promise of helping all students achieve at the high levels called for in the GOALS 2000; Educate America Act	21	3	0	• set goal at 91% or 92% • This is terrific w/ some fine tuning / policy guidelines • plan has high expectations without reasonable steps to achieve goals. • disseminate the plan to parents/ community and implement ASAP • follow through/ up • but with certain revisions to certain parts, suggestions need to be taken seriously • undecided-system wide follow up- parents / governance- to change policies • don't "task-force" this to death. PLEASE • recommend continuous review and revision • keep goal at 100 percent graduation rate, but plan will not accomplish it • although not (certainly) at the high levels called for: we need to establish OUR starting (beginning) level and our distance from the GOAL • it's a good start there's a long road to take • 100% goal of all students graduating from high school is not realistic

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
2. The plan reflects a clear analysis of Guam's needs related to improved teaching and learning	18	5	1	- specific goals must be realistic- too general (goals) - very good - teachers should be well informed, new philosophies discussed to address the needs of children - cover all aspects - as long as people are given opportunity to improve - more address of lang. art development - the goals were designed for the mainland - standards have to be clearly set and consistent - definitions of some terms need to be clarified. parental concern of being able to ride the bus to assist at any time - No systematic form of effective communication

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
3. The plan manifests a compelling vision of what schools must do in order for all children to attain Guam's challenging standards to be prepared for further learning, work, and productive citizenship	19	2	3	- needs specificity concerning organizational structure, bureaucracy, etc. - plan does not outline steps - omit term "compelling" - not compelling in further learning, work, and productive citizenship / needs improvement - workout specifics need Grass Roots minimize bureaucracy - still not too clear- vague and generalized - but, some are still developing - take word compelling out - goals are clearly sated throughout the schools system - this vision should be related to the multicultural population of Guam. support should be given to parents to understand in their language - address multi-lingual students in assessments ... the children <u>are</u> ready and willing to learn, continue to learn, and be productive citizens in their community.

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
4. The plan evidences a coherent step-by-step set of strategies for realizing the vision	15	8	2	• somewhat disjointed / need integration of all committees • strategies are indicated however support is questionable • omit "coherent step by step" use objectives • not yet, specifically in layout structure, deadlines, etc. • but, schools should be able to implement as needed • coherent? • but only in certain areas of the plan • this is good, but not incisive of step by step • some steps need elaboration • broad- too general • if the steps are followed, the objectives will be met • just gives ideas, no indication of how "ideas" will be implemented

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
5. The plan provides a process for developing or adopting content and student performance standards for all students on Guam including economically disadvantaged students; students with limited English, proficiency, disabilities, or other special needs; and gifted and talented students	21	3	0	• IEP's for all students should be prepared to show each child's personal growth • performance stand. are currently being worked on • but again needs to address lang. arts instruction more effectively and comprehensively • too much academics gardener's seven intelligence (8) • process are provided, we need specific standards and measures to be WELL established • LOTE student needs must be taken into account. such as schools communicating in home language • goals covers all levels • PTEP is good; however, GATE , resource, etc. needs are not now being addressed • more attention needs to be given to the special needs of disabled students • performance standards should be developed by representatives for each of the following groups • we must ensure that we are not limiting our focus to "poor or problem children", but to ALL children this process, however, is already in place • make a strong definite statement ALL STUDENTS

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
6. The plan provides a process for developing systems of standards and measures that are coordinated with the standards under section 115 of the Carl D. Perkins Vocational and Applied Technology Education Act	14	1	9	- members are not familiar with this Act. it wasn't discussed during the sessions - unfamiliar with Perkins Act ??? - not pertaining to elementary level ? - one of the best parts - we are not cleared with what this is - we're focusing on elementary school needs - not knowledgeable in this area - no attendance of team members - not familiar w/ Carl D. Perkins - not covered - set up a standard measuring tool to see how students are progressing the areas of technology. - need more information on Carl D. Perkins Act.

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
7. The plan provides for a process for developing strategies aimed at improving teaching and learning and students' mastery of basic and advanced skills in core content areas, such as English, mathematics, science, history, geography, foreign languages, the arts, civics and government, and economics	20	3	1	- financial assistance MUST be available to all students w/ all capabilities - incomplete needs other tools to compliment traditional testing materials - the "task force" concept should be revisited - where's technology? it should be included - re-visit action steps for stud. not meeting mastery - need the content standards - need the teacher training now! - maybe we and establish a standardized test to measure the grade level of achievement in there areas of study

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
8. Are aligned with Guam's content standards	16	5	4	- education is for all, equality - dept. DOE must be included more - assessment is ON GOING: beginning, middle and ending assessment - Guam has yet determine a content standard/s (pending) - we're still relying heavily on pre-made tests. the LAS-LOTE tests are very biased - need good content standards does group (task-force) have the skill and knowledge to develop the assessment obj#1

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
9. involve multiple measures of student performance	16	5	2	• need to have writing performance rubrics • language-based assessment should be done (their own language) kinesthetic, another observations can also be developed • identify content standards first and standards may differ from school to school • hint: standard testing tend to be biased against Guam's students • no check list, portfolios, rubrics • not available • rubrics check list, etc suggested by IMS • needs to be clear statement on "multiple measures"
10. provide for the participation in assessments of all students with diverse learning needs, with the adaptations and accommodations necessary to permit such participation	14	3	6	• assessment instruments should be relevant to Guam culture • assessment of students is addressed but not specifically how it will be done • need to provide attentive school for disruptive students • adaptations are not noted • very general • include all grouping • no checklist, portfolios, rubrics / too much academics • PTEP is good; however, Gate, resource, etc. needs are not now being addressed

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
11. are consistent with relevant, nationally recognized professional and technical standards for such assessments	14	4	7	• but mandate that information gets out to parents, teachers, students • develop local writing rubric, use national as reference • very general • we hope it does. we need more time to look at the plans • unclear • not consistent! • develop assessment devices with relevant local standards to equal others (SAT, SRA) • not evident from what we saw • we do not know for sure about consistency • continued attention to issues of relevancy • we don't know this • the dept. still needs to look into these standards. computer tech should be intro. to elementary level and all other levels of schools

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
12. are capable of providing coherent information about student attainments relative to Guam's content standards	18	1	4	• need content standards for each sub. and grade level • we don't know enough information to comment • very general • provide pertained information, however what is student • must insure that this happens in high schools as well
13. support effective curriculum instruction	19	1	4	• no information on the HOW • partially • attainments relative to Guam • very general
14. include a process for monitoring the implementation of such assessments and the impact of them on improved instruction for all students	18	3	3	• parent involvement important in the process. helpful in the parents assisting in the achievement of the students • accountability for teachers, aides, etc • needs much more monitoring • very important. the department has come up w/ so many plans that were never implemented • make readily available to parents and community officials • annual treating has yet to be developed

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
15. the plan incorporates a mechanism for aligning Guam's curricula, instructional materials, and district assessments with Guam's content and student performance standards	17	3	4	• don't know. have not reviewed this yet • unclear- questions • this was not developed. it seems that the Task Force is suggested as the mechanism, which is not sufficient • still unsure due to dev. of performance. standards • addressed • work together and all involved are inclusive to subject • this is one area that would be "centralized" as opposed to "decentralized"
16. the plan provides a process for familiarizing teachers with Guam's content and performance standards	17	4	3	• inservice in math and science addressed but not lang. arts • no orientation indicated for incoming teachers • time needs to be set aside to further educate teacher though staff development • very much so • training for teachers needed to culturalized new teachers to Guam and its uniqueness

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
17. the plan provides a process for developing the capacity of teachers to provide high quality instruction within Guam's content areas	18	1	5	- more inservice? - must follow though to ensure long activities are congruent of content and performance standards - staff development for and teachers (new and current)
18. the plan provides a process for ensuring that all students receive a fair opportunity to achieve the knowledge and skills described in Guam's content and student performance standards	21	0	3	- this was not developed - not sure - process started - how is "fair opportunity" defined?
19. the plan describes a process(es) for developing strategies to assist local education agencies (schools) reach the challenging district standards	18	2	4	- need refining, such as reviewing educational laws. once again senators need to be present not sure - yet to be developed - we hope that the GOALS 2000 contain. and PLAN THE MEETING - need a plan to build a new school at least every two years - need mandate to have principals in place months before the opening day of school. - teachers contracts s/b signed earlier - teachers must know next year's teaching assignments far enough in advance to order equipment, books, supplies - mandate these and we can have our supplies and books before school starts. this year I learned my assignment the day before school started, and my DC had not provided adequate books and materials.

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
20. the plan provides processes for developing strategies for improving governance, accountability, and management of Guam's education system to help all students perform at high levels	17	1	6	- plan needs accountability at all levels of education from administrator down to students - need to plan more- site base - governance needs to addressed first - money issue! as usual! - strings are being tied together - accountability needs to be improved in regards to procedures "strategies" need more precise thinking and development - taken into account made from the group and our team's remarks - need clarifications on certain increase, i.e. property taxes,. govt. receipt tax to DOE
21. the strategies contained in the plan are effectively integrated to help all children learn high standards and meet Guam's education goals	20	2	2	- need to work out some specifics - you're one step ahead "strategies" - need more information. - need to work on specifics

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
22. the plan has strategies for incorporating Guam's School-To-Work Opportunities system in Goals 2000 reform effort	18	1	4	• ? • you're one step ahead "strategies" • this is already being done • no information- (we had no representative) • 100% graduation is unrealistic. . . be sure we CAN reach this goal • not enough time to get input from members of the break-out sessions • early identification of these students critical in order to get them into these opportunities before they can begin to help
23. the membership of the panel which developed the plan included broad-base representation reflective of the diversity of Guam's population with regard to race, ethnicity, gender, and disability characteristics	3	18	3	• no disabled representation on the panel • as far as we have observed • we don't know this • no outer islands members • need a senator involved in this area! laws need to be changed! • should include. app. representation of the various ethnic groups. to strengthen communication and understanding • more "grass- roots" parents would be nice

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
24. the panel contained a sufficient number of members with expertise of background in educational needs assessment	20	0	4	• we don't know • too traditional introduce rubrics and portfolios and check lists • but too traditional
25. the plan has strategies for involving parents and other community representatives in the development and implementation of the plan	22	1	1	• could always do more • more parental involvement needed-and should increase awareness and communication via various media forms • limited strategies for parental involvement. there are strategies for pre-school programs but not enough strategies for school age children/ multi-age children • more plans should be drawn to get not only the PARENTS involved but also the rest of the community. the schools NEED the community in order to succeed. they need to share their expertise of the community. more emphasis in collaborative efforts w/ other community agencies is needed. esp. in line w/ drugs/ teenage pregnancies etc. • no strategies, just goals. re-identify parent involvement Parent-child involvement parent teacher involvement; parent school involvement; parent community involvement.

GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
26. there is evidence of broad-based and enduring support for the proposed plan, including demonstrations of support from the various Gov. Guam entities and agencies	17	2	5	- more autonomy needed at school level- more control of our finances - no mention of support from other agencies. except involvement of the comm. on education from 23rd Legislature - extremely limited - we don't know this - keep community informed of meeting dates and times - truly need it from ALL areas: legislative departmental, and governmental - include business community
27. the plan provides for a process for developing effective strategies for assisting, coordinating, and facilitating the building of local capacity for comprehensive, bottom-up reform in communities and schools	16	4	4	- no specific strategies - more emphasis needs to be given to secondary education - they must do this - building larger schools is not a solution, it's a problem. need smaller schools to help facilitate one on one with students. - unclear- too broad - not yet
28. the plan lends itself to effective adaptation to the needs and circumstances of communities and schools	8	2	4	- not "grass roots" enough yet- still "top down" - address multi-lingual students in assessments - need specifics and keep community inform at all levels. too traditional. conduct not working keep grass roots - hard to tell "site-based" needs to be revisited

OTHER COMMENTS

- Plans are good, however we are concerned about strategies for implementation
- Plans are not presented in a uniform manner
- Task forces -- need to respect members; needs to continue jobs in educational department and to their own parent involvement (child school community
- More time for review
- More input from school site community
- Need to delineate specific and achievable goals
- Rationale for objectives not clear enough to draw conclusions from
- Evaluate the goals and objectives of this plan in reference to expected community events, e.g. base closures, outer island immigration, the new welfare law, etc.
- Thorough review by all stake holders
- Content and performance standards are not available
- Standard assessments not included or delineated
- No needs assessment
- Geographical and ethnic differences need to be addressed
- No continuity in program development and implementation
- Let's not go for just the money. submit a plan that has well-defined goals (?) and measurable outcomes
- Longer school day

- Administrators should at least teach one class. in this way they will be aware of the students need.
- Within the accountability process, for all who work in the D.O.E. and also the territorial board the panel should consist of every aspect of the educational realm.
- Other languages such, as Micronesian language need information published in their own language.
- Some system wide functions are moved to region, but that does not free principal's time. What administrative tasks presently required of principals will be "rained" to regional level so that principals can be able to act as mentors and educational leader?
- Inclusion of elementary, middle and high schools in one region should encourage and support articulation, a desirable result
- Will yet another signature be required on PO's? keeping procurement centralized allows quantity discounts but does not facilitate speed or meeting particular needs. The unanswered question continues to be, what actual DECISIONS can be made totally at individual schools?
- 50% buyback of annual leave already in law.(?) Doesn't have much effect. Should buyback 100% Can't buyback sick leave without change in law.
- None of this is radical from education point of view. But nothing will happen until schools get their own source of funding. (Discussion on Organic Act, Governor's fiscal authority.)
- GFT - Can't wait for commonwealth - Can do some changes now and OFT supports that.
- Every 10 years hire efficiency experts and get Government, and legislature to support the study. (Dr. Aguon supports this but sometimes effort is lost.
- Likes regions, breakdown. Also too many students per school. Disagrees that Organic Act prohibits change in financial status. (Submits written remarks.)
- This concept seems to be like state agency special districts, etc. (Dr. Aguon - no, not really like that).
- Organizational Chart? Where is it? This concept is not streamlined. Where is the Board of Education? Where is the budget? Can't make The Department bigger. (Dr. Aguon explains - no increase in personnel - need task force for specifics).
- Study pay scale for administrators also and put in deposits for textbooks instead of \$5 book fee 100 % return of unused personnel leave - I want to put in the budget.

- Teachers use sick leave because they are sick. Exposed to a lot of illnesses. Teachers are stressed. Need physical enhancements, lowering of stress, for teachers. Air Quality - schools without windows.
- I feel everyone should be evaluated. Teachers should be evaluated by students, teachers evaluate administrators.
- Concerned about discipline. Teacher asses back to Administrator. Teacher should discipline the student . I discipline my kids at home. Also custodians, streamline school system and schools.
- population. Board-Union contract. Schools lost control when Board-Union contract came in. Now, teachers are not responsible for child from when they came in to when they leave. Teachers ignore what is in the halls. Let aides due it.
- I took advantage of the 50% payback. You can work at school level for discipline.
- I was at CSC during Hay Study. If you don't fill out the forms right, your pay will be affected and scale will be the same. Administrator pay does not entice people to undergo the headaches.
- Need to reexamine roles. There are some districts that do not have school aides. We were struck that there were no teachers in cafeteria at lunch. No teachers on the playground. Systemwide reform must examine all critical roles in the school
- GFT: People forget how exhausting teaching is Board-Union contract is a living document.
- Who does discipline in the science class?
- Try to do it in class; then refer child to who is designated, if that is the system. Can't discipline too much now, fine line, parents get upset.
- Contact Mr. Mark and Mr. Chargualaf at Inarajan for discipline model. Also, Aides are very important Congratulates Dr. Aguon on the Systemwide Reform concept. (We don't have the structure yet).
- Like teachers working long hours, being parents to the students. But schools are too large now. Private schools and smaller school are doing well. We need smaller schools. We need accountability. We can have money. Remember school books which were dumped. That is not accountability. Budget should be based on population. Voucher system can be used. Need good PTO in the schools. This is a requirement.

- Like to see community public relations is in the plan. Communication or mismanagement of it bogs us down in our roles. Good in the region. Shouldn't be in the hands of one person, central office. People within regions and schools need to be identified to be charge of communicating correct information.
- Good, need not dispel rumors.
- Want to examine role of College of Education at U.O.G and the DOE. Want a formal structure not dependent upon personalities. Want to use local talent.
- What about establishing cultural dancing throughout the system, which is now part of curriculum in Inarajan
- Suggest put in TQM "Total Quality Management." Need a means of finding talent and exporting it throughout the system.
- What about students who do not go to college. We need to insert lifetime skills. Kids need to be able to work.
- What about voc. ed. programs?
- 1. DCT programs: 1/2 day school and 1/2 day work
 2. Inroads program: high achievers- every summer work for large corporation starting with junior year.
- Systemwide implementation is difficult.
- Do you have implementation strategy maintenance contracts- if you spread out to different contracts, get different standards and pay more. Should use one contract to be cheaper.
- Likes distributing schools into the neighborhoods rather than large high schools.
- Federal programs at systemwide should be put to lower level. they won't go after \$1- 2000 in grants. Should be at regional or other level.
- Teachers with ideas- is there money for it. Local/ federal/ private foundation.

PHASE I: PUBLIC AWARENESS AND NEEDS ASSESSMENT				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Provide orientation to the Panel, DOE Staff, Governor, and Legislature re: Goals 2000 and U.S. Education Reform Effort	August 1994 - present	Goals 2000 information packets from the U.S. DOE Training facility Office supplies: paper, folders, chart paper, etc.	Nerissa Bretania-Shafer, Guam Education Goals 2000 Project Director	Active participation in the development of the Guam CEIP
2. Provide training in team building, collaborative decision making, organizational development processes, planning strategies	April 1, 1995 - present	Training Funds Facilitators Training materials & supplies	Guam Education Goals 2000 Project Director	Goals 2000 Committee Draft Action Plans
3. Conduct formal and informal needs assessment activities with public awareness campaign	May 1995 - on-going	Facilitators Survey materials and supplies Facilities for community meetings DOE Documents: reviews, audits, accreditation, etc.	Guam Education Goals 2000 Project Director Research, Planning & Evaluation Division Tony Diaz, PIO Committee Chairs	Analysis of: • Student Performance • Student Demographic • Community Survey • DOE Report Card • TBOE Goals

PHASE II: COMPREHENSIVE EDUCATION IMPROVEMENT PLAN DEVELOPMENT

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam Education Goals 2000 Panel formulates working committees based on the twelve prescribed elements of the CEIP	April 1, 1995	DOE Support Staff to facilitate and provide logistical support to working committees	Director of Education Goals 2000 Project Director	List of members for each working committee: • Standards • School-To-Work • Governance • Parental/Community • Systemwide Reform • Monitoring, Benchmarks, review, & Update
2. Integrate work of Department of Education internal committees/task forces with Goals 2000 Committee work and Vision 2001 Task Forces	April 1 1995 - on-going	Written description of DOE task force objectives and Goals 2000 committee function	Goals 2000 Project Director Director of Education	Plan of Action describing the processes for integrating reform effort of the following groups: DOE task forces, Goals 2000, & Vision 2001 Task Forces (Integrative Planning)
3. Develop timeline for CEIP development and completion	April 16, 1995 March 18, 1996	Update Reports from Committees	Goals 2000 Committee Chairs with Project Director	CEIP Timeline

PHASE II. COMPREHENSIVE EDUCATION IMPROVEMENT PLAN DEVELOPMENT				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Develop draft CEIP based on committee progress reports and products	April 1995 - until completion	Administrative support Duplicating supplies & materials	Goals 2000 Project Director	Draft Guam Goals 2000 CEIP
5. Develop strategies for getting feedback from educators, the Territorial Board of Education, Government leaders and community at large	April 1995 - September 1995	Meeting facility	Goals 2000 Panel Committee chairs: • Barbara Gilman • Ed Feeley • Debra Duenas • Ana San Nicolas • Amy Martin • Randy Coffman • Ed Fortier (Panel Vice Chair)	Document describing strategies for bottom-up systemwide reform
6. Research funding sources for the implementation of the Guam CEIP: local and federal; align funding sources with ed. goals	April 1996	List of education program and related government agency funding sources; local and federal	Director of Education Vice Arriola, Director, Bureau of Planning	List of Funding Sources for each CEIP Action Step

PHASE III: COMMUNITY REVIEW/COMPLETION AND ADOPTION

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Formulate School Goals 2000 Team comprised of administrator, teachers, support staff members, parents, and students	May 1995 - May 1996	Office supplies and materials Administrative support staff	Director of Education Goals 2000 Project Director	List of members of Goals 2000 School Teams from each public school
2. Develop community outreach strategies: include PTOs, non-profit organizations, educational institutions, religious groups, etc., for review and critique of Draft CEIP	May 1995 - May 1996	Funds for media campaign	Tony Diaz DOE Public Information Tyrone Taitano Governor's Communications Office	Islandwide participation in review and update of CEIP
3. Aggregate comments from educators and community members and revise for final review	June - August 1996	Administrative Support	Goals 2000 Project Director Goals 2000 Chairman Goals 2000 Vice Chair	Guam Comprehensive Education Improvement Plan - Final Version
4. Present GUAM CEIP to Territorial Board of Education	August 1996		TBOE Director of Education	Guam CEIP adopted by TBOE for implementation

Mission Millennium

Guam Community College

TEN-YEAR MASTER PLAN

1996 -- 2006

DRAFT

APRIL 1996

April 1996

TRANSMITTAL LETTER

To the Campus Community
Guam Community College

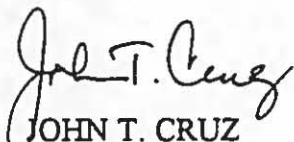
It is a privilege on behalf of Team Millennium to transmit herewith the Guam Community College Ten-Year Master Plan entitled "*Mission Millennium*" for your review and comment.

It is our intent to have the Master Plan ready this summer for review and adoption by the Board of Trustees and thus ready for implementation at the beginning of our academic year this fall. Before presenting the plan to the Board, the members of Team Millennium would like to give the entire campus community an opportunity to review and comment on it. I am asking our management team to engage deans, directors, and department chairs in organizing and scheduling sessions as necessary to fully disseminate the plan and to encourage your responses.

Please keep in mind that Team Millennium has been constituted with members representing all the major constituencies including faculty, students, support staff, administrators, and governance. A list of the members is presented on the following page. You are encouraged to consult with members of Team Millennium with respect to any questions you may have about the plan.

As many of you may know, the preparation of this plan has been a long and extensive process. I use this opportunity to thank and commend the members of Team Millennium for their long and persistent effort in shaping the Ten-Year Master Plan and also to praise the efforts of the consultants and project staff of our Planning & Development Office. I hope you will find that this resulting plan adequately reflects all the efforts that have gone into its development.

Sincerely,


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In the last quarter of the 20th Century, *Guam Community College* was created as a unique new institution. The vision in creating GCC in 1978 was to establish an institution that could take a comprehensive approach to human resource development oriented to Guam's workforce needs. In the short time span of less than two decades since its creation, GCC has established a commendable track record and has clearly demonstrated its viability, largely due to the importance of its mission in serving one of Guam's most vital needs.

GCC's contribution to Guam's economic development has been especially significant. Over the past ten years alone (1986-1995), GCC has produced more than 6,200 graduates of its career-oriented, job-oriented programs ranging from high school diplomas to Associate Degrees and Journeyworker Certificates. Moreover, in annual follow-up studies by the College of its graduates a year later, more than 90% have been found to be employed in Guam's industries or continuing their studies.

Guam Community College has already launched itself "*Toward the 21st Century*" according to its Five-Year Master Plan covering the period 1990-1995. Over those five years, GCC has indeed made major progress and has very largely accomplished what it set out to do in the Five-Year Master Plan. A brief summary of GCC's progress and accomplishments under the Five-Year Master Plan is presented in Appendix A.

But now it is time to again look to the future. In four years, the 20th Century will close. A new era, a new century, and indeed a new millennium is dawning. It must be anticipated that the world will be a different place in the new era. Guam will be different and GCC will be different. How should GCC plan for the changes? What is needed is a new vision -- a vision of the future and a vision of GCC in the future. "*Mission Millennium*" is that vision for Guam Community College. This new Ten-Year Master Plan for Guam Community College is a reflection of that vision.

The development of this plan has been carried out by a significant group of key people within the College designated "*Team Millennium*" to make it clear that GCC's future plan would be focused on a vision extending well into the new *Third Millennium*. Accordingly, this plan lays out the envisioned long-term future of Guam Community College. It looks not to what has been, nor to what is, but to what can be.

A. Scope of the Plan

Specifically, this plan covers the next ten years, to the year 2006. Those years, however, mark only the first milestones of the long time span required to fully achieve the long-range vision set forth in the plan. At the end of the ten years covered by the plan, the College will have just begun to be "*the College of the Third Millennium*".

While the plan embraces a great many major "Ten-Year Goals" and lays out an ambitious schedule of "Year-by-Year Actions", and while the College holds high expectations for achieving them, it must be understood that efforts to fully achieve the future vision of the plan will have to be continued over generations. In actuality, the vision of this plan may never be fully realized because institutions must continue to change as the times change. While long-range plans are essential to achieving progress and development, they can never be final. This plan, as any other, must be reexamined from time to time -- as circumstances, needs, and opportunities change -- and be modified or refined as necessary, sometimes in minor detail, sometimes in major policy directions.

In preparing the plan, Team Millennium has carefully examined the future outlook for the College and has envisioned the future needs and opportunities to which the College can and should respond. The Team has also taken into account the views of many people within the College and its community and has sought to reflect their hopes and aspirations for GCC and their visions of its future potentials. This Ten-Year Master Plan is the result. The Team urges readers of the plan to think of GCC not as it is but as it could be ten years from now and beyond -- to imagine its future environment and the kind of institution Guam Community College could be in the 21st Century -- the first century of the new Third Millennium.

B. Purpose of the Plan

The main purpose of the Ten-Year Master Plan is to serve as a guide to action. It is to focus a long-term vision and set major directions that will enable GCC to "stay the course" year after year toward achieving that vision in an organized, consistent, and sustained manner. It serves another valuable purpose as well -- to *communicate* the College's long-range vision and plan, to everyone throughout the campus, and to the public.

The plan also serves to explain and rationalize actions of the Board, the President, and other leaders within the College that might otherwise be perceived only for their short-term implications. In other words, the Master Plan provides the context for day-to-day actions and decisions, and it provides a basis, year after year, for evaluating those actions and decisions.

This is, of course, a *strategic* master plan, and it is important to understand what that means as opposed to other kinds of plans. This plan is based on the College's future outlook, both externally and internally, and on a clear view of future needs and opportunities. It presents a long-range vision and broad long-range goals. It also envisions and embraces specific *strategies* for achieving the long-

range vision and goals. The following points may help further clarify what a strategic master plan is and what it is not.

- First, a strategic master plan is not an operational plan. That is, it does not spell out in any detail what everyone is to do on a day-to-day, month-to-month, or year-to-year basis. Operational plans are needed in addition to the Master Plan; they are essential to its implementation. Every year, individual unit plans and objectives, in keeping with the major directions and long-range goals of the Master Plan, must be spelled out by or for every part of the institution. The development of annual unit plans and objectives is identified as one of the goals contained in this Master Plan.
- Second, a strategic master plan is not a plan that proposes to do everything that may be desirable for an institution to do. It does not try to describe the ideal state for every aspect of an institution and identify such ideals as the goals of the plan. Such a plan is not viable because it is usually never possible to do everything, even though desirable, or achieve the ideal state in everything the institution desires to do. Such a plan is not strategic because it cannot be accomplished. A strategic plan is a plan that proposes to do what is possible.
- Third, a plan that proposes to do anything without identifying the necessary financing is not a strategic plan. That is one of the critical reasons why a plan to do everything is not feasible. A strategic master plan must identify the necessary resources to implement it and it must also envision a viable and realistic strategy for obtaining the resources.
- Finally, a strategic master plan clearly proposes to do some things and not others. The choices of which things are to be done provides the particular strategies of the institution. If the best possible choices are made, based on sound rationale and a clear understanding of the relevant facts and issues, the institution can be confident that its strategies are sound and that the prospects for successful implementation of the plan are quite high.

The critical strategies of GCC's strategic master plan are drawn from careful insights into important external needs and opportunities, the institution's particular strengths and competitive advantages, and prospective sources of needed financing. The strategies are also derived from a future vision of what is especially desirable and appropriate to the College's mission and worth all the efforts required to achieve it.

As in the case of every strategic master plan, a matter of some concern should be noted. It may be expected that, as a personal matter, some people whose interests are emphasized in the plan will be more enthusiastic about the plan than others whose interests are not. The master plan must be looked at from the perspective of the institution as a whole, keeping in mind that the successes of the institution will benefit everyone associated with the institution.

C. Development of the Plan

The process of developing the GCC Ten-Year Master Plan has been an extensive undertaking carried out over nearly two years. It began with an extensive study of internal and external facts to produce an essential foundation upon which to then begin the actual development of the plan. The entire process has involved the efforts and insights of many people within and outside the College.

The project was carried out in two main phases: a "Fact-Finding Phase" and a "Plan Development Phase". A small project staff of external consultants and staff of GCC's Office of Planning and Development carried out a large part of the project work, supplemented by the efforts of many others within the College to provide information and data needed for the study.

The fact-finding phase involved compiling a ten-year historical perspective that brought together important trend data on internal facts concerning students, faculty and staff, finances, facilities, instructional programs, and outcome data including employment of graduates, and important trend data on external facts relevant to the College. A "Committee on Trends" was established to assist, guide, and oversee the work of the staff on the fact-finding phase.

In addition to compiling basic data, the review process examined the various plans, program thrusts, and ideas at GCC, and perspectives on GCC's commitments to its various constituencies, its traditions and historical roles, its assets and liabilities, its financing potentials and limitations, and the realities of its students, staff and facility situations. The fact-finding phase culminated in a report of findings and conclusions which then served as a basis for shaping the Ten-Year Master Plan.¹

The College then organized a key group of people to work as "Team Millennium" on establishing the Ten-Year Master Plan. The members of Team Millennium included representatives of the faculty, administration, governing board, students, and support staff. Team Millennium came together many times to engage in envisioning the future, identifying the critical issues GCC would need to address, reviewing findings of the study concerning GCC's strengths and weaknesses and external needs and opportunities, and reviewing draft plans and strategies prepared by the consultants and project staff.

Team Millennium grappled with many tough questions and difficult decisions, consulted with their colleagues, and came to agreements on what GCC should plan to do and what it should strive to become over the years ahead. Through this process, GCC's long-range visions, major strategies, long-range goals, timetables, financing projections, and other essential parts of the Ten-Year Master Plan were established.

In the opinion of Team Millennium, the plan is clear, eminently viable, and worth a full commitment of all the efforts necessary to achieve it. All that remains is to agree that it can and should be done, and then begin.

¹ The foundations of the GCC Ten-Year Master Plan may be more fully examined by referring to two separate reports entitled, "A Ten-Year Historical Perspective – Statistics and Trends: 1984-1994" which contains more than 200 pages of data tables and a summary report on trends, and "Report on Findings & Conclusions". These reports are available from the Guam Community College Office of Planning & Development.

Team Millennium, before setting out to develop GCC'S Ten-Year Master Plan, first took a careful look at the current conditions of the College's external environment and developed a working outlook on what should be expected in the future. The Ten-Year Master Plan is, in fact, based on and driven by this assessment of current and future conditions.

A. Is the Future Brighter Than We Think?

To paraphrase Dickens, *"These are the best of times... These are the worst of times."* GCC today seems surrounded by just such ambiguity. The past decade overall has been a period of excellent times and a period of impressive growth and development for GCC. More recently, however, the College has experienced some hard times -- reduced financial support, constriction of its autonomy, and no funds to build its planned new campus. Moreover, difficult times may be expected to continue over some period ahead as well.

So, should the future outlook for GCC be seen as bright or gloomy? The answer lies in taking a long-term view of past trends and likely future trends. In that context, one can see that the present difficult times are only temporary.

Taking the long-term view, one must conclude that *these are the best of times* for Guam Community College. GCC today, compared with ten years ago, even five years ago, is a far stronger, more successful institution in virtually every respect. Based on readily foreseeable opportunities over the years ahead, there is every reason to believe that GCC will continue its established record of progress and will achieve even greater development and growth over the next decade. GCC, with its present strengths and established foundations, is well prepared to capitalize on the future opportunities envisioned in this plan.

The future outlook for GCC stems from a strong future outlook for Guam -- a future of major opportunities ideally suited to GCC's mission, strengths, and capabilities. Based on that outlook, Team Millennium believes that *GCC's future is very bright indeed.*

FUTURE OUTLOOK OVERALL

This chapter presents a look into the future as envisioned by Team Millennium. It identifies the critical needs evident now and in the foreseeable future to which the College should respond. And it identifies key opportunities for the College to further develop its capacities and the role it can play in furthering Guam's economic well being and the well being of the people. In developing its view of the future, Team Millennium recalled that "*the past is prologue*". A key to envisioning the future is to examine the trends over recent years.

For Guam, change has been rapid and extensive, much of it been brought about by rapid economic development. As a result, Guam has experienced growing economic prosperity which has also been accompanied by considerable growing pains and many social concerns. The outlook for the future is for continued economic growth and development, continued improvements in economic prosperity, and continuing concerns about social problems that accompany such change.

Views on economic development, in fact, have been mixed and subject to debate. Many hold the view that the rapid pace of development has been a principal cause of Guam's rising social problems. And the public has grown increasingly concerned about a number of social problems including the functioning of its government, its schools, its health care services, rising crime and violence, and a general deterioration of the island's traditional culture, social mores, and family values, to name a few.

Moreover, Guam has suffered some setbacks recently in its economic vitality and the government has had to engage in a period of belt tightening. As a result, the funds needed to adequately address the array of growing concerns and social problems have not been available. But over the next decade and beyond, after significant improvements in the economy and the government's financial health, it may be expected that more concerted efforts will be focused on ameliorating the many troubling social concerns and problems, and that significant improvements will be realized. Improved economic conditions will lead to and support improved social conditions. The relationship between economic conditions and social conditions is well documented among nations everywhere in the world.

FOCUS ON HUMAN RESOURCES

In examining the College's external environment, Team Millennium needed to be guided by a clear sense of the College's mission. Thus, the Team first considered the particular role the College should play within the overall fabric of Guam's vision and plans for the future. The Governor's recent presentation of "*Vision 2001*" provided a timely context for this examination.

Guam's most lofty goal is to raise the quality of life and standard of living for its people. This goal, however, is heavily dependent on the health and vitality of Guam's economy. Guam's economic development, in turn, is dependent on the quality of its workforce and in understanding that its true competitive advantage lies in having a well-educated, technically competent population. Among all

Guam's assets and resources, none are more important than its *human resources*. These observations come from the report of the Governor's Task Force on Human Resources which is a key part of Guam's plans for achieving its "Vision 2001".

Among Guam's various social institutions, only GCC has a mission and wide ranging programs that are distinctly oriented to preparing Guam's youth and adults for employment opportunities, in particular, as these serve Guam's workforce needs. Thus, GCC's mission is closely tied to Guam's economy and its economic development plans. The mission and key strategies of GCC's long-range development plans, accordingly, must be strongly oriented to and clearly driven by Guam's economic development trends and its major growth industries. In this way, GCC will be strategically positioned to play a central role in Guam's most strategic endeavor -- human resource development, specifically in the preparation of a well-educated, technically competent population.

With a firm understanding that GCC's mission is uniquely oriented to preparing Guam's future workforce, Team Millennium focused in particular on Guam's future economic outlook.

ECONOMIC OUTLOOK

Growing economic prosperity has been and will continue to be a key characteristic of the community Guam Community College was established to serve. The changing economic conditions have created new employment opportunities and increasing needs for education and training, both to support economic development and to supply the economy's workforce demands.

To assess the future economic outlook with respect to the needs and opportunities in ways that are significant in envisioning GCC's future, the planning team identified a number of key factors to be examined as follows:

- ▶ **Gross Island Product** -- a key overall measure of economic growth and prosperity.
- ▶ **Jobs Data** -- a key indicator of workforce demands and industry sector growth.
- ▶ **Employment Data** -- an indicator of workforce supply and economic well being.
- ▶ **Tourist Arrivals** -- the key indicator of Guam's largest industry.
- ▶ **Population and School Enrollment** -- indicators of future workforce supply.
- ▶ **U.S. Military** -- a declining industry that will affect Guam's economic outlook.

Recent trends and the future outlook regarding these factors are briefly highlighted here to provide the context for GCC's future plans and development potential.

1. Overall Economic Trends: Guam has experienced an impressive long-term trend of economic growth and development. There is every reason to expect this trend to continue well into the future. Guam's economy has, at times, experienced very rapid growth, due primarily to the success of its tourism industry. Economic growth has also been greatly slowed on occasion, again due to downturns in tourism caused by major events largely beyond Guam's control.

Over the past ten years, Guam's economy has risen dramatically, encountered a serious slump for a time, and again begun a strong recovery. Despite the ups and downs, Gross Island Product (GIP), the best indicator of Guam's total economy, grew on average more than ten percent per year from 1988 to 1994. At times over that period, the annual growth rate exceeded 20 percent.

Current data provide strong indications that the recent economic slump has ended and that a strong economic recovery is underway. Guam surpassed a million tourist arrivals for the first time in 1994, a 38 percent increase over the slumping figures of 1993. The numbers increased a further 25 percent in 1995 to 1.362 million visitor arrivals. As tourism is the leading force in Guam's economy, these numbers provide a leading indicator of Guam's overall economy. Other economic indicators, when the data become available, are likely also to show significant increases, although the increases are expected to lag behind the growth of tourism to some extent.

Assuming a continuing growth of the tourism industry at a healthy pace as is apparent at present, Guam's total economy could easily *double* over the next ten years. This means that Gross Island Product would grow from \$3 billion in 1994 to more than \$6 billion by the year 2005. That amounts to an average increase of only seven percent annually -- well below the rate of the past seven years (*averaging more than 10% annually*) since 1988.

2. Tourism Industry: Tourism is Guam's leading industry and is envisioned to have substantial growth potential. Especially significant is the ripple effect of the tourism industry. Growth of Guam's tourism industry, in turn, supports increases in many related sectors including construction, retail trade, and services to name a few. Growth of tourism may also be linked to jobs growth, increased flow of currency into Guam's economy, increased revenues for the Government of Guam, increased influx of foreign workers, and increased population on Guam.

One thoughtful analysis done in 1991¹ produced a visitor industry growth forecast that projected visitor arrivals to exceed one million annually by 1995 and to exceed two million by the year 2006. Although the forecast was produced before the major slump in 1993, the one million mark was actually reached a year *earlier* than projected. Visitor arrivals reached 1.087 million in 1994 and climbed another 25% to 1.362 million in 1995.

It seems clear that Guam's visitor arrivals will reach the two million mark long before the year 2006. The goal of two million visitors, in fact, is a cornerstone of the Governor's Vision 2001. To achieve that goal, visitor arrivals would need to increase at an average rate of only 6.6% a year. At that rate, Guam would reach 2.755 million visitors by the year 2006.

This forecast would require an expansion of existing hotel capacities to some 14,400 hotel rooms, double the present supply, and would expand hotel worker employment from 5,550 jobs in 1995 to about 12,000 in 2006. It should be especially noted that this is a *conservative* forecast. Actual growth rates over the past several years have exceeded the growth rate of this projection.

¹ *Population and Employment Forecasts (Working Paper No. 3), November 1991, prepared for Government of Guam Department of Public Works in support of GUAM 2010 HIGHWAY MASTER PLAN by Wilbur Smith & Associates in association with Duenas & Swavely, Inc.*

Expansion of the tourism industry would also drive up indirect employment in industries related to tourism such as the transportation industry, tour operators, all kinds of retail establishments, and various services industries. Such related employment would also likely grow from some 16,000 in 1995 to more than double that number by 2006. The construction industry would also benefit.

3. Private Sector Employment Trends: Jobs in all Guam's private sector industries grew from 20,500 in 1984 to 31,970 in 1988, then to 48,000 in 1992. Annual growth rates over the two periods averaged 11.7 percent and 10.7 percent respectively. After 1992, 3,410 jobs were lost in 1993; however, 1,510 jobs were gained back in 1994. Over the ten-year period 1984-1994, which includes the boom and the slump, the private sector economy added an average of 2,560 jobs per year for an average annual growth rate of 8.4 percent.

The outlook over the next ten years is for continued dramatic growth of Guam's private sector economy, due largely to the current trends and growth potential of the tourism industry. As a *conservative* estimate, the total number of private sector jobs may be expected to increase at an average rate of about 4.5 percent annually, equivalent to about 2,610 jobs added per year.

Guam's economy is also rapidly becoming more diversified. The growing diversity may be attributed in part to the ripple effect of tourism but, more importantly, Guam's economy has reached a scale, a level of maturity, and a level of technology whereby some sectors are growing independently of the tourism industry. The recognition of these trends may be associated with the fact that Guam is increasingly becoming a regional center supporting the growth of such industries as transportation, communications, education, banking and finance, health services, and other professional and technical services.

The outlook is for continued diversification of the economy and growth of several industry sectors increasingly independent of trends in the tourism industry. The following is an examination of several key industry sectors:

Retail/Wholesale Trade: This sector, which accounted for 14,620 jobs in 1995, can be expected to continue growing, consistent with increasing tourism and increasing population, to some 30,000 jobs by 2006. Population is projected to increase over the next ten years at an average rate of nearly three percent annually and tourist arrivals at about seven percent a year.

Construction: The peak employment in this industry reached 12,200 jobs at the height of the construction boom in 1991. At the end of 1995, the industry was providing 7,680 jobs. The loss of some 4,520 jobs over the four-year period was largely accomplished by the repatriation of temporary foreign workers which had reached a high of more than 10,300 in 1991.

The 1995 level of employment in the industry, however, is more than double the level in 1985 when the industry employed only 3,630 workers. Thus, even an increased demand for new hotel construction as driven by the projected growth of Guam's tourism industry may not require the construction industry to expand greatly. The present capacity, however, and even some further growth of the industry could be supported if it is extended beyond Guam. This would seem to be a reasonable outlook.

It is conceivable, of course, that tourism could grow much faster than projected, in which case Guam could experience another boom in construction which would require a substantial expansion of employment in the industry. However, much of this expansion would likely be met through importing temporary alien workers, perhaps as many as 3,000 or 4,000.

Services Industry: This sector is heavily supported by tourism. It is, however, also highly diversified and includes a wide variety of services that are only marginally related or altogether unrelated to the tourism industry. It is Guam's largest employment sector and one of its fastest growing. The outlook is for continued growth and diversification at a rapid pace with some services (e.g. business services, education, health services, engineering and management services, etc.) growing independently of trends in tourism.

Transportation & Telecommunications: Both have become increasingly important industries that together more than doubled adding 3,270 new jobs over the past decade. With the exception of the airlines, most of the employment in these industries is only marginally related to tourism. Jobs in these industries grew largely without interruption over the recent economic slump. The outlook is that these industries could double again, adding another 5,000 new jobs over the next decade. The telecommunications industry will likely grow the fastest.

Banking & Finance Industry: This has been another rapidly growing industry on Guam which, together with insurance and real estate, provided 2,720 jobs at the end of 1995, an increase of 1,120 jobs over 1985. Over the past ten years, total deposits in Guam's financial institutions doubled from \$0.7 billion to \$1.4 billion while total lending increased five-fold from \$0.5 billion to \$2.5 billion. A conservative outlook is for the industry to double again over the next ten years, adding perhaps as many as 3,000 new jobs.

4. **Public Sector -- GovGuam:** Spurred by Guam's economic boom, employment by the government of Guam grew 40 percent from 9,800 to 13,720 over the period 1984-1993. Most of the increase (3,230 employees) occurred over the four-year period 1988-1992. In 1994 and 1995, the number of government employees decreased by about 5.5 percent from 13,720 to 12,970.

During the boom, GovGuam revenues grew dramatically and government spending increased even more, so that after a few years of surplus revenues, the government quickly began to incur deficits which had accumulated to about \$185 million at the end of 1994.

The outlook over the next few years is for continuing constraints on government spending and employment. Over the years thereafter, bolstered by a healthy, growing economy, government employment may continue to grow again at a conservative rate of one to two percent annually.

5. **Public Sector -- Federal Government (US):** This major sector of Guam's economy in the past has been relatively flat over the past ten years and is expected to decline dramatically over the next ten years due to a major reduction in U.S. military presence on Guam. The recent closing of Naval Air Station (NAS) and a projected closing over the period 1997-2001 of the Navy's Ship Repair Facility (SRF) with some 2,650 civilian employees is expected to be a significant constraint on Guam's economic growth.

GovGuam initially estimated that the SRF closure and other proposed military reductions on Guam would cost Guam a total loss of 6,700 jobs and a loss of \$790 million to the economy over the period 1997-2001. The initial estimate of lost jobs was subsequently revised downward to about 1,800. The reductions nevertheless will substantially impact Guam's economy and will surely temper Guam's economic growth. The impact, however, must be weighed against the future growth of private sector employment which is projected to add an average of 2,610 jobs per year and boost Gross Island Product from \$3 billion to \$6 billion annually over the next ten years.

6. Population Trends: The outlook for Guam's workforce over the next ten years will be cause for major concerns. The projected growth of the economy will create labor demands that will greatly exceed the projected labor supply. The natural rate of increase in Guam's population is far less than the expected growth of workforce needs. That outlook is further exacerbated by the demographics of the population in that the aging population is growing faster than the youth population.

- ▶ The present workforce is rapidly aging and approaching retirement age. One of the fastest growing age groups of the 1990 Census was the group aged 35 to 44. By the year 2005, this group will be aged 50 to 59.
- ▶ The future workforce (aged 5 to 19 in the 1990 Census) is one of the slowest growing age groups in the population. This group will be aged 20 to 35 by the year 2005.

7. Labor Force Outlook: At the end of 1995, Guam had a potential workforce of 71,500 people of which about 48,000 were employed or seeking employment equaling a 67% participation rate, down from a high of 69% in 1991. The unemployment rate, which had been a low 2.6% in 1991, had risen to 7.8%. However, the 65,000 jobs of Guam's economy were being held by only some 46,000 workers (including some 2,000 temporary alien workers) which suggests that some 19,000 jobs were being held by people with two or more jobs.

Guam's future workforce from the existing population will include workers already employed (often in two or more jobs), unemployed adults seeking jobs, and youth currently in school who will be entering the labor market over the years ahead. With respect to Guam's 1995 labor force (roughly 48,000 people), 29% were age 45 and over and another 25.2% were between the ages of 35-44. Over the next ten years, the outlook is that perhaps one-third of the current labor force (some 16,000 people) will retire.

With respect to future workers, the population aged 5-14 in the 1990 Census totaled 24,855. Even if 70 percent of them enter the workforce over the period 1996-2006, the total of some 17,400 new workers will clearly be well short of the projected addition of some 26,000 new jobs, much less the jobs vacated by an estimated 16,000 retirements.

The outlook therefore is for great labor shortages, a substantial influx of immigrant workers, and great competition for skilled and capable workers. One analysis done in 1991 (as cited previously) projected a total shortage of about 32,000 workers by 2010 which, if filled by immigrant workers, would add about 42,000 immigrants (including dependents) to Guam's population. Based on these

projections, Guam's total population would increase from 133,152 in the 1990 Census to about 237,000 in the year 2010.

8. School Enrollment & Completion: Most of the 28,400 students currently enrolled in grades three through twelve will leave Guam's high schools over the next ten years. According to historical progression rates, about 68% of them (roughly 19,300) will graduate high school, while nearly one-third (roughly 9,100) will leave school without graduating.

In recent years, Guam's high schools have produced about 1,500 high school graduates each year. At current attrition rates, some 700-800 youth leave school each year without graduating high school. Many of the early school leavers later pursue high school diplomas via GCC's Adult High School or GED programs which have begun to produce as many as 300-350 diploma graduates in recent years.

Based on current grade level enrollments and the progression and attrition rates over the past few years, the number of high school graduates is expected to increase modestly over the next ten years to about 2,540 in the year 2006. This estimate is based on applying historical progression rates to the 3,500 students currently enrolled in grade two.

Thus, the outlook is that, over the next ten years, Guam's high schools can be expected to produce a total of about 19,300 high school graduates. Some 10,000 of them may be expected to enter college soon after graduating high school. Perhaps 7,500 of them will directly enter the workforce. There will be some 9,100 early leavers from school, many of whom will also be seeking to directly enter the workforce. This outlook is based solely on applying established patterns of the past several years to current student enrollment numbers. Through concerted efforts, the historical patterns could be changed considerably.

9. Privatization: In 1980, five of every ten jobs on Guam were government jobs (federal and local). By 1995, the ratio had decreased to three of every ten jobs. Based on the projected growth of private industry and the expected reduction of U.S. federal employment, it may be expected that by 2006 more than eighty percent (80%) of Guam's economic activity will be in the private sector -- without regard to the outcome of current policy discussions concerning possible privatization of government-owned utilities and other government operations. Private sector employees can be expected to outnumber public sector employees by at least nine to two. This privatization of Guam's economy represents a trend of strategic importance in the future outlook for Guam Community College. Preparing Guam's workforce is the essence of its unique mission.

B. Future Needs and Opportunities

Millennium 2000 beckons. One cannot fully imagine the wonders that await us in the 21st Century and beyond. But some of the signs are already clear. Signs of the "*Century of the Pacific*" are growing clearer. The "*information era*" with heavy reliance on the growing use of computer and communications technology has already begun. There is growing recognition that Guam's most important and most strategic asset is its human resources. With an increasingly clear understanding of its unique competitive advantages, Guam's economic future grows ever brighter.

As Guam moves toward and into the 21st Century and into the new Millennium, GCC is uniquely suited and well prepared to serve many needs and to capitalize on the many opportunities that are evident now and foreseeable over the years ahead. With GCC's present strengths and capabilities, and with a mission clearly oriented to training Guam's workforce and supporting its economic growth, the decade ahead should prove to be one of great opportunity for Guam Community College as it prepares to be "*the College of the Third Millennium*".

While Team Millennium has kept in mind its vision of the far future, the development of GCC's Ten-Year Master Plan is heavily based on future needs and opportunities that are clearly evident now. Two major perspectives concerning these already evident future needs and opportunities are carefully examined in this section. These perspectives may be characterized as:

- FUTURE STUDENT MARKETS, and
- FUTURE INDUSTRY MARKETS.

It is these two markets that effectively describe GCC's clientele. The very nature of GCC's mission is to serve as one of Guam's most important linkages between school and work. These two perspectives thus provide the most critical insights into the future needs and opportunities around which GCC's Ten-Year Master Plan was developed. Each of these perspectives is further detailed as follows:

FUTURE STUDENT MARKETS

GCC has traditionally served three major student markets. All three of these markets today are envisioned to have, over the next decade and beyond, vitally critical needs that could be effectively served by GCC thereby opening up attractive and exciting opportunities for these student markets. The three markets may be described as *high school students*, *high school graduates*, and *continuing education students*.

The future outlook for these three markets is examined in terms of their respective needs and opportunities, relative to GCC's mission and capabilities to serve them, and the future magnitude of these markets as follows:

1. **High School Graduates:** The first major market GCC must carefully consider is the market comprised of students who wish to pursue higher levels of training and education following *graduation* from high school. This, the most traditional of student markets among colleges, is likely to be the *smallest* but also perhaps the *most important* of the three major student markets GCC will need to serve over the decade ahead, especially in looking further ahead and well into the first century of the new Millennium.

The Market: The outlook for this market may be characterized by size, need, and opportunity. This part of GCC's student market can generally be described as those high school graduates who want more attractive and higher entry-level employment opportunities offered primarily

within Guam's existing and emerging industries. The future size of this market for GCC may be expressed as a percentage of Guam's future high school graduates -- a percentage that represents those students whose future goals and opportunities can best be served by the programs GCC can provide.

Opportunity & Need: Team Millennium foresees the opportunity for GCC to attract a growing percentage of future high school graduates into a number of Associate Degree and Certificate programs that are specifically oriented to some of the most attractive careers that Guam's leading and growing industries can offer. Many of these will likely be technical and mid-level professional career-entry positions with substantial upward mobility potential. Such students *need* the kind of programs GCC could provide to give them access to these career opportunities.

Market Size: The number of Guam's high school graduates is projected to gradually increase from approximately 1,500 to 2,500 annually over the next ten years. In the past, some 50-55% of Guam's high school graduates have continued directly into college within the following year. However, GCC should anticipate the opportunity to attract and effectively serve a growing proportion of high school graduates who have not traditionally gone directly on to college. The high school graduate market may therefore be projected to grow to some 2,000 students annually over the ten year period ahead.

GCC Market Share: GCC should anticipate the opportunity and the potential to develop programs that could serve at least ten percent of the traditional college-going population and another 20 percent of high school graduates who have not traditionally gone on to college. Thus, the future potential enrollment of this market could be estimated at about 540 high school graduates each year entering GCC Associate Degree and Certificate programs by the year 2006. The majority could be enrolled in *full-time* study, and at least half could be enrolled in two-year Associate Degree programs, thus producing a full-time-equivalent (FTE) enrollment of about 800 students.

Other High Schools: In addition to this number, representing only the market potential of Guam's high school graduates, GCC should anticipate attracting a growing number of high school graduates from throughout Micronesia to enroll in such programs, and eventually attracting a significant number of high school graduates from beyond Micronesia, primarily from Asian Pacific Rim countries. This latter opportunity may be envisioned because of the strength GCC has already begun to build in language training programs and Guam's growing potential ties with Asia in tourism, trade, and economic development.

Importance: GCC's opportunity in this market, though not really large, may be the most important because, a) the programs for this market could be among the strongest of GCC's offerings, b) the enrollment of this market would represent GCC's most significant full-time student body, and c) these programs would represent the highest-level education and training that GCC will provide for entry-level employment.

This market is especially important also because these programs would seek to supply the new employee needs of Guam's industries in the growing array of their highly technical and mid-level professional position requirements. The opportunity is to dramatically increase the number of Associate Degree and Certificate graduates from the average of a few dozen each year over the past several years to a few hundred each year by the year 2006.

Transfer Mission: A possible future opportunity in the high school graduate market could arise pending the outcome of current policy discussions concerning the University of Guam's mission as an "open admissions" institution with a strong emphasis on lower division and developmental education programs. If this mission should be significantly shifted to GCC along with the comparable public financial support, admissions of new high school graduates to a GCC Associate of Arts degree program could amount to several hundred each year. This is not a likely prospect within the limits of GCC's present campus but could become a realistic option with a substantial expansion of the existing campus or upon construction of the new campus.

2. **High School Students:** The need for more and better vocational education programs for secondary school students is truly great. Past trends within Guam's high schools and among its secondary school students, together with the future outlook concerning the employment needs within the major industries of Guam's economy, provide clear insight into the future magnitude of the need.

The Need: First of all, it is clearly recognized that the great majority of employment opportunities within the leading industries of Guam's economy have been and will continue to be entry-level jobs that do not require postsecondary level training, skills, and knowledge. Secondly, it is recognized that nearly one half of Guam's high school graduates opt *not* to continue directly into postsecondary education, many of them seeking to directly enter the employment market following graduation from high school. Moreover, a large number of students leave school without graduating high school, many of them also to seek employment. Thus, the economy needs these young people and they, in turn, want to take advantage of the best employment opportunities available to them.

Vocational Education Demand: Within the high schools, there is great demand among students for vocational education alternatives. In recent surveys, more than 35 percent of all entering high school students have indicated their preference for career-oriented vocational training and education programs rather than the traditional college-preparatory or general education curricula that had until recently been the only alternatives offered by nearly all the high schools. There is evidence also that the lack of vocational training and education alternatives in the high schools has been a significant contributing factor in the high rate of students leaving school without graduating.

GCC Role: By tradition and mandate, GCC's mission is to serve the vocational education needs of the island, at both secondary and postsecondary levels in particular. GCC has a well-established track record in providing strong vocational education programs to secondary school students and has recently demonstrated its capacity to dramatically increase the number of secondary school students served by its programs through establishing satellite programs in all the public high schools. GCC has the capability to further strengthen and expand the satellite

high school programs and more fully meet the demand for vocational education and training in the secondary schools.

Market Size: The number of students entering Guam's high schools each year may be expected to rise over the next ten years from about 2,800 to 4,600 students by 2006. Assuming that at least 35 percent would choose vocational education programs, total enrollment in secondary vocational education programs over the students' four years in high school could reach 6,000 by 2006. Assuming that about one-third of the curriculum is devoted to vocational education, the full-time-equivalent enrollment would be about 2,000 students. High school graduates with vocational training certificates could increase from less than 500 in recent years to more than 1,500 annually by 2006, assuming a significant decrease in student attrition rates.

Adult High School Market: At current attrition rates, some 9,000 students can be expected to leave school over the next ten years without graduating high school. As Guam's State Agency for Adult Education, GCC should anticipate a great need to serve this population. GCC has the opportunity not only to enable these young adults to obtain high school diplomas through its established Adult High School but also to provide training and education that will enable them to pursue attractive employment opportunities. GCC also has the opportunity, through strengthening its satellite high school vocational education programs, to substantially decrease high school attrition rates.

Early Intervention: Guam's school system is losing too many young people, especially among those unable to successfully rise above grade nine. Guam needs stronger "*school-to-work transition*" programs that are offered earlier as an alternative to traditional high school curricula for the many younger students who would take advantage of it. GCC has the opportunity, through the combined power of its Adult High School programs, its Satellite High School programs, and its Career Counseling capabilities, to make a major impact on strengthening the transition from school to work for the large numbers of young people who have been leaving school early without such assistance.

3. **Continuing Education:** The whole realm of training and education programs for *nontraditional* students is undoubtedly the market offering the greatest growth potential for GCC over the next ten years and beyond. The traditional mission of providing *pre-employment* training and education must be recognized as only the beginning of efforts to meet Guam's workforce needs. Although the magnitude of this market cannot be adequately estimated, the needs are clearly extensive and varied.

The Market: Three major factors help clarify the extent of need: a) there is a great and growing demand for further education and training by people seeking to advance in their careers, b) it is increasingly common for people to change careers no less than three or four times during their working years, and c) workplace knowledge and skills are growing obsolete at a faster rate, now about every five to seven years. *Life-long learning* is increasingly the accepted standard throughout the world, all the more as it enters the information era and the pace of change and technology increasingly quicken.

Opportunity: GCC has a great opportunity to more fully respond in a variety of ways to these needs as they exist today and as they will surely grow over the next decade. GCC will need to establish strong capabilities to develop a wide array of training and education programs with highly flexible arrangements for scheduling, staffing, location, and delivery methods. These would include customized training programs for specific firms and industries, offered at the workplace or other convenient locations, and short-term open-enrollment training programs, especially those focused on leading edge demands and technologies of the workplace.

Industry Ties: Perhaps the best opportunity GCC will have over the next decade is to expand its development and delivery of needed training and education programs in the workplace, through developing the closest possible working relationships with Guam's leading industries. GCC should also anticipate the opportunity to obtain significant financial support from industry through more effectively serving both the pre-employment and the in-service training and education needs of the respective industries' workforce.

Returning Students: GCC should also expect to attract increasing numbers of adults returning to take advantage of new and stronger programs oriented to Guam's emerging and changing industries which the College should expect to develop over the next several years. Such returning adults may enroll as full-time or part-time students in new Associate Degree or Certificate programs, or they may return simply to take one or more specialized courses.

FUTURE INDUSTRY MARKETS

GCC's future opportunities may be envisioned more fully and clearly through examining the current and future outlook of Guam's leading industries as markets to be served by the College and its training and education programs. These industries should also be viewed as *employment markets* for the graduates of GCC programs. GCC should also envision the opportunity of actively promoting the development of emerging new industries with the potential to make a major contribution to Guam's economy and to provide greater employment opportunities for graduates of training programs it can provide.

This examination of industry markets and opportunities is especially meaningful if viewed in the context of the potential for GCC to develop the closest possible working relationships with industry and to enter into actual *industry partnerships*. The rationale for this view is to develop the potential to *share* with industry the responsibility for and cost of training its workforce -- to assist industry in meeting the training needs of its workforce and to obtain the assistance of industry in developing the training programs that will meet the needs of its workforce.

Guam has only a few major industries and a few emerging industries with significant growth potential. GCC has the opportunity to develop strong working relationships with these few industries and to more strongly orient its programs to their needs. The future outlook of these industry markets and the opportunities they represent are further examined as follows.

1. **Tourism Industry:** Tourism is already clearly established as Guam's leading industry and a dominant force in Guam's overall economy. It is expected to continue growing at a rapid pace, more than doubling in the number of visitors over the next ten years. Growth of the tourism industry will be accompanied by the growth of many tourism-related industries and, as a growing base for goods and services, it will support an increasing diversification of Guam's economy.

GCC has already established itself as a major supporter of the industry -- in promoting careers in tourism-related employment, in supplying a trained entry-level workforce, and in providing in-service training to meet the needs of the industry. The anticipated growth of the industry will require a major expansion of the workforce in all facets of the industry.

Opportunity: The growth of the tourism industry will provide major opportunities for expansion and further development of GCC programs in all the facets of its mission and the continued pursuit of its already established goal to build the highest possible *"Steeple of Excellence in Tourism"*. Perhaps the greatest opportunity is the potential for developing new and stronger *"industry partnerships"* as a more effective way to serve the extensive training and education needs of the industry. The opportunities are many and varied. The following are some leading examples:

- **HS Career Academy:** Building on its current satellite high school programs in tourism, GCC could strive to establish a major *"Tourism Career Academy"* within at least one of the high schools with the goal of substantially raising the level of training in the industry and preparing students for the best entry-level positions the industry will have to offer for high school graduates. Students could also choose, with excellent preparation, to continue higher levels of training and education for advanced employment opportunities in the industry. Enrollment in such an Academy could easily exceed 1,000 students over the next decade. Financial support from the industry might also be expected for such a school.
- **Tourism Institute:** In collaboration with a strong industry partner, GCC could strive to establish a postsecondary level *"Tourism Institute"* with substantial industry-related facilities such as a training hotel. The twin goals of the Institute would be to greatly expand enrollment and raise the level of training in the industry. The Institute would serve both the pre-employment and in-service training and education needs of the industry.
- **Entrepreneurship:** In anticipation of a rapidly maturing industry, far more diversified and less vertically integrated than in the past, GCC should envision the opportunity to take a more active role in promoting entrepreneurship and increased local investment in and ownership of the industry. With support from such agencies as GVB, GEDA, SBA, and others, GCC could well establish entrepreneurial expertise in the industry and could offer business incubator and technical assistance services as well as needed training programs to support potential tourism industry entrepreneurs. The entrepreneurship role could readily be incorporated within the *"Tourism Institute"*.
- **Technical Training:** As the industry grows and matures, it will also grow more technical and make greater use of all the emerging technologies, creating a greater demand for employees with strong technical training. GCC could focus its mission on preparing

employees for the most highly trained technical and mid-level professional positions of the industry. This focus should be reflected in both high school and postsecondary level programs.

- **Disadvantaged Populations:** The tourism industry offers a great many employment opportunities that could be filled by persons with disabilities and other educationally and economically disadvantaged populations. GCC could promote greater employment of such populations in the industry and orient many of its existing programs (adult basic education, adult high school, special needs, and other vocational rehabilitation programs) to such opportunities.
- **Workforce Recruitment and Preparation:** Rapid growth of Guam's tourism industry will almost certainly give rise to severe labor shortages. GCC should anticipate the need and opportunity to assist the industry in meeting the magnitude of its future labor force requirements by engaging in combined off-island recruiting and training efforts. As major firms in the industry come to recognize the need for industry-wide solutions to the labor shortage problems, they should be increasingly willing to help finance the cost of recruiting and training the future workforce needs of the industry.

2. **Domestic Trade:** Guam's retail industry (along with wholesaling and distribution support) will continue to grow rapidly in line with growing tourism and population. It already provides one of the largest employment demands, a demand that may be expected to double over the next ten years. GCC can expect the opportunity to further expand and strengthen its already strong and long-established programs serving the industry. GCC's high school and adult high school programs in particular may be expected to serve and be served by the industry through its extensive potential for first-career employment and *cooperative education* opportunities.

Entrepreneurship offers great potential also in this industry as many varied business opportunities in retailing may be envisioned in conjunction with Guam's growing tourism industry. GCC should also anticipate a potential for expansion of international trade and the opportunity to strengthen the focus of its instructional programs on global perspectives and technologies in marketing and distribution. The large size and importance of this industry may also justify the development of a high school career academy with a more global perspective on the industry.

3. **Professional/Technical Services:** Team Millennium foresees the potential for a growing professional and technical services industry to become Guam's fastest growing industry -- an industry with the potential for making the greatest contribution to the diversification of Guam's economy which has become increasingly dependent on its largely singular tourism industry. This outlook is based on the recognition of several significant factors as follows:

- A significant base is already established in the industry, consisting of a wide array of firms primarily engaged at present in serving Guam's domestic market for professional/technical services.

- The industry tends to rely heavily on the use of modern computer and communications technologies of which there is a well established base on Guam.
- The main resource requirement of the industry is people with requisite talents and technical competencies of which there is also a growing pool on Guam and institutions with the capacity to expand and strengthen the quality of the human resource pool for the industry.
- The industry has excellent growth potential as a services export industry in view of Guam's proximity to major Asian Pacific markets and the attractiveness of U.S. standards on which many aspects of the industry are based.

GCC has the opportunity to play a leading role in promoting the further development and expansion of this potentially vital new industry. It already has an established foundation in several related programs, including its training of technicians in computer-based accounting systems, computer-based drafting, computer-based information systems, and a variety of other computer applications and systems, and it has the capability to develop other needed programs such as in the field of telecommunications technologies. There is an acknowledged critical shortage of trained technicians in the industry at present in view of its rapid growth over recent years.

4. **Human Services:** As a regional center of growing importance and with increased prosperity, a growing demand for a variety of services (including health services, child care services, public safety services, etc.) is anticipated. The College should anticipate the opportunity to continue building and strengthening the array of programs it has already established to respond to the growing demand for trained technicians and paraprofessional workforce in this industry.

5. **Technology:** Guam, following a worldwide trend, has been undergoing a technological transformation at an incredible pace over recent years. Virtually every business today is using new technologies to some extent, ranging from bar-code readers, automated processing of credit card transactions, and ATM machines to complex computer-based transaction systems, information systems, networking systems, and telecommunications technologies.

While, like tourism, technology is not classified as a separate industry in and of itself, it nevertheless stretches across and pervades all industries. From the standpoint of human resources, every industry on Guam today has a critical and rapidly growing demand for trained and technically competent staff. The development of such technical competence in Guam's future workforce is a major role of critical importance that is ideally suited to the fundamental nature of GCC's mission. GCC has the opportunity and capability to reorient its instructional programs at all levels in virtually all fields to assure the extent of technical competence required in Guam's current and future workforce. GCC also has the opportunity to address the in-service training needs throughout Guam's industries to upgrade the technical competence of their currently employed staff.

6. **Construction:** Although Guam's big construction boom has retreated substantially from its peak in 1991, a significant new expansion should be expected to occur in the near future. The dramatic rise in tourist arrivals over 1994 and 1995 is rapidly filling the existing hotel room capacity on Guam. If tourism demand continues to grow as anticipated and planned, the pressures for new hotel

construction projects will quickly become urgent. The projected increase to 2.755 visitors per year by 2006 would require a total of 14,400 hotel rooms -- more than double the present inventory. Major infrastructure projects will also be required.

GCC has a long-established tradition of preparing workers for Guam's construction industry through its formal instruction programs at both secondary and postsecondary levels and its highly regarded work-experience programs. GCC needs to be prepared for a resurgent demand for new construction workers and especially to rapidly expand its successful apprenticeship and cooperative education programs for the industry. GCC should also anticipate the need to engage in off-island recruiting and training efforts to assist the industry in addressing critical labor shortages that undoubtedly lie ahead.

7. Transportation: As an important regional center, Guam has a thriving transportation industry that has rapidly developed and matured over recent years and is expected to continue growing over the years ahead. Key elements of the industry's growth include the airlines (heavily supported by tourist traffic), shipping, transshipment, and distribution systems. The industry's future workforce may be especially challenged to develop a fuller understanding of the industry and appropriate technology applications to continue its maturation and competitiveness. GCC will need to work closely with industry leaders to assure that its education and training programs adequately address the knowledge and competence requirements of the industry's future workforce. A specialized institute or academy may be warranted to sharpen the focus on the needs of the industry.

8. Banking and Finance: This is another rapidly expanding industry, due in large part to Guam's importance as a regional center, that is expected to continue to expand and mature at a healthy pace over the years ahead. Although some of GCC's graduates have gone on to jobs with firms in the banking and finance business, undoubtedly with training that could be usefully applied in the industry, GCC needs to more expressly examine the needs of this industry to determine if and how it may need to tailor its training and education programs more specifically to the industry's needs.

9. Telecommunications: As a vivid example of the changing times, Guam's emerging telecommunications industry has virtually exploded onto the scene over just the past few years, whereas it was hardly worth noting just a few years ago as a separate industry. The phenomenal popularity of *surfing the Internet* was virtually unheard of just two or three years ago. Fiber optics, faxing, E-mail, cellular phones, satellite downlinks, and numerous other emerging technologies are revolutionizing the way we live and do business, seemingly overnight. The recent and rapid development of this industry is one of the clearest signs that the *information era* has arrived on Guam.

Although GCC currently offers little or no training in most of the emerging communications technologies nor programs specifically addressed to the needs of the telecommunications industry, it has the capability to develop such programs. Much of the technical training needs of the industry's future workforce could undoubtedly be embraced through the adoption by GCC of a major future thrust focused on technology. Such a focus is warranted to position GCC at the forefront of the direction in which the changing times are headed. One can readily foresee the importance and prominence of technology in the future because the future is already here.

10. International Trade: An international trade industry is more a future prospective than a present reality although some elements are already evident (e.g., growing transshipment activity, Guam's plans to become a major transshipment center, and various connections with Guam's dynamic tourism industry). This outlook is based on the recognition that Guam is a rapidly growing regional center and that it has greatly increased ties with Asia in connection with tourism and economic development interests. Moreover, global economics and interregional dependence are growing phenomena throughout the world.

One recent study addressed to "A New Economic Development Strategy for Guam" noted that nearly one trillion dollars (\$1,000,000,000,000) in economic activity (in U.S. -- Asia trade) passes over Guam each year and that Guam has the potential to service some of that activity which, if it amounted to only one-tenth of one percent, would add \$1 billion annually to Guam's economy and provide 25,000 new jobs.

GCC has the opportunity to build on its already strong programs in marketing and service to Guam's domestic trade industry to incorporate more global perspectives and to play a lead role in promoting the development and expansion of a Guam-based international trade industry -- through anticipating the growth of a Guam-based service industry and Guam's growth as a transshipment center that could be expected to handle a growing variety of goods and services flowing between the U.S. and Asia and throughout Micronesia.

SUMMARY

The preceding examination of GCC's major student markets and major industry markets makes it clear that the needs and opportunities to which GCC may respond over the next decade and beyond are very great. Moreover, these two perspectives provide a strong framework which can serve as an effective way to focus and organize GCC's future plans and strategies.

It will be necessary, in developing the GCC Ten-Year Master Plan, to determine how best to respond to the envisioned future needs and opportunities, to set long-range goals and development priorities, and to orient major future thrusts. This will include addressing such key questions as how to organize, how to staff, how to finance, how to allocate resources (financial, human, and physical), how to establish effective delivery methods and instructional content, and what critical strategies should be adopted. These are set forth in the chapters that follow. Clearly, however, they are derived from the needs and opportunities presented in this future outlook.

C. Assumptions About the Future

Future conditions and circumstances, including many factors over which GCC has little or no control, will nevertheless have an important bearing on its future plans. While the future cannot be predicted with great certainty, *reasonable* assumptions about the future can be made as a basis for planning.

Team Millennium has developed a set of working assumptions about the future. Although sometimes rather arbitrary, the assumptions are reasonable enough to provide a sound basis for this Master Plan. If future circumstances should prove to be significantly different from these assumptions, the College may need to revise its plans.

In some cases, specific data on which to base projections were available to help substantiate the assumptions. Such available data are presented with the following statements of assumptions.

ASSUMPTIONS ABOUT EXTERNAL FACTORS

The following are the assumptions adopted by Team Millennium on the future outlook concerning a number of external factors that could significantly affect GCC's future plans.

1. **The U.S. National Economy:** The U.S. economy will experience neither an economic boom nor a depression during the 1996-2006 decade. Despite continuing concerns over the trade deficit and national debt, the U.S. economy will grow at a moderate rate of 4% annually. Inflation, or rising costs, will average about 3% annually. The state of the U.S. economy will have only a modest impact on the state of Guam's economy.

2. **Guam's Economic Conditions:** Fueled by further expansion of the tourism industry, Guam's economy will experience strong growth over the next ten years, and will continue to grow more diversified and stable. Inflation will continue to be a serious concern during the 1996-2006 period. On the whole, rising costs may average 7% a year over the next decade. Base closures and a reduction in Federal civilian employees will significantly impede Guam's economic growth over the period 1997-2001. Gross Island Product, the key measure of Guam's overall economy, will double by 2006. The estimates are as follows:

Year	Gross Island Product (\$000)	Biennial Increase
1988 (Actual)	\$1,729	
1990 "	\$2,312	33.7%
1992 "	\$2,902	25.5%
1994 (Estimated)	\$3,011	3.8%
1996 (Projected)	\$3,400	12.9%
1998 "	\$3,900	14.7%
2000 "	\$4,500	15.4%
2002 "	\$5,200	15.6%
2004 "	\$6,000	15.4%
2006 "	\$6,800	13.3%

3. **Guam's Political Status:** During the 1996-2006 period, Guam will attain a new political status as a U.S. Commonwealth which will provide greater stability and a stronger base to support future economic development.

4. **Asian Regional Conditions:** Regional conditions in Asia will generally remain favorable to Guam's continued well being without major uprisings, major economic upheavals, or major natural disasters. During the next decade, the economies of the Asian Pacific rim countries will remain generally healthy and competitive due to growing technology, a disciplined labor force, and access to less expensive labor.

5. **Micronesian Regional Conditions:** The Micronesian region as a whole will experience substantial economic change due to rapid economic growth in centers such as Guam, the CNMI, and Palau. The economic conditions of the other Freely Associated States will improve, but slowly due to projected reductions in Compact funds and the ending of the Compacts in the FSM and Marshall Islands in the year 2001. The economies of Guam, the CNMI, and Palau will be the focal point of growth in the region which will experience increasing economic inter-dependency.

6. **Population Growth on Guam:** Guam's population (including immigrants) will increase at a rate of about 2.93% annually over the next decade. The estimates are as follows:

Year	Population
1980 (Actual)	105,979
1990 "	133,152
1995 (Estimated)	153,835
2000 (Projected)	177,732
2005 "	205,342
2010 "	237,240

7. **College-age Population on Guam:** The population on Guam of the age group 15-29, the group that accounts for a large portion of GCC's students, will grow at a slower rate than in the past. However, an expected influx of college bound students from other islands and inbound young alien workers may compensate for this slowing growth of traditional college-aged population. Programs offered by GCC will be attractive to many of these young people. The future populations of these key groups are projected as follows:

		Actual	Actual	Projected		
Age Group		1980	1990	1995	2000	2005
Cohort	Age 15-19	10,993	10,479	11,483	12,472	14,019
Progression	Age 20-24	11,108	9,162	10,217	11,188	12,169
	Age 25-29	10,324	8,009	8,933	9,988	10,894
Sub-Total		32,425	27,650	30,633	31,622	37,082
Immigrants	Age 16-30	Included above	13,653	16,000	21,000	26,000
Total		32,425	41,303	46,633	54,648	63,081

8. **Regional Population Growth:** The population in Micronesia as a whole, currently about 400,000 people, will grow at an average rate of 3% annually due to continued high birth rates in some parts of the region and an overall net increase between in-migration and out-migration. Substantial migration within the region will occur due to overpopulation in some places and expanding opportunities in other places. Regional population may reach the one million mark by the year 2015.

9. **College-age Population in the Region:** The traditional college-age population in Micronesia will grow at a much faster rate than the general population due to the region's high birth rates. Over the next ten years, young Micronesians will continue to migrate to Guam in search of employment, social services, higher education, and other attractions.

10. **High School Graduates:** The number of students graduating from Guam's public and private high schools has been relatively constant, varying from about 1,400 to 1,500 per year during the 1986-94 period. The numbers will increase, but not rapidly over the next ten years due to the projected slow growth of the population's high-school-aged cohort. More effective retention programs in the public high schools could contribute more significantly to increasing the number of high school graduates. The number of high school graduates throughout Micronesia will grow faster than on Guam. The projected numbers of graduates from Guam's high schools are estimated as follows:

Year	Public Schools	Private Schools	Total
1990 (Actual)	1,245	290	1,535
1992 "	1,155	314	1,469
1994 "	1,160	313	1,473
1996 (Estimated)	1,220	330	1,550
1988 (Projected)	1,360	350	1,710
2000 "	1,620	370	1,990
2003 "	1,780	400	2,180
2006 "	2,110	430	2,540

11. **College-going Rates:** The traditional college-going rates among Guam's high school graduates will not increase greatly above the historical 50-55% level and may even decrease with a major rise in attractive employment opportunities. A growing percentage however can be expected to enroll locally in postsecondary studies as part-time students. Elsewhere in Micronesia, about 50% of all high school graduates will, as in the past, go on to college. As their numbers increase, so will the pressure on GCC to provide educational opportunities.

12. **The Cost of Postsecondary Education:** The cost of attending mainland colleges will continue to rise over the next ten years. This will slow the rate of departure of Guam high school graduates for off-island colleges. Costs at GCC will also grow but will remain competitive compared to mainland institutions and UOG. Rising college costs will pose a growing constraint for those in Guam and Micronesia who want to go on to college as the increasing costs gradually outstrip the availability of financial aid.

13. **Other Postsecondary Institutions in the Region:** The existing public institutions in the region (University of Guam, Northern Marianas College, Community College of Micronesia, College of the Marshall Islands, and Palau Community College) will continue to operate, with a modest expansion of programs and enrollment. No new public higher education institutions will be established in the region. Private institutions and external institutions will reduce or close their operations in the region due to stronger competition from local institution. Postsecondary institutions in the region will

gradually expand their capacities to meet the demands of larger numbers of first time applicants and returnees.

14. GCC's Market Share: GCC, in its postsecondary student enrollment, will gradually increase its share of the high school graduate market on Guam over the next decade. Although GCC has no data specifically documenting the number of Guam's high school graduates who subsequently enroll in GCC postsecondary programs, estimates have been made based on comparing the number of 18-year old students enrolled at GCC to the number of high school graduates each of the past few years. Comparisons of the 18-year enrollment with the total 18-year old population on Guam were also made. The comparisons showed that GCC's 18-year old enrollment equaled from 12% to 15% of Guam's high school graduates each of the respective years (1992-1994) and equaled from 8% to 10% of the total population of 18-year-old students over those years. The assumption is that, over the next decade, GCC's market share will double to 30% of Guam's high school graduates and 20% of Guam's 18-year-old population by the year 2006. The projections of the estimates are as follows:

Year	Percentage of Guam's High School Graduates	Percentage of 18-Year-Old Population	GCC Admissions (18-Year-Old Enrollment)
1992 (Estimated)	12.4%	8.1%	190
1994 "	14.7%	10.3%	229
1996 (Projected)	16.5%	11.5%	260
1998 "	19.0%	13.0%	320
2000 "	22.0%	15.0%	420
2003 "	26.0%	17.5%	530
2006 "	30.0%	20.0%	750

15. Trained Workforce Demand: Guam's demand for trained workers over the next ten years, especially in fields of training offered or potentially offered by GCC, will be extensive. It is expected that the growth of Guam's economy over the decade ahead will add not less than 26,000 new jobs. Retirements within the current workforce will require an additional 16,000 new replacement workers. Moreover, a very large part of the current workforce will need upgrade training or retraining.

16. Levels of Employment on Guam: Over the next ten years, growth of jobs in the private sector will be vigorous, especially in the areas of services, trade, transportation, finance/insurance/real estate, and construction. Jobs in the private sector are projected to grow at an average annual rate of 4.5%. Public sector employment will not grow due to expected reductions in U.S. Military presence and substantial losses of associated civilian jobs. Such losses will fully offset increases in GovGuam employment. Projections are as follows:

Year	Private Sector	Public Sector	Total
1990 (Actual)	40,540	18,590	59,130
1995 "	46,040	19,090	65,130
2000 (Projected)	60,030	18,000	78,030
2005 "	74,810	19,000	93,810

17. **Foreign Labor:** To support the continued expansion of Guam's economy into the next century, the number of foreign (H-2) workers employed by private firms on Guam will increase significantly during the next decade and may approach the highs of the past economic boom years. Micronesians will also come in search of jobs. The estimates are as follows.

Year	H-2 Workers	Micronesian Workers	Total
1990 (Actual)	5,728	3,000 (est)	8,728
1995 (Estimated)	3,000	7,000	10,000
2000 (Projected)	4,000	11,000	15,000
2005 "	8,000	15,000	23,000
2010 "	12,000	20,000	32,000

18. **State of Technology:** During the next ten years, the technological revolution will pervade all aspects of every industry and the information age will be firmly entrenched on Guam. Technology will revolutionize education and training at GCC and will enhance partnerships with business and industry.

19. **Migration to Guam:** Migration of citizens from the Freely Associated States to Guam (the total estimated at 4,800 in 1990) will continue at the rate of about 1,000 annually in response to improving opportunities on Guam for employment, education, government services, and other attractions.

20. **Out-Migration Trends:** Since obtaining U.S. citizenship in 1950, substantial numbers of Chamorros migrated from Guam to the United States, including many to serve in the U.S. military, to attend school, or to simply get off the island and see other parts of the world. Chamorros will continue to leave but will also return to Guam according to changing economic opportunities. The historical net outflow will decline over the next decade in response to increasing global mobility and global economic conditions.

21. **Legislative Appropriations for GCC:** Public support through legislative appropriations will be tight over the next three years with little opportunity for significant increases in appropriations. Thereafter, public financing will be improved and GCC will have the opportunity to obtain increases in appropriations comparable with the rate of Guam's economic growth (i.e., averaging about seven percent annually).

22. **Financial Support from Other Governments in the Region:** GCC will receive no more than modest amounts of financial support from the governments of the Freely Associated States, limited primarily to funding of assistance provided in response to specific requests. General support will be reserved to develop and finance their own postsecondary institutions. However, it is expected that increased financial aid will be provided by these governments to students who wish to attend GCC.

23. **Federal Grant Support Available to GCC:** Federal funds for postsecondary education programs will decrease over the next ten years. However, GCC can expect to tap a wider array of federally funded programs through more concerted and better organized efforts in grantsmanship.

24. Levels of Community Support for GCC: GCC will maintain its good reputation and high level of community goodwill and will benefit from increasing support -- both tangible and intangible -- from the community.

25. Federal Student Financial Assistance: The U.S. Government will maintain a firm commitment to equal opportunity in higher education and will maintain student financial assistance comparable with present levels.

26. U.S. Military Presence: The U.S. Military will continue to reduce its presence on Guam over the next decade with an accompanying release of assets and return of land.

ASSUMPTIONS ABOUT INTERNAL FACTORS

The following are the assumptions adopted by Team Millennium about a number of internal factors within GCC. While the college has considerable control over most of these factors, it is necessary to recognize that these assumptions were adopted to serve as the basis of projections of the Master Plan. Just as in the case of external factors, if these assumptions prove incorrect, the plan may have to be revised accordingly.

1. Enrollment: Over the next ten years, total student enrollment will grow although undoubtedly not at a consistent rate. Over the near term, enrollment may be constrained and may even decrease significantly due to budgetary constraints and increased tuition rates. However, as levels of funding are stabilized and begin to increase again and as future tuition increases are moderated, enrollment will continue to grow and to escalate over the latter part of the next decade. Moreover, enrollment trends will not be consistent across GCC's various programs, categories of students, and levels of instruction. For example, the greatest growth in enrollment is expected to be among high school students through expansion of the satellite programs. Enrollment in short-term continuing education programs will also grow rapidly. Full-time postsecondary enrollment is expected to grow significantly whereas part-time student enrollment may grow more slowly than in the past. The assumptions about enrollment are reflected in the following projections:

Year (Fall)	Postsecondary Enrollment			Secondary Level Enrollment	
	Full-Time	Regular	Part-Time Special	Regular (VHS/Sat)	Adult High School
1992 (Actual)	131	1,715	676	1,609	192
1994 "	300	2,524	1,400	1,597	361
1996 (Projected)	350	1,800	1,650	1,630	520
1998 "	400	2,000	1,950	1,940	760
2000 "	450	2,200	2,400	2,360	1,000
2005 "	575	2,700	4,400	3,600	1,000

2. Admissions Policies: GCC will maintain its open-door admissions policy over the next ten years to assure access to education and training opportunities for potentially under served populations,

especially through such targeted programs as its adult high school and apprenticeship programs, and to assure its responsiveness to the job training needs of Guam's major industries. Admissions to college-level programs will be extended to all high school graduates.

3. **Student Financial Assistance:** During the next ten years, GCC will actively strengthen its financial assistance services to postsecondary students and closely link such services to an organized and active recruiting program. The College will actively promote applications for federal student financial assistance programs for all eligible students and will work to expand the availability of local aid for student scholarships through seeking contributions and building the College's endowment for this purpose.

4. **Developmental/Remedial Education:** Over the next ten years, special programs to develop basic skills will continue to be needed for a significant portion of students entering GCC, including an increasing number of in-migrating students from the other islands. It is also anticipated that the University of Guam's traditional role in developmental education for entering students may, to some extent, be shifted to GCC.

5. **Tuition and Fees:** Following a major increase in tuition charges instituted in Fall 1995, it is assumed that tuition will continue to rise but at more moderate rates of some 10% to 20% annually over the next few years, further moderating thereafter to about 5% annually. Differential rates for resident and nonresident students will be maintained. Revenues from tuition and fees are expected to increase from about 10% of the operating budget at present to about 25% by FY2007.

6. **Facilities:** The major assumption is that the college will have acquired title and active use of the 314-acre site for its new campus, and will, over the next five years, have obtained sufficient funding to have at least provided for the basic infrastructure and a first phase of facility construction (to include residential and partnership structures that can accommodate some instruction). It is also assumed the college will continue to operate at its present campus over the next decade and will devote significant resources to maintaining, improving, and expanding upon the currently available facilities. It is assumed that the college will have developed during the decade ahead a comprehensive facility master plan which will include provisions regarding the eventual disposition of the present campus in conjunction with completing the construction of its new campus.

7. **Student/Faculty Ratios:** The college will have developed and implemented regular use of measures to document the student/faculty ratios of its respective programs and will have established appropriate effectiveness targets whereby the institution-wide average number of students per faculty will be increased to a level of efficiency that will substantiate solid funding support.

8. **Faculty & Staff Compensation:** Faculty and staff salaries and benefits will remain fully competitive with comparable U.S. institutions, rising at a modest rate that will average about 5% annually over the next decade.

9. **Mission, Program Thrusts, and Regional Role:** GCC will continue to maintain and further strengthen its traditional job training mission and its functioning as Guam's state agency for vocational education and adult education, and will seek to be recognized and formally established as "Guam's

Lead Agency for Workforce Development". GCC will also continue to exercise regional leadership in vocational education and continue to serve Micronesia through enrolling students who wish to pursue training and education programs offered by the College and through providing development assistance as requested.

GCC will sharpen its focus on offering a *distinctive* array of training and education programs that are specifically geared to the needs of Guam's major industries and to the major career development needs of the people. Over the next decade, GCC will especially seek to strengthen select programs addressed to the needs of Guam's most important growth industries -- tourism, domestic and international trade, professional and technical services, transportation, banking and finance, and telecommunications in particular. GCC will also seek to strengthen its operation as an increasingly important education industry.

10. Private Fund Raising: Over the coming decade, GCC will, in coordination with the GCC Foundation, strengthen its efforts to develop and carry out effective fund raising campaigns and regular programs to promote annual giving. Major campaigns will address such capital needs as construction and endowment including endowment to support student scholarship assistance. Fund raising campaigns and activities will raise \$500,000 annually during the next decade.

11. Endowment: Fund raising proceeds will be used primarily to build a permanent endowment that is expected to reach more than \$10 million over the next ten years. The GCC Foundation will continue to manage the endowment with investments that will produce returns averaging 12% per year. The endowment may be used as collateral for construction loans, but the college and the foundation will assure that the corpus of the endowment is protected and maintained as a permanent asset for the benefit of the college. Some endowment earnings will be used to fund student scholarship awards while the balance will be retained to further increase total endowment.

12. Articulation of Secondary and Postsecondary Education: Through GCC's continuing dual role as provider of training and education programs at both secondary and postsecondary levels, the connections between secondary and postsecondary education will continue to grow stronger. Over the decade ahead, GCC will further develop innovations to strengthen the transition of high school students into college through reducing the duplication of instructional content and promoting the recognition of knowledge, skills, and competencies acquired at ever earlier stages of the students' education.

13. Relationships with External High Schools: Over the next ten years, GCC will continue to build stronger and more effective partnerships with the DOE high schools with a focus on further strengthening education programs through the infusion of critical competencies into the curriculum. GCC will also seek to establish cooperative relationships with private high schools on Guam and to extend assistance to such schools as are interested.

GCC will continue an increasingly critical role in providing vocational education and training within the respective public high schools over at least the next decade, however, the Department of Education and the respective high schools are expected to develop an increasing capacity to assume

more responsibility for secondary vocational education, especially through establishing stronger competency-based concepts and curricula.

14. Relationships with Senior Institutions: Over the next ten years, GCC will greatly strengthen working relationships and articulation of programs with the University of Guam and will establish cooperative relations with the University of Hawaii and a few other select institutions elsewhere in the United States.

15. Relationships with the Guam Major Industry Sectors: Major new partnerships and close working relationships will be established with leading firms and major sectors of Guam's most important growth industries during the next ten years. The concepts of the Development Institute and the Pro/Tech Park will have been embraced and their establishment will have been initiated.

16. Relationships with Regional Institutions: GCC will continue to work in close cooperation with other postsecondary institutions in Micronesia and will seek to establish a cooperative inter-regional approach to workforce development designed specifically to address employment needs and employment opportunities on a region-wide basis.



CHAPTER II

FUTURE VISION

"Guam Community College of the Third Millennium"

"Guam Community College of the New Millennium" is, first of all, purely a matter of vision. Then and only then can we turn our attentions to determining the key strategies and establishing a solid long-range plan that will enable the College to achieve that vision. Team Millennium has therefore first attempted to envision what GCC can and should aspire to be in the new millennium and what it could realistically set out to do over the years ahead in preparing to enter the dawning new era.

To envision what GCC could be in the future calls for a strong understanding of the needs and the opportunities, and considerable imagination as to what is possible, desirable, and worth all the efforts required to achieve the vision -- all the while seeing GCC *not just as it is but as it could be*.

Team Millennium has concluded, as noted in the previous chapter, that the future is filled with great opportunities for GCC's future development, and is filled with major needs, in line with GCC's mission, that are of great importance to Guam and the region. Team Millennium believes that GCC, with its already substantial strengths and foundations and its established track record, can successfully respond to the envisioned future needs and opportunities.

In brief then, Team Millennium's vision of the future Guam Community College is that it will be:

- Guam's lead agency in human resource development for Guam's workforce,
- Guam's primary link between school and work,
- At the leading edge, through strong partnerships with Guam's leading industries, in promoting Guam's economic development, and
- At the forefront of *"the Information Era"* leading and supporting the advancement of technology and Guam's emergence as a regional leader in global technology.

It is this vision, more fully developed in this chapter, around which this Ten-Year Master Plan is constructed.

Guam Community College

Vision for the New Millennium

WHAT GCC WILL BE:

- **A Community College:** an active force in the community, specializing in training and education programs and other human resource development services that are fully responsive to the most critical needs of the community.
- **Leader in Technology Education:** conducting the most advanced technical training and education available on Guam, producing a technologically skilled workforce, and advancing the use of technology throughout Guam's public and private sector industries.
- **Trainer of Guam's Workforce:** providing training and education programs at all levels, including pre-employment and in-service, geared to the needs of Guam's public and private sector industries and to the needs of the people to enhance their employment and career opportunities.
- **Industry Partner:** serving in strong partnerships with Guam's leading firms and industry groups, public and private, to establish the most effective possible training and education as suited to their needs and to strengthen the industry through providing the highest quality human resources and supporting initiatives to further enhance and expand the industry.
- **Promoter of Economic Growth:** working with government and industry partners to explore and develop new industries with high potential to further strengthen and diversify Guam's economy.

FUTURE GCC STRENGTHS:

- **Industry Focused Programs:** offering a distinctive array of programs tailored to the most critical needs of Guam's most important public and private sector industries.
- **Quality Teaching & Learning:** embracing the highest standards of effectiveness with a clear focus on learning outcomes and goal attainment by students and graduates.
- **Technical Expertise:** providing a strong human resource pool with the leading expertise needed to work with major industry partners in advancing Guam's economic development potentials.
- **Autonomous & Responsible:** exercising great flexibility and responsiveness to the changing needs of the community, fully accountable to the public and its respective constituencies and supporters.
- **Financially Strong:** able to mount new programs and major new directions in strong partnership with industry, government, and other supporters.

GCC's future vision is pointedly in line with Guam's future vision, currently *Vision 2001*. The driving force of that vision is focused on *quality of life*. The ultimate aim of Vision 2001 is to enable the people to attain a quality of life and living standard equal to any in the world, while retaining the most highly regarded traditional values of its cultural heritage. GCC's plan is based on envisioning the distinctive role it can and should play, and the greatest contribution it can and should make to the achievement of the future vision for Guam.

The most critical of Guam's strategies for achieving Vision 2001 is *economic development*. The strategy envisions that a healthy and growing economy is essential to supporting and financing the kinds of social development necessary to rounding out the envisioned quality of life requirements. GCC envisions, as its distinctive role for Guam, a mission dedicated to preparing the quality of human resources needed, with the knowledge and technical competence needed in the workforce over the years ahead to drive Guam's economic engine. GCC also intends to be a leading force in helping to shape the future directions of Guam's economic development in line with a critical understanding of Guam's competitive advantage and economic activities with the most attractive future potentials.

This is the greatest contribution GCC can make to Guam's future and its quality of life goals. It is, in fact, a most vital contribution. *This is the vision of the GCC Ten-Year Master Plan!*

A. Future Directions

In view of the future needs and opportunities as noted earlier, GCC must be prepared to strike out boldly in major new directions -- not to change its mission but to more clearly focus its mission and accomplish it more fully and effectively. Team Millennium recognizes that GCC, with its present strengths and capabilities, is well prepared to embark on an ambitious plan to forcefully orient itself to the needs and opportunities ahead and already has an established strong track record on which to build over the next several years.

But, the nature and extent of future needs and opportunities, combined with the realities of present day constraints, make it clear that the College cannot plan to operate in a *business-as-usual* manner. Surviving and thriving are two future possibilities. Present day constraints could pose a potential threat to GCC's survival. But, by recognizing and pursuing the opportunities available to it, GCC can, beyond any question of survival, be a thriving institution over the years ahead, continuing to develop and to grow stronger and ever more successful.

Recognizing both present constraints and future potentials, the College needs a set of interim-term strategies and a set of long-term strategies as appropriate to an anticipated *near-term era of hard times* and a *coming era of expanding opportunities*.

Interim Strategies: In the near term, the College must cope with a time of belt tightening and reduced levels of support from legislative appropriations. During this era, GCC must focus on a combination of *cost-oriented* strategies and *revenue generating* strategies. Within its existing capacities and present levels of resources, GCC has substantial potential for expanding enrollment and increasing cost-effectiveness in the delivery of many important

programs and services. At the same time, GCC can and must begin to build new alliances and future funding sources in line with the long-term directions of its Ten-Year Master Plan.

Long-Term Strategies: As economic conditions begin to dramatically improve, as the government's current financial woes begin to heal, and as GCC begins to establish a stronger, more diversified base of financial support, the College should be well positioned to more aggressively embark on a number of major long-range strategies.

The major long-term strategies of the Ten-Year Master Plan are aimed at building GCC as an Advanced Technology Institution, as a major Industry Partner in supporting economic growth and promoting new economic development, as Guam's lead agency in workforce development, and as a full-fledged community college in a fully developed new campus. The most outstanding future directions to be pursued by GCC are briefly noted as follows:

1. Lead Agency in Workforce Development: GCC will pursue a focused strategy to establish its role as Guam's lead agency in training, education, and other human resource development services as related to Guam's workforce development, and to be formally chartered as such. In this role, GCC would engage in identifying critical human resource needs, planning and developing appropriate human resource development programs at secondary and postsecondary levels, and promoting the funding and provision of such programs.

2. Secondary Education Delivery Model: One of Guam's most critical needs is to greatly expand and strengthen programs for high school students who want better preparation for career and employment opportunities, and to do so in the most cost effective manner possible. GCC has already begun this new direction to a great extent through establishing satellite vocational education programs in all the public high schools, thereby vastly increasing the number of students it has been able to serve with such programs. This beginning, however, must be greatly strengthened and further expanded to meet the extent of needs. Future efforts must be focused on:

- ▶ responding to the changing enrollment patterns of high school students who are increasingly choosing to pursue career-oriented vocational education and training of the satellite programs now offered at all the public high schools as opposed to transferring to the full-time GCC Vocational High School program; GCC must continue to expand and strengthen the offerings of the satellite programs,
- ▶ establishing needed vocational education and training programs with the strongest possible facility support in the new Southern High School upon its planned opening in Fall 1997,
- ▶ seeking ways, in the most cost-effective manner possible, to dramatically expand enrollment of high school students in vocational education and training programs in line with their expressed interests and the workforce needs of Guam's industries.
- ▶ assisting the Guam Department of Education to further strengthen its Alternative Learning Paths (ALPS) program, especially to assist high school students in their Freshmen year in choosing and preparing to pursue career education and training options, and to reduce early attrition from high school, and

- ▶ assisting the Guam Department of Education to develop and implement a strong and effective *"school-to-work transition"* program to include establishing SCANS and competency-based curricula and assuring strong articulation for students choosing under ALPS to pursue one of the many career preparation options offered by GCC.

GCC must also plan and implement a reuse of facilities at its present campus as fewer high school students choose to transfer from their high schools in which a rapidly growing variety of quality vocational education and training programs are being made available. In phasing out on-campus programs, the College must assure that the full array of programs are made available through the satellite programs. The College will also need to explore cooperative arrangements and possible joint facility uses with neighboring GW High School.

3. College Campus: To support its development and identity as a college, GCC urgently needs to establish a college campus environment for its postsecondary students and to provide a full campus life experience, especially the all-important Freshman year experience for new students. The College will need to develop and aggressively promote a strategy to finance and begin construction of its planned new campus at the 314-acre site deeded to it by the federal government. Urgent measures will be needed to assure that the deed to the land is retained until qualifying construction can begin.

In the near term, the College must resolve the serious constraints of its present campus, due especially to its design and long-standing use as a vocational high school. As fewer high school students enroll in on-campus programs, the College must seek to transform campus facilities as appropriate to serve critical needs for postsecondary programs and postsecondary students. This strategy is essential especially at a time when adequate funding for construction of the new campus may not be readily available in the near future.

4. Technology Emphasis: Among the full range of training and education programs that will continue to be provided, GCC will especially seek to build a *"Steeple of Excellence in Technology"* over the decade ahead and beyond. The emphasis on technology is intended to gain for GCC a widespread recognition as an *Advanced Technology Institution* and to build an essential foundation to support the industry partnerships and economic development goals noted earlier. It should be noted that this thrust is in addition to continuing to build the *"Steeple of Excellence in Tourism"* which is an effort GCC initiated at the outset of its previous Five-Year Master Plan.

5. Economic Development: The single most important new direction for GCC involves a number of related, powerful strategies that have been envisioned to advance the institution toward several most critical long-range goals. These strategies include the establishment of a *Development Institute* through forming certain *Industry Partnerships* that will especially focus on building and promoting the expansion of technology and technical services industries. The anticipated benefits of these especially focused industry partnerships are many, but some of the key purposes are to:

- ▶ help build GCC's prowess and programs in technology,
- ▶ train a stronger nucleus of technical expertise needed in the industry,
- ▶ support the further growth and development of the related industries,
- ▶ market technical expertise as an export industry throughout the Asia-Pacific region, and

- ▶ attract students from throughout the Asia-Pacific region to technical training programs thereby helping to build an export industry in education.

This major new direction would thus engage GCC in actively promoting the expansion and diversification of Guam's economy.

6. Pro/Tech Park: GCC's greatest future vision is focused on its gift of a 314-acre site of land on which to build its future campus. A "*Pro/Tech Park*" is envisioned to be an integral part of GCC's future mission and as a means to assist in financing the construction of GCC's new campus facilities. This major new direction is actually a continuation and expansion of the *Development Institute* and *Industry Partnership* strategies noted earlier, except that the Pro/Tech Park would be a campus-based center, operating in a mutually beneficial relationship with the College, to promote the further growth and development of a "*professional and technical services industry*" serving both domestic and export markets. The College and its industry partners would jointly share the facilities of the campus and the Pro/Tech Park in a cooperative endeavor to expand the industry and develop its workforce.

7. Program Restructuring: Over the next decade, GCC will embark on a series of major projects to restructure education and training programs to more fully align them with the respective major industries on Guam, orienting curricula and instruction to assure a broad-based understanding of the industry and the specific job knowledge and skills required of the workforce, in addition to a strong base of academic competencies and life skills and attitudes. This industry-by-industry orientation will be built into all formal and informal training and education programs at all levels and into all related services such as career counseling, recruitment and placement, and work experience programs such as cooperative education and apprenticeship. These efforts will be facilitated by the building of strong industry partnerships as noted earlier.

8. Financial Diversification: Although not an entirely new direction, the diversification of GCC's sources of financial support must be further focused and diligently pursued in a concerted manner each and every year ahead. This includes renewed and consistent attention to further expanding revenues from such established sources as:

- ▶ tuition and fees charges as an appropriate proportion of instructional costs,
- ▶ expanding revenues from federal student financial aid programs,
- ▶ maintaining and expanding federal and local grants from a broader array of programs,
- ▶ increasing fund raising and gift-giving program efforts,
- ▶ maintaining and expanding support for specific programs from especially ear-marked sources such as the Tourist Attraction Fund and the Manpower Development Fund, and
- ▶ further building of the endowment.

It also includes building new revenue streams such as envisioned in connection with the Development Institute and Pro/Tech Park concepts noted earlier and other entrepreneurial ventures. And it includes the development of Program Planning and Budgeting methods that will provide a clearer basis for funding of specific programs and which can lead to establishing funding formulas for major programs serving high priority public needs.

B. Future Role and Scope of the College

GCC is a *unique* and *distinctive* institution. Among all social institutions on Guam, GCC serves distinct functions that clearly differentiate it from any other institution. But, GCC needs to be more clearly perceived as the distinctive institution it is and the distinctive role it serves in meeting specific needs of the community. GCC needs a clear and strong *identity*. GCC's statement of its mission needs to be more sharply focused so that everyone inside and outside the institution can readily grasp the unique and distinctive character of the institution.

To shape its identity, GCC first needs a clear and sharply focused *role* and carefully defined *scope* of operations, programs, and services. GCC can be many things to many people, and it has. But to achieve the future vision set forth in this Master Plan, GCC must diligently guard against striving to be *all things to all people* and any such tendency or intent. No institution can succeed in such an attempt. Moreover, there is no need to do so. GCC can be incredibly successful keeping its role and scope sharply focused. GCC must recognize and spell out the *unifying theme* of its mission, role, and scope so that there is a clear context for everything the institution does, and thus enable GCC to be readily identified by everyone, clearly, for what it is and what it does.

There is great need and opportunity, now and in the future, for the kind of institution GCC was created to be -- a community college dedicated to serving Guam's trained workforce requirements -- a role the College is fulfilling today in a very substantial way. The future needs and opportunities for such an institution are even more powerful. But GCC must sharpen and clarify its *identity*, *mission*, *role*, and *scope* in line with the envisioned future needs and opportunities to more fully capitalize on the opportunities.

1. **College Identity:** Before delving into the specifics of GCC's future role and scope, a few key observations must be made about the College's identity. At the outset, GCC's identity was shaped by its charter mandate, as set forth in "*The Community College Act of 1977*" (Public Law 14-77). While the Act did establish a broad set of responsibilities for GCC, the legislative intent was fairly clear, essentially envisioning GCC as Guam's lead agency for education and training relating to the needs of Guam's workforce. However, the specific provisions of the Act had the effect of creating not just one but several distinct identities -- as a college, as a high school, and as a state agency for adult and vocational education. The Act also did not define the term "*community college*".

With respect to GCC's identity as a high school for example, the Act provided that "*The Guam Vocational-Technical High School shall be maintained ... The high school shall be comparable in scope, programs and courses of instruction to those offered in the other public high schools ...*", thus obligating GCC to be, among other things, a high school in every way. The Act also provided that the Guam Vocational-Technical High School campus would be the site of the Guam Community College. These provisions, together with the physical fact that the daily operation of the campus Monday through Friday have been largely dominated by the Vocational High School for many years, produced strong impressions that, during regular hours, GCC has been a high school, and that it has been a college only after hours (evenings and weekends).

A definition of the term "community college" has evolved based largely on the character of the more than 1,500 community colleges in the United States which are often envisioned as *comprehensive* community colleges by virtue of their charters establishing them to serve a broad range of needs as defined by their respective communities. GCC's charter legislation, while envisioning a broad mission for GCC, did not specifically perceive the same kind of "*comprehensive*" mission as ordinarily applied to most community colleges in the United States.

To keep GCC's future vision of itself clear and sharply focused, GCC needs to clarify its identity as a college and define the nature and extent of its comprehensiveness.

- To be widely and clearly perceived as a college, *GCC should no longer be a high school*. This does not mean, however, that GCC should reduce its role in secondary education and training; to the contrary its role must be expanded. But GCC must carry out its role as a college, not as a high school. Its campus also must look like a college rather than a high school, as must campus activities and operations.
- The term "*comprehensive*" should be defined in terms of GCC's broad responsibilities for training and education relating to Guam's workforce needs. In striving to be identified as Guam's lead agency in workforce development, GCC cannot allow a broader definition of comprehensive to blur its identity or diffuse the focus of its distinctive role. As a matter of strategy, GCC needs to establish its identity not as a conventional community college serving a broad and diverse range of community needs but as a unique community college that exists primarily to serve one of Guam's most vital needs.

GCC needs to maintain a clear identity focused on the distinctive purposes and powerful role it was created to serve by the legislative intent of its charter legislation. GCC can expect to obtain its strongest support, with little concern about external threats from other entities, when it is clearly serving that intent. The broader and more diffuse an institution's mission, the more difficult its efforts will be to sustain solid support, and the more susceptible it will be to such external threats.

2. **Role:** To more clearly define *GCC's unique role* in the future, Team Millennium has identified the following key characteristics of the College and its mission.

- **School-to-Work:** GCC can be recognized for the vital role it plays in assisting students to prepare for careers, employment opportunities, and jobs -- in effect to successfully *transition from school to work*. GCC stands out within Guam for its reputation in distinctively serving this role, as Guam's most vital link between school and work.
- **Industry Orientation:** GCC's mission is distinctively oriented to the major existing and emerging industries on Guam. GCC strives to match the employment and career goals of Guam's youth and adults with the trained workforce needs of Guam's leading industries.
- **Vocational Education:** GCC is identified as Guam's lead agency having overall responsibility for vocational education -- defined as training and education oriented to employment opportunities and students' career objectives. This is an overriding characteristic of all GCC

programs and services, whether provided to community college students, high school students, employees in the employers' workplace, or other populations.

- **Economic Development:** GCC can be identified as a vital player in promoting and supporting economic growth and development, on Guam and regionally, in close cooperation with some of the most important industries of the area.
- **Community College:** GCC exists as Guam's only community college and is thus organized and operated as a college providing Associate Degree programs, Certificate programs, and other training programs and services that are directed to the priority needs and interests of the community. But GCC is also a unique community college with a distinctive mission oriented to serving Guam's workforce development needs. Its role as a *comprehensive* community college is limited by its priority focus on serving the human resource development needs of the community relating to career and employment opportunities.

A new mission statement should encompass these characteristics in such a manner as to clearly portray GCC's role as a unique and distinctive institution serving specific needs of vital importance to the community. The statement should make it clear that GCC's mission is distinctly different from the mission of the University of Guam, the missions of Guam's public schools, and the missions of any other institution or agency on Guam. *GCC's unique role is its greatest strategic asset!*

3. **Scope:** The scope of GCC's mission is indeed broad, as it must be in keeping with its essential charter mandates. But the scope must be carefully defined and *delimited* in a manner to keep its role sharply focused and to make clear what is and what is not within its scope of operations in keeping with its unique role.

One way to define the scope of GCC's mission is in terms of the major student and industry markets the college intends to serve as described in the opening "Future Outlook". In particular, GCC will offer programs oriented to each of Guam's major industries and will offer such programs to secondary school populations, to postsecondary student populations enrolling to earn Certificates or Associate Degrees, and to Continuing Education populations in a variety of flexible settings and delivery methods.

The scope of certain functions and operations such as Continuing Education, the Adult High School, and the Development Institute can be more specifically described with reference to varying and sometimes broader criteria. For example, the scope of Continuing Education and Development Institute programs may be defined by self-financing criteria, thereby serving a broader range of community interests and opportunities. The scope of the Adult High School might be defined by the extent of needs for literacy and high school diploma programs within Guam's adult population.

Another test of scope would be to determine if a given activity falls within the scope of other major institutions on Guam such as the Department of Education or University of Guam. In such cases, it may be that the activity should not be a part of GCC's scope, certainly when the activity is not closely associated with the primary focus of its unique role or mission. As a matter of strategy, however, an institution can choose to carve out its particular niche despite that fact that other entities are also

engaged in that realm, especially when the institution holds or envisions its potential to hold a strong competitive advantage.

In any event, every activity of the College must be scrutinized to assure that it is appropriately within the scope of the College's mission, that it does not detract from keeping GCC's primary identity clear and maintaining a sharp focus on its unique role, and that it does not extend the College's scope broader than it needs to be. A clear and strong mission statement will help do that.

4. **Mission Statement:** Team Millennium believes that GCC's actual mission is relatively clear to many people on campus and off campus. However, GCC needs a *statement* of its mission that is equally clear – one that more fully reflects and strengthens that clarity. There are many off campus and some on campus whose understanding of GCC's mission is vague at best and sometimes greatly misconstrued. A strong mission statement could strengthen GCC's identity, enable everyone to see the uniqueness of its role, and rally a stronger base of support for its important and distinctive role.

Moreover, a clear and strong mission statement is a required foundation for long-range planning, strategy development, and long-range goals for institutional development. Accordingly, Team Millennium has prepared a mission statement to serve as a foundation for the Ten-Year Master Plan.

This mission statement, presented on the following page, has not been formally adopted by the College. It serves only as the source from which major strategies and long-range goals of the Ten-Year Master Plan are derived. However, it may also be considered an illustration of the kind of mission statement Team Millennium believes GCC needs to adopt. It may be considered a proposed draft statement to be reviewed and endorsed or modified by appropriate constituencies within the College and its community for formal adoption by the Board of Trustees. The approved mission statement at present,

"The mission of Guam Community College is to educate and train persons who are able to benefit from instruction, to enrich individual lives, and improve the community."

does not provide an adequately definitive basis for critical strategies and definitive major long-range goals as determined essential in developing the Ten-Year Master Plan.

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead education agency in training, education, and support services in all ways relating to Guam's workforce development needs and the career and employment goals of the people; and to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific rim. Our mission is human resource development in support of Guam's major social and economic development goals.

More specifically, Guam Community College will seek:

- A. To provide our youth and adult student clientele with uniquely valuable preparation and services which are responsive to their needs and desires and which enable them to achieve their career and quality of life goals.*
- B. To satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met.*
- C. To be perceived by industry clients as a responsive and valued partner in serving their needs for a trained workforce and in supporting their further growth and development.*
- D. To provide a vibrant campus environment — a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.*
- E. To be regarded as a leading institutional citizen responsive to the needs and concerns of our community in Guam and Micronesia.*

C. Major Strategic Thrusts

A bold new vision for Guam Community College is one thing. To achieve that vision is quite another. A **bold** new vision demands equally **bold** action. The problem and the challenge is to initiate and bring about **change**. Change is never easy, but the extent of change that must be initiated to forcefully move toward a powerful future vision, especially during periods of hard financial times, may well be the ultimate test for GCC. Thus, a major challenge of this Ten-Year Master Plan is to find effective ways to institute **change**.

The vision of the Ten-Year Master plan is far-reaching and ambitious. Most if not all aspects of the College today will be affected in striving to achieve the vision of the future institution GCC is to be. This means extensive change and change that must be pursued aggressively. This recognition gives rise to the need for some powerful strategies.

The Challenge: The prospect for successfully implementing this Ten-Year Master Plan is made doubly difficult by the realization that GCC's financial resources are severely constrained at present, a condition that may be expected to continue for some time over the foreseeable near-term future. A \$3 million cut in GCC's operating budget has meant not enough money even to maintain existing programs and services as in the past, much less funds to develop needed new programs. However, GCC cannot afford to wait for conditions to improve before beginning to implement the Master Plan. Leading authorities on strategic planning observe that:

"Time is a strategic weapon." ... and they acknowledge that, "Shortening the time cycle is not easy; it typically requires a dramatic change in the structure and function of the organization. The key roadblocks most organizations face when trying to reduce cycle time include the organizational culture, the existing structure and systems, and the existing pattern of work flow."

Team Millennium would add that the essential challenge for GCC at the outset is to clearly suspend **"business-as-usual"** and substitute **"critical decision-making"** to include making the hard decisions on what to begin doing and what to stop doing. That is the ultimate test of commitment to implementing the Ten-Year Master Plan.

Resistance to Change: Some people like change while many clearly do not. However, in preparing GCC's Ten-Year Master Plan, Team Millennium has recognized that, whether we like it or not, **change is going to occur** and at an ever accelerating pace over the years ahead. We can either be the victims of change or the masters of change. Change can be something that happens to us and we can fight it, or we can direct and cause change to occur. When we set out to bring about change in the manner we want, we can expect to benefit rather than suffer from the result.

Team Millennium has envisioned that GCC has the opportunity, through the concerted efforts of a talented and capable staff, to bring about change that is highly beneficial to its future development and the role it can serve in Guam's future. The challenge here is to enable everyone at GCC to see that everyone's future within the institution is dependent on a campus-wide embracing of the Ten-Year Master Plan and a commitment by everyone to **promote change** rather than to resist it..

Understanding the Options: Recognizing the magnitude of the challenge, it is essential that, after envisioning *what is desirable*, GCC fully explore the options as to *what is possible*. The following are the key questions to be addressed: What is to be done? When must it be done? How can it be done? What will it cost? How will it be financed? What must be curtailed to make the necessary resources available?

Examination of the options must address four main perspectives:

- identifying vital strategic initiatives,
- differentiating between strategic versus operational reforms among current endeavors,
- engaging in a critical reallocation of current resources, and
- probing opportunities for new revenue generation.

Thus, GCC's near-term strategies must focus on reallocating existing resources to focus on some of the most important new strategic initiatives, especially those oriented to building new revenue streams. It should be noted however that while some of the decisions will be painful, the College can also anticipate great and satisfying rewards that can be a source of gratification to all involved. The vision and strategies of the Ten-Year Master Plan are powerful, enough so to clearly warrant the commitment and sacrifices necessary to pursue and achieve them.

KEY CHANGE STRATEGIES

The key question at this stage of the Master Plan is to determine how best to begin the transformation from what is, to what is to be, according to the future vision for GCC. The term "*strategic thrusts*" refers to a determination of the most effective strategies for launching the institution toward achieving its future vision. In choosing such strategic thrusts, it is first necessary to identify the major "*lines of business*" of the envisioned future of the College and the "*critical gaps*" between that future vision and the current situation. The vital strategic thrusts are those perceived to contribute most effectively and powerfully to filling the gaps.

The major lines of business in the envisioned future for GCC may be identified as 1) strong industry-oriented training and education programs at several levels with respect to the six to eight leading industries on Guam, and 2) a direct role in promoting and contributing to Guam's economic development. The critical gaps between the current situation and the future vision include the need for major curricular reforms, strong partnerships with leading firms and industry groups, appropriate organizational structures to promote industry orientation and effective relationships, substantial human resource development, major facility resource development, and financing for the major costs of new development.

It is also necessary to recognize that the future vision of the Master Plan calls for many varied major initiatives and actions and that it would be utterly impossible to pursue them all at once. Accordingly, it is necessary to determine which lines of business should get early attention and which can wait until

later, which success indicators are the most critical, and which strategies should be initiated early, typically based on the critical success indicators associated with the strategy.

The four main perspectives for initiating essential change are further examined as follows:

1. **Vital Strategic Initiatives:** The most powerful strategic initiative envisioned for moving GCC toward its future vision, as noted earlier, is the establishment of a *Development Institute* along with the several related strategies, embracing also the concept of the *Pro/Tech Park*. This single strategy is envisioned to address more of the critical success indicators than any other, including the critical need for financing, and to provide a critical foundation for effectively building GCC's most important future lines of business. It is envisioned also as a strategy oriented toward the eventual building of GCC's new campus -- a strategy, among few alternatives, which GCC can pursue as a relatively independent initiative and can thus exercise a degree of control over the result.

A second urgent initiative is to establish and exercise leadership in *Workforce Development* on behalf of the island to help shape an island-wide system of workforce development in a more focused, integrated, and effective manner. This initiative is urgent because it responds to several timely opportunities occurring outside the College. These include a) the pending "Workforce Development Act" in the U.S. Congress which will call for consolidation and integration of many federal programs into a single major state block grant, b) the Governor's Task Force on Human Resources charged to develop a plan for inclusion in "Vision 2001", and c) the Council appointed by the Governor to plan and develop a "school-to-work transition" program. The initiative is important therefore because of the opportunities these developments provide relative to GCC's major goal to be "Guam's Lead Agency for Workforce Development".

The Development Institute and Workforce Development strategies are not the only high-priority initiatives to be attended early in implementing the Master Plan but they are the *most strategic*. Other development priorities with early strategic implications, as noted later, must also be accommodated within the early time frames of the Master Plan.

2. **Strategic Versus Operational Reform:** All current efforts of the College must be examined and refocused in terms of the major strategic thrusts of the Ten-Year Master Plan. For example, the College is engaged in numerous operational reform efforts. These need to be examined to determine which ones have high strategic importance, which may need to be reoriented in keeping with the strategic thrusts of the Master Plan, and which might be temporarily suspended in favor of focusing attentions and resources on higher priority strategies.

Even the president's major current-year goals should be reconsidered in terms of the critical strategic directions and priorities of the Ten-Year Master Plan. The plans and priorities of all key managers also must be reviewed in terms of the Master Plan's strategic priorities. Each member of the management team should prepare a brief, sharply focused plan of work oriented to the critical strategies of the Master Plan and the essential priorities for implementing it, recognizing that some previous initiatives and reform efforts may have to be deferred to a later time.

3. Resource Allocation: Critical strategic initiatives, especially major new initiatives, will require a commitment of resources. At a time when such resources may not be readily available, the essential strategy is to thoroughly scrutinize current resource allocations and implement a reallocation as necessary to support the launching of critical strategic initiatives. Some of the financial resources needed may be found in reserves and some may come from tapping new revenue support, but it seems likely that much of the support may have to come from already budgeted activities. Some of this may result from shifting resources from certain operational reform efforts to the new strategic priorities as noted above but some may also have to come from curtailing certain programs. These would have to be carefully selected in terms of how important and appropriate they are in line with the major strategic directions of the Master Plan.

Launching the creation and operation of the Development Institute in particular should entail a substantial commitment of resources. It is estimated that about \$1 million, as a rough order of magnitude, should be allocated at the outset to that purpose. The Development Institute will need to be continued at that level in subsequent years as well, however, even in its first year, the Institute should begin to rapidly generate the revenue needed to support itself. The Workforce Development initiatives will also need to be supported with significant resources over the first year or two of the Master Plan but these initiatives too should become financially self-sufficient within that time frame.

It should be noted at this point that several variations in order of magnitude and pace of action in establishing the Development Institute were examined. It was recognized that the Development Institute might be done sooner or later, and that it might be done gradually or rapidly. However, it was also recognized that the approximate magnitude of the required commitment of resources is a reasonable estimate, whether the commitment is made this year, next year, or over several years, and that lost time is lost opportunity which has a definite and substantial cost. The urgency and pace of action on the Workforce Development initiatives are even more imperative due to the timing of external opportunities.

4. Revenue Generation: Early strategies must especially focus on potential opportunities to develop new revenue streams or expand revenues from some current sources. While the Development Institute is seen for its potential to produce one of the largest new revenue streams over the long term, one of the strongest early potentials is seen through an aggressive expansion of Continuing Education. The early strategic thrust of the Development Institute should be closely linked to an aggressive expansion of Continuing Education, and revenues generated by Continuing Education should be designated to support the building efforts of the Development Institute.

D. Major Goals

The truly visionary long-range goals of a college should be characterized as ideals toward which the college will always strive but which, regardless of accomplishments, remain as permanent goals. Such goals are usually more explicit amplifications of a college's mission statement and as such would not change unless the college's mission changes. In connection with developing a new mission statement as noted earlier, GCC should at the same time also establish an appropriate set of major goals that will help orient the long-range future directions of the College. Together with the mission statement,

GCC's major goals should be widely disseminated and prominently displayed in major College publications.

The vision of the Ten-Year Master Plan for GCC as it enters the next millennium implicitly entails many major goals for the College. It is possible to state goals that may be pursued and attained over the next several years and goals that can be achieved within the time frame of the Ten-Year Master Plan. It is possible to envision goals that, once achieved, are no longer goals. But such goals might be understood more accurately as "objectives" that can be accomplished and thereby move the institution toward the related goals of its future vision.

For the purpose of the Ten-Year Master Plan, Team Millennium has identified major goals that are expected to be largely accomplished over the ten-year time frame of the Master Plan. The following major goals are organized as *"Intermediate Goals"* (goals which can and should be pursued and attained over the early years of the Ten-Year Master Plan), and *"Ten-Year Goals"* (goals which will likely require continuous efforts throughout the next ten years and which might reasonably be attained over that period). Some of these latter, however, might later be restated as permanent long-range goals of the College.

INTERMEDIATE GOALS

Financial Sufficiency:

1. Undertake a critical review and reallocation of current financial resources as necessary to support critical strategic initiatives of the Ten-Year Master Plan.
2. Establish a multi-year *Financial Master Plan* to include goals, strategies, and other provisions as necessary to fully address relevant needs such as revenue development plans and strategies, resource allocation systems, financial autonomy, financial management systems, and other provisions relating to institutional effectiveness and accountability.
3. Develop and implement a *"Program Planning & Budgeting System"* whereby budgeting is fully linked to institutional development plans and priorities and whereby every major program is separately costed and funded accordingly, as are major development priorities. As part of this system, also: a) Establish unit costing and unit cost targets for all programs, and b) Develop and implement a thorough marketing approach in deciding to develop new programs or continue existing programs, and require funding of every program to be based on a solid marketing plan, to include assessment of job markets, student pools, cost/benefit, financing sources or revenue potential, and projections of enrollment, graduates, and graduate placements.
4. Establish and implement a regular annual review of tuition and fees and establish a multi-year schedule of rates.

5. Strengthen student financial aid functions and aggressively market financial aid in tandem with recruiting student enrollment in degree and certificate programs; vastly expand revenues from federal student financial aid programs; and increase scholarship grants from private sources. Set numerical measures as annual targets; staff and budget accordingly.
6. Establish a fully operating GCC Foundation with annual fund-raising goals and an appropriate operating budget to staff a full-time fund-raising capability on a performance contract basis.
7. Establish and staff a grants office within Institutional Development to identify grant opportunities and assist the College to aggressively expand its development of grant applications.
8. Maintain eligibility as a developing institution under Title III of the Higher Education Act for at least the next five years and apply for new grant support at the conclusion of the current grant; as soon as eligible, seek another Title III challenge grant to establish a third, one million dollar 20-year term endowment.
9. Establish and implement a system of depreciating physical assets as a legitimate and allowable expense, and offsetting the charges with credits to a sinking fund as a reserve for replacement of fully depreciated assets; separate sinking funds would be required for the replacement of equipment and for the renovation or replacement of buildings. Establish such provisions by legislative act if necessary.

Institutional Planning & Development:

10. Obtain broad endorsement of the Ten-Year Master Plan throughout GCC's campus community and its external community.
11. Initiate the development of annual unit plans or multi-year unit plans with annual objectives and measures as a means of assuring that all parts of the institution are fully and properly engaged in implementing the Ten-Year Master Plan.
12. Establish a system of periodic progress reporting (e.g. monthly or quarterly) by all institutional units relating to their respective annual plans to document achievement of objectives and measures, identify problems encountered, and solicit approval of recommended solutions to unanticipated problems.
13. Establish an annual planning cycle and calendar to include examining progress in implementing the Ten-Year Master Plan and making adjustments to the Plan as necessary, setting annual unit plans and objectives, and developing budgets; assure that the planning cycle occurs early enough to precede annual budget calls by the government.
14. Establish a central clearinghouse for all major institutional plans and require coordination to assure consistency with the institution's long-range master plan; obtain closely related state plans and review to assure appropriate relationships with GCC's mission and plans.

15. Establish and implement a more rigorous system to demonstrate accountability, especially to document and publicize outcomes through such means as graduate follow-up surveys.
16. Fully define the College's needs for management information, data bases, evaluative measures, reporting systems, and data processing systems; develop and initiate a plan to fulfill the needs.
17. Initiate establishment of the Development Institute as an externally oriented entrepreneurial arm of the College, to include assembling a team of experts to work closely with the President on organizing, defining, and initiating the operations of the Institute and fully developing and promoting the concept of the Pro/Tech Park.
18. Fully integrate the Development Institute as a financially self-sufficient, ongoing key function of the College with appropriate organizational, staffing, and instructional linkages with other units of the College.
19. Recommend and pursue action by the Government of Guam to establish a Guam Workforce Development Board, proposing that the Board be administratively served by the College, for the purpose of focusing the anticipated federal "State Education and Workforce Block Grant" on Guam's major development priorities and priority human resource needs and problems.
20. Develop and recommend a state plan, as will be required by pending federal "Workforce Development" legislation, to reduce fragmentation of closely related workforce development, education, and training functions and funding (federal and local) as are currently being administered by various separate GovGuam agencies, and pursue its adoption by the government of Guam.

Mission Orientation & Institutional Charter:

21. Develop and adopt a new mission statement and related major goals that will strengthen GCC's identity as a college, sharply focus its distinctive role as Guam's lead agency for education and training related to Guam's workforce development, clearly orient its instructional programs to the character and needs of Guam's leading industries, and portray an important role of the College in promoting and contributing to Guam's economic development.
22. Thoroughly examine each of Guam's major industries, in close cooperation with industry partners, to determine needed reorientation of major instructional programs, to identify major employment markets which the College should serve, to identify needed curricular reforms to assure a broad-based understanding of the industry, and to identify critical job knowledge and skill requirements to which the College should respond in the respective levels of its programs.
23. Develop and pursue enactment of a new legislative charter to more clearly support GCC's envisioned mission, to strengthen its autonomy in conjunction with clear criteria for funding and accountability, to further separate its personnel classification and administration from the civil service system, and to strengthen its governance structure.

Organization & Staff Development:

24. Reexamine the total organizational structure of the College and revise as appropriate to respond to identified needs and opportunities to further enhance GCC's identity as a college, to establish or reorient functions in line with major directions of the Master Plan, to more effectively integrate closely related functions, and to restructure roles and responsibilities of major campus constituencies -- giving particular attention to such matters as structures and relationships for the Adult High School, Satellite HS Mission, Development Institute, faculty roles that are more fully oriented to achieving mission outcomes, alignment of instructional programs with major industry sectors, integrating and strengthening the related functions of Institutional Advancement, and strengthening campus facility utilization.
25. Establish a faculty governance organization, with a Board approved charter fully defining and authorizing faculty roles and responsibilities, that will enable the faculty to effectively function in full partnership with management and the governing board of the College; establish a similar Board-approved role and structure for effective student involvement in governance, particularly with respect to select student affairs.
26. In conjunction with obtaining a new legislative charter, develop and implement a more fully structured organization of the Board of Trustees to include key standing committee structures with stronger participation of the related major constituencies.
27. Examine student oriented functions, from student recruitment to graduate placement, to identify those which might better be aligned with faculty roles to enable faculty to more fully address mission goals and outcomes, strengthen students' goal orientation, and promote stronger program orientation; establish a plan and realign resources and responsibilities accordingly.
28. Establish a Human Resources Master Plan to include the identification of current and future human resource requirements; strategies and programs for recruitment, retention, and development of needed human resources; a career ladder concept with individual development plans; leadership development programs; and a leadership succession plan.

Instructional Programs -- Secondary Level:

29. Establish a highly cooperative endeavor with the Guam Department of Education to advance the effectiveness of its Alternative Learning Paths program through assisting with curricular reforms, adopting SCANS, developing stronger articulation between academic and job knowledge education for career-oriented programs, and providing earlier support and encouragement of students in making informed choices; and to reduce high school attrition.
30. Engage in a cooperative endeavor with the Guam Department of Education to implement the "State Education and Workforce Block Grant" in compliance with its anticipated requirements to assure (a) integration of academic & vocational education; (b) linking of secondary and postsecondary education; (c) career & guidance counseling; (d) literacy & basic education services to adults & out-of-school youths to include those in correctional institutions; (e)

programs for adults & out-of-school youth to complete secondary education; and (f) expansion, improvement, and modernization of quality vocational education.

31. Examine (in cooperation with industry partners) all current Satellite High School programs and on-campus vocational high school programs to determine how well oriented they are to Guam's major industries and major job markets; reconstitute program offerings and restructure programs accordingly; and more clearly define GCC's role and responsibilities in providing high school training and education programs oriented to the workforce demands of Guam's economy.
32. Seek expanded financial support to more fully meet the great need throughout Guam's high schools for more and stronger programs to serve high school students wanting to pursue career-oriented training and education.
33. Explore and develop innovative approaches to more effectively deliver on-campus vocational education programs for high school students and in a manner to reduce demand on GCC's severely limited campus facilities and permit them to more fully serve urgent postsecondary program needs. Such innovations may include an expansion of site-based work experience training and education (with the support of industry partners), greater two-way sharing of instructional loads with nearby GW High School, and greater use of instructional technologies to include individualized and self-paced instructional modules and methods, computer-based distance education technologies, and other technologies.
34. Explore with industry partners and DOE high schools the feasibility of a school-within-a-school "Career Academy" concept to advance industry orientation and career preparation in one or another of Guam's major industries for interested high school students.
35. Restructure the Adult High School and designate a few key staff to strengthen its identity and functions, more fully identify target populations and needs, more fully serve the target population, and incorporate stronger career-oriented and job training instruction in the programs offered; explore the establishment of adult high school programs at satellite locations.

Instructional Programs -- Postsecondary:

36. Identify and define each of Guam's major industries, and potential major industries, and their respective job markets in terms of required job knowledge and skills to determine the range and scope of training and education programs the College can and should provide.
37. Develop strong industry partnerships with leading firms and industry groups with which the College can work on the development and delivery of appropriate education and training programs with respect to each of Guam's major industries which the College will serve.
38. Reorient and restructure existing education and training programs to more fully align them with the respective major industries; establish an Academic Master Plan to include priorities for and scheduling of program development efforts, focused industry by industry, over a period of the next several years.

39. Continue building the highest possible "Steeple of Excellence in Tourism" to embrace a broad range of programs at all levels; especially emphasize expansion of the industry-based Hospitality Institute and pursue the development a Tourism Institute focused more broadly on tourism industry development and on promoting greater local entrepreneurship.
40. Initiate efforts to build the highest possible "*Steeple of Excellence in Technology*" with an intent to gain recognition of GCC as an "Advanced Technology Institution" through the strongest possible partnerships with leading technology firms, to include programs focusing on communications technology, computer systems applications, information systems, electronic processing systems, and other computer-based operations.
41. Mount a concerted recruitment program to enroll a growing percentage of Guam's high school graduates in postsecondary programs, to enroll a growing percentage as full-time students, and to enroll a growing percentage in Certificate and Associate Degree programs; set specific numerical measures as annual targets. Develop an attractive recruitment brochure and provide quantities to high school counselors, including those at high schools throughout Micronesia.
42. Establish and implement a stronger system to promote goal-orientation of entering students to the extent that the goals of most students can be clearly documented and attainment of their goals can be assessed, to include a system of tracking students' progress toward completing programs and assuring that they are enabled to complete programs as expeditiously as possible.
43. Set and monitor standards for developing new courses to promote stronger program orientation and the development of complete programs based on a stronger understanding of specific job markets and industry requirements as determined through industry partnerships; establish "*Program Teams*" of full-time faculty and industry adjuncts to guide and develop new programs or further develop existing programs, following a thorough marketing approach to include assessment of job markets, student pools, cost/benefit, financing sources or revenue potential, and projections of enrollment, graduates, and graduate placements.
44. Establish and implement a schedule to develop high priority programs, including Associate Degree and Certificate programs, in areas related to technology and to supporting the expansion of a technical services industry such as computer systems operation, information systems, computer engineering technology, communication systems, computer-aided design & drafting, computer-based accounting systems, travel industry systems, transportation systems, banking systems, financial management systems, and other management systems; use Continuing Education as leading edge in developing instructional content through establishing site-based training programs under contract with industry partners.
45. Explore the development of a "*College Bridge Program*" whereby GCC will offer college credit courses to high school students to include consideration of certifying and providing stipends to select high school teachers to teach college courses, identifying advanced placement and other college-level high school courses which could be certified as college courses in the bridge

program, and promoting the simultaneous awarding of credit toward high school diplomas and awarding of GCC college credit upon successful completion of bridge courses.

Facilities:

46. Secure hold on the 314-acre deed of land to GCC for the site of its future campus, either through the accomplishment of qualifying construction at the site or through negotiating further time or conditions satisfactory to the federal government for permitting the College to retain the land.
47. Carry out a rigorous examination of financial alternatives, in consultation with new and potential industry partners, for the development of the 314-acre site given to GCC for its future campus, viewing the land as a powerful asset in terms of its revenue generating potential; specifically explore the "Pro/Tech Park" concept with potential industry partners and seek approval of feasible proposals.
48. Develop a phased plan for building the new campus, considering and exploring many options, and incorporating many small increments as well as large ones thus offering many alternatives which can be pursued.
49. Seek ways to leverage use of land at the present campus as a revenue-generating asset; explore the potential for cooperative ventures with industry partners; explore the potential for such revenues to help finance new campus construction; explore acquisition of adjacent land, by gift or purchase, also for such purposes.
50. Develop and implement a "campus reuse" plan with respect to the present campus, as an interim measure, to provide more space suited to postsecondary student programs and services and to establish a college campus environment, including stronger provisions for recreational, social, and other student life activities for postsecondary students.
51. Carry out a high-priority examination of alternatives for using the federal \$3 million student housing loan, long held in reserve for GCC, to include questions of location, land acquisition through either purchase or government deed, academic village and living/learning center concepts, revenue generating potential, and GCC Foundation control, and a careful assessment of the potential risk of losing the loan.
52. Seek support of the GCC Foundation, the government, and perhaps one or more industry partners to achieve a cooperative agreement on financing a minimal initial phase of construction at the new campus, perhaps \$2.5 million, to put into place at least the basic infrastructure (water, drainage landscaping, sewer, electric lines, and access roads), and seek federal government approval of this initial phase as qualifying construction for securing the deed to the land.

Entrepreneurial Enterprises:

53. In transforming the present campus to promote a campus life environment, plan and establish attractive student-oriented enterprises such as eateries and merchandise outlets, and operate on a fully competitive commercial basis with a financial goal to at least break even.
54. Explore the use of the \$3 million student housing loan for building a small student housing center at the present campus which could also incorporate a student life center with goods and services sales outlets.
 - ▶ Operate the center to produce revenues sufficient to cover all operating expenses, debt service, and loan repayment.
 - ▶ Seek supplemental funding, perhaps an additional \$1 million, from other sources as necessary to fully fund the most feasible plan for the center.
 - ▶ Explore the options of siting the center on existing campus land, on adjacent or nearby land, or acquiring and renovating an existing facility, either on campus or nearby.
55. Explore an agreement with a popular fast food company to build and operate a facility on leased land either on or adjacent to the campus; assure that the facility, although open to the public as well as students, is designed and operated in a manner conducive to the College's student life goals.
56. Explore the development of an "Executive Dining Facility" that would be operated as a "full-service, full-priced" restaurant and would serve College staff and invited guests; the facility could be operated as an adjunct of the College's hospitality training program; and it should be a facility that would permit key staff of the College to entertain important guests to promote gifts and contributions to the College, the development of major industry partnerships, and other major interests of the College.
57. Solicit a wide range of suggestions and recommendations from GCC's on-campus and off-campus community regarding other entrepreneurial enterprises the College might establish to generate revenues that would help cover the cost of College programs and services.

Operating Systems:

58. Establish a fully responsive data management system, designating a specific function or office with high-level authority to be responsible for institutional data with a high-priority charge at the outset to identify the most important kinds of needed management information and to establish organized means and methods for responsible offices to provide the data.
59. Complete the establishment of modern automated transactional processing systems for all major functions to include student registration and records, financial management, personnel administration and records, procurement, property control, facility management, auxiliary enterprise operations, and other important business and support operations.

60. Expand and strengthen the existing follow-up survey of GCC graduates and program completers to include elevating its importance and timeliness, providing a stronger focus on outcomes with special emphasis on high-priority programs, and using the results to document and promote successes and identify needed improvements; in addition to surveys conducted shortly after graduation, establish a periodic long-term follow-up survey and link to the development of an active alumni program.

TEN-YEAR GOALS

Financial Sufficiency:

1. To be at least fifty percent financially self-sufficient with a solidly diversified base of support to include such major sources as student payments with a large portion coming from federal student financial aid programs and private scholarship grants, industry-based training contracts, foreign student training contracts, land and facility use revenues, technical services revenues, federal and local government grants or contracts, gifts and contributions, endowment income, and other enterprise revenues.
2. To have assured levels of public funding support from special revenue sources (tourism taxes, alien worker fees, etc.) for related training programs, which will further reduce demands for general fund appropriations.
3. To have a strong basis for general fund appropriations -- largely dedicated to high-school-level vocational education programs, adult literacy programs, adult high school programs, and similar public benefit priorities -- as supported by solid unit cost data, funding formulas, and well-established program planning and budgeting methods.
4. To have a fully responsive and timely system of documenting and demonstrating institutional accountability for all funding support provided to the College, in terms of assuring both the identity and safeguarding of unexpended fund balances and the appropriate expenditure of funds for the purposes for which they were provided.
5. To have an established fund-raising program, with regular annual giving and special campaign elements, that is generating at least \$500,000 annually in gifts and contributions.
6. To have raised total endowment to \$10 million by the year 2005 as a major milestone toward the eventual goal of having a permanent endowment that will provide some 25% of the College's annual operating budget.
7. To have a well-established and successful program of endowment investment that is yielding an average return of at least \$1.2 million annually by the year 2005.

8. To have established and implemented the use of an equipment sinking fund adequate to maintain GCC's currency in technology through upgrading or replacing obsolete equipment.
9. To have obtained firm financial commitments for new campus construction at least to the extent of meeting a large part of the College's most important needs.

Institutional Planning & Development:

10. To have a well-established system of institutional long-range planning and a regular annual cycle of unit planning, objective setting, budgeting, progress reporting, and evaluation.
11. To have a well-established system of institutional data management generating on a regular and timely basis the institutional data, evaluation data, and management information necessary to support critical decision-making and quality planning.
12. To have a fully responsive and timely system of documenting and demonstrating institutional accountability in terms of outcomes achieved, as related to the central missions of the College and as related to the purposes for which funding is provided to the College.
13. To have a fully operating and financially self-sufficient Development Institute that has a) successfully engaged a number of major industry partners, b) obtained major commitments for financing and development of the Pro/Tech Park, c) developed an ongoing slate of technical services contracts which engage and financially support key technical expertise within the College, and d) developed an ongoing slate of foreign student training contracts.
14. To have established at least a core Pro/Tech Park nucleus at the new campus which has engaged the College in working with industry partners in training and otherwise producing a significant number of technically skilled workers for the industry, and which has established a significant technical services export business.
15. To have established GCC as Guam's lead agency for workforce development.
16. To be engaged with industry partners in regional recruiting and pre-employment training of workers for the industry.

Mission Orientation & Institutional Charter:

17. To have a formally adopted, strongly focused mission statement and a strong set of definitive long-range goals which provide a clear and strong foundation for long-range institutional development based on effective long-range plans and annual development objectives.
18. To have a new legislative charter enacted which more clearly and strongly supports GCC's most critical missions and significantly strengthens its autonomy and its governance structure.

Organization & Staff Development:

19. To have an established organizational structure fully in line with the accomplished visions of the Ten-Year Master Plan.
20. To have a larger and stronger governing board with a fully established and effective committee structure.
21. To have a Board-approved faculty governance charter and an established faculty organization effectively functioning, as a full partner with management and the board, in an expanded governance role and with faculty more fully engaged in mission outcomes.
22. To have a strong student organization with a Board-approved governance role.
23. To have in place a strong leadership team and a leadership succession plan, supported by established Board policy and practice on selection and appointment of the President and a Board supported career progression ladder and leadership development program.

Instructional Programs -- Secondary Level:

24. To have in place strong vocational education programs in all public high schools serving greatly expanded numbers of students, supported by significantly increased appropriations.
25. To have successfully worked with the Department of Education and all public high schools in establishing strong career-oriented high school programs, reducing student attrition rates, and assuming increased responsibilities for programs serving students interested in career-oriented studies and preparation for employment opportunities following graduation.
26. To have established at least two "Career Academies" with industry support as demonstrations of the school-within-a-school concept to provide the strongest possible career preparation for high school graduates interested in certain of Guam's most important industries such as, for example, tourism, telecommunications, or health services.
27. To have greatly elevated the identity and funding support of Adult High School programs which more fully identify and serve the needs of Guam's adults in providing opportunities to obtain high school diplomas, stronger career orientation and job preparation, and increased literacy skills and levels.
28. To have established a most cost-effective means, in conjunction with an effective partnership agreement with GW High School, for the provision of on-campus vocational education and training programs for high school students, in a manner which also allows the campus to greatly expand its provision of programs and services to postsecondary students and to function as a college campus

29. To have developed, demonstrated, and documented the effectiveness of expanded and innovative uses of technology in the delivery of instruction and instructional programs to high school students.

Instructional Programs -- Postsecondary:

30. To have a fully developed and defined structure of Guam's major industries and job markets to which the College is responding or intends to respond according to established plans, together with a fully defined scope and content of instructional programs, related services, and strategies with respect to each major industry and job market.
31. To have established effective partnerships with committed industry partners representing the six or eight most important of Guam's industries, to have at least partially restructured all programs in terms of assuring they are appropriately oriented to the respective major industries and job markets on Guam, and to have fully restructured programs with respect to one or two of Guam's most important industries and several major job markets within those industries.
32. To have significantly advanced the College's "Steeple of Excellence in Tourism" to include having extensive site-based training programs operating within the industry, having a "Tourism Institute" established with significant numbers of students enrolled and completing programs oriented to entrepreneurship in the industry, having major industry contracts to assist in recruiting and pre-employment training, and having a commitment with a leading industry partner to establish and operate a full-service training hotel.
33. To have achieved recognition in building a "Steeple of Excellence in Technology" through establishing a strong coalition of industry partners representing technology and technical services sectors of Guam's economy, establishing a strong nucleus of technical training programs, and producing a strong stream of technically trained graduates serving the industry.
34. To have doubled the percentage of Guam's high school graduates entering GCC postsecondary education programs, to have doubled the percentage of postsecondary students pursuing Associate Degree and Certificate programs, to have doubled full-time enrollment in postsecondary programs, and to have doubled total enrollment of postsecondary students.
35. To have an established system that clearly identifies the goal objectives of most postsecondary students registering for GCC courses and programs, tracks the progress of all students toward achieving their goals or completing their programs, supports their persistence and completion of programs, and documents overall completion rates and a significant increases in such rates.
36. To have restructured faculty roles through the establishment of "Program Teams" whereby full-time faculty together with key industry adjuncts are engaged in establishing and conducting programs with a comprehensive perspective, beginning with student recruitment and continuing through graduate placement and follow up.

37. To have fully adopted and implemented a thorough marketing approach whereby the budgeting of every new program and existing program is based on a current and complete marketing plan.
38. To have established a major Continuing Education program which is more than financially self-sufficient and is functioning in a leading role in the development of leading edge instructional content through its site-based training programs in Guam's leading industries.
39. To have developed, implemented, and evaluated a demonstration "College Bridge Program" which has operated at two or more high schools, has employed certified high school teachers, and has served a significant number of students, many of whom have continued studies at GCC after graduating high school.

Facilities:

40. To have established at least the nucleus of a Pro/Tech Park at the 314-acre site of GCC's future campus that, among other things, has provided facilities for training being conducted both by the industry and by GCC.
41. To have completed a first-phase of facilities construction at the new campus at least to the extent of meeting a large part of the College's most important needs.
42. To have developed with industry partners some uses of land and facilities at the present campus as a revenue generating asset to include the actual operation of some industry and training activities.
43. To have established a student housing center and student life center, either on or near the present campus or on the site of the new campus.
44. To have established an approved plan for use or disposition of the present campus in conjunction with the completion and occupancy of the new campus.

Entrepreneurial Enterprises:

45. To have an array of entrepreneurial enterprises in operation, including substantial student-oriented services, that are financially self-sufficient and contributing revenues that help support College operations, programs, and services.

Operating Systems:

46. To have fully established and smoothly operating computer-based transactional processing systems for all major operating functions of the College using the most current technologies available.

47. To have a strong system of documenting outcomes to include regular follow-up surveys of graduates and program completers that are given high-profile visibility to clearly validate the successes of the College in accomplishing its mission.

The preceding goals do indeed portray a most ambitious plan for Guam Community College to pursue over the next decade. To provide a realistic prospect for achieving the goals, it will be necessary to establish a thorough framework of implementation strategies, priorities, and detailed year-by-year action plans. These are set forth, along with specific projections of needed financing and revenue sources, as follows in the balance of the Ten-Year Master Plan. Only with this complete picture in focus can one accurately assess the prospects for successfully accomplishing the major long-range goals of the Plan.

E. Development Needs and Priorities

The only way to achieve a far-reaching and ambitious long-range plan, which is clearly the character of GCC's Ten-Year Master Plan, is to begin and continue a series of steps which will lead year after year to its ultimate achievement. To begin this journey, it is essential to identify critical development needs and decide on development priorities. In this effort, it is also necessary to recognize the complex interrelationships and prerequisites among development steps and to adopt, in effect, a building block approach.

An outline of development priorities is thus provided to guide the ordering of development efforts. Key criteria in determining priorities include importance of development needs and actions; funding support or revenue potential; prerequisite conditions such as financing, facilities, and staff; developments which lead to subsequent developments or upon which subsequent developments depend; and steps required in the early stages to pursue and attain major long-range goals.

HIGHEST PRIORITIES

The following are among the most critical development steps that need to be pursued in a major and concerted way, largely during the first year of the Master Plan:

1. **Communicating the Master Plan:** The earliest efforts of the College, beginning to some extent even before the plan is fully completed and formally adopted, must focus on extensive communication of the plan, especially the most far-reaching features of the long-range vision and the major critical initiatives required in its implementation. This communication must first be done throughout the campus community and then extended to the external community, especially to obtain concurrence from GCC's external funding sources with respect to major initiatives of the Master Plan.
2. **Development Institute:** The single most important priority to be addressed early in the plan is to aggressively initiate the establishment and early critical efforts of the Development Institute. Many of the most important long-range goals of the Ten-Year Master Plan are heavily dependent on the

successes of the several envisioned strategies associated with the Development Institute, to include the development of major industry partners and engaging them to work with the College in defining industry markets, job markets, and appropriate workforce education and training programs. Key steps of the initial priority include:

- Putting a *Team* of experts in place to work closely with the President on organizing, defining, and initiating the operations of the Development Institute.
- Fully developing and describing the concept and functions of the Development Institute and the concept of the Pro/Tech Park to include related concepts for developing GCC's new campus.
- Promoting the concept and operation of the Development Institute throughout the College's external community, developing support and industry partners in the process.
- Securing the College's hold on the 314-acre deed of land for the site of its future campus.
- Developing appropriate linkages within the College to the Development Institute, to include organizational, staffing, and instructional linkages, and beginning the process of institutionalizing the Institute as an ongoing key function of the College.

3. State Workforce Development Plan: In anticipation of a new federal "Workforce Development Act" within the coming months, GCC needs to initiate a lead role in developing and recommending a state plan for establishing and operating a *"coherent, integrated island-wide workforce development system"* in line with the expected intent, purposes, and requirements of the new federal Act. The new Act is expected to consolidate many major federal grants (VEA, ABE, JTPA, etc.) into major block grants to each state with the intent of *"eliminating fragmentation of related workforce development, education, and training programs and functions"*. The Act will require a comprehensive state plan that seeks to establish a highly integrated workforce education, training, and development system with dramatically improved effectiveness. The block grants to Guam could amount to perhaps \$5 million annually and perhaps much more, depending on subsequent federal appropriations.

The enactment of this major new federal legislation provides a rare opportunity that is potentially of great importance to GCC. It is an opportunity for GCC to pursue a critical strategy to strengthen its leadership and its unique mission for Guam -- a strategy enabling GCC to move toward its future vision of being *"Guam's lead agency in human resource development for Guam's workforce"*. The key to this strategy is to take an *early* lead. This initiative should thus be a high priority of the Ten-Year Master Plan.

4. Continuing Education: A dramatic expansion of short-term courses and training programs should be an early priority effort of the Development Institute. The development of such programs should in fact be one of the critical functions of the Development Institute and an important source of its financial support. Establish, by Board policy, appropriate autonomy for Continuing Education, enabling it to set fully-competitive charges and to pay fully-competitive rates as necessary to attract top-quality adjunct faculty from industry. Consider assigning some course workload to select full-

time faculty to develop and conduct short-term courses or site-based industry training programs under Continuing Education, ideally in close conjunction with key adjuncts from within the industry.

5. Operational Priorities: Some of GCC's current operational reform efforts must be continued and perhaps accelerated, especially in areas relating to building operational support capabilities that are crucial to major thrusts of the Master Plan. The following are especially notable:

- **Financial Management:** The College must aggressively continue to support and complete its efforts to fully establish its financial accountability to include timely and reliable financial reporting with audited financial statements, full and current accounting of all fund balances, and a fully trained and capable staff. All operations and the credibility of the College are dependent on this capability.
- **Planning System:** Upon adopting the Ten-Year Master Plan, the College must promptly follow up in establishing a project management system, the development of individual unit plans, and a systematic reporting of progress on a regular basis to assure that every part of the College is properly engaged in implementing the Master Plan. The development of formal documentation and evaluation systems can follow in due course.
- **Program Planning & Budgeting:** Closely associated with the development of unit plans as noted above, the College must develop a system of program planning and budgeting that can provide an essential foundation for adequate financing and accountability for major programs and development efforts.
- **Technology Systems:** The College must continue priority efforts to upgrade, expand, and otherwise support its growing use of technology in all operations of the College. Attaining the future vision of GCC as an Advanced Technology Institution will rest in large measure on its own advanced uses of technology throughout its own operations.
- **Outcomes Documentation:** The College should focus early on upgrading its follow-up and documentation of outcomes, especially to document the employment of graduates of satellite high school programs and adult high school programs in comparison with the magnitude of needs and workforce demands of the respective industries, and begin to promote funding on that basis.

6. Instructional Program Priorities: While some major instructional reforms will likely be initiated during later stages of the Master Plan and other instructional reforms will be continued as opportunity permits, two areas in particular warrant concerted efforts on a high-priority basis:

- **Tourism Institute:** GCC's established goal to build the highest possible "*Steeple of Excellence in Tourism*" must continue to be aggressively pursued, to include further expansion of the recently established Hospitality Institute. Priority efforts should also be focused on new initiatives to create a Tourism Institute that would more broadly address the needs and opportunities of the tourism industry especially to promote and support greater local entrepreneurship.

- **Satellite Programs:** GCC must continue priority efforts and initiate new efforts to work with the Department of Education on restructuring high school curricula, especially to integrate SCANS concepts into the curriculum and to build stronger articulation with the career-oriented programs provided in the high schools by GCC.

7. **Resource Allocation:** To forcefully begin to implement the Ten-Year Master Plan, GCC must at the outset organize and allocate the necessary resources. An early and critical priority therefore is to thoroughly review already established budgets and other resource allocations (staff, facilities, etc.) to determine how resources can be reallocated as necessary to support the critical strategic priorities, essentially as set forth here and identified as the "highest priorities" of the Master Plan. While some of the required resources may be provided from reserves or new revenue sources, it is expected that some may have to come from reallocating already budgeted amounts. Initial allocations to these priorities should be carefully determined to assure that they are adequate. It should be anticipated that such initial allocations of current year resources may have to be supplemented later, and that further allocations will likely be required in subsequent years until the priority initiatives are fully achieved.

NEXT PRIORITIES

In addition to the highest priorities identified to especially focus first-year attentions and efforts in implementing the Ten-Year Master Plan, GCC must also, even during the first year, keep in mind and be prepared to pursue other critical priorities essential to the long-range outlook and long-range goals of the Plan. Over the first two or three years of the Master Plan, the College must identify and be prepared to pursue such critical priorities, and especially important, to continue pursuing as necessary the highest priorities initiated at the outset.

Some of these early priorities are briefly noted as follows:

1. **Development Institute:** The Development Institute will continue for some time to be a high priority effort. New initiatives are expected to result from the early efforts of the Institute and some of these will become new high priorities. Notable examples of such new developments might include:

- Agreement with a major industry partner interested in an extensive effort with the College to structure education and training programs to serve the industry, perhaps involving site-based training in the industry or the provision of facilities for such programs.
- Establishment of an industry group partnership to focus on the development of technical services contracts or a technical services export industry.
- Interest by an industry group or potential major industry partner in initiating the establishment of the envisioned Pro/Tech Park.

Any such new development, or any number of other potential new developments, will likely become one of the College's highest priority efforts over the years ahead. More fully defining the role of the Development Institute, its organizational structure and autonomy, its relationships with other parts of the College, and its eventual role within the Pro/Tech Park concept will likely be continuing priorities.

2. **Workforce Development:** The State Workforce Development Plan will be a continuing high priority well beyond the first year initiative which must be followed by specific development and adoption of the state plan and engaging the Department of Education in restructuring high school programs to serve the purposes of the state plan and the federal Workforce Development Act. The importance of this priority is to enable GCC to become a proactive force, under the aegis of a "*Guam Workforce Development Board*", in assisting the Department of Education to restructure curricula, establish strong early intervention strategies for high risk high school students through focusing on career-oriented options, establish rescue strategies with Adult High School programs, and assume increasing responsibility for work-oriented education and training programs.

3. **Continuing Education:** The expansion of Continuing Education will also continue to be a high priority for some time. Future priorities for Continuing Education could focus on pursuing supportive policies, effective organizational relationships, appropriate organizational autonomy, and major targets for revenue production and use.

4. **Planning System:** Development of the planning system will continue to be a high priority as the College seeks to further strengthen annual unit planning linked with budgeting, to develop marketing plans for all programs, and to establish an annual planning cycle on a calendar which will assure that the College has developed its annual plans and budgets well in advance of government budget calls.

5. The "**Steeple of Excellence in Tourism**" will continue to be a high priority throughout the next ten years, with growing and changing efforts in response to the changing opportunities of a rapidly expanding and dynamic tourism industry. The goals of a high-visibility Tourism Institute, promoting the expansion of local entrepreneurship in the industry, and the development of a full-service training hotel will require a continuing persistence and a readiness to act on opportunities as they may arise in the future. The Development Institute should be expected to help produce such opportunities.

6. Pursuing the "**Steeple of Excellence in Technology**" must become an early priority. That should be an early priority focus of the Development Institute and it should be connected to initiatives concerning the Pro/Tech Park concept. A priority initiative of the faculty should be adopted to focus on developing new technology-related programs and curricula, perhaps in close conjunction with Continuing Education, in anticipation of opportunities to be expected to result from the efforts of the Development Institute.

7. **New Campus:** Strategies relating to the development of the new campus, or at least securing the College's hold on the land, must continue to be one of the highest priorities until a firm plan is assured. This priority would need to embrace the several strategies and goals related to obtaining the

essential financing and the initiation of qualifying construction for assuring the eventual title to the land.

8. Existing Campus: The development and implementation of the "campus reuse" plan for the present campus must also be an early priority as an essential prerequisite to the goals for expanding postsecondary education programs and expanding postsecondary student enrollment, especially the enrollment of full-time students.

LATER PRIORITIES

The identification of the preceding priorities is not meant to downplay the importance of the many major long-range goals as set forth earlier. To the contrary, some of the other goals are far more important over the long term. But the priority goals are identified as important precursors to the effective pursuit of even bigger goals over the longer term of the Ten-Year Master Plan.

The priority goals also are not meant to suggest a lock step approach to achieve in turn one goal after the other. Instead it is expected that efforts to achieve *all* the goals will be carried on simultaneously to the extent that resources and opportunities permit.

As a practical matter, the College must anticipate the need to periodically review the critical priorities after implementation of the Master Plan is underway. A determination of current priorities should be specifically incorporated as a critical part of the annual planning cycle. Reevaluating and updating the priorities each year must be based on what has been accomplished, what problems have been encountered, what new opportunities have arisen, what new needs have come to the forefront, and what resources are available. They may also need to reflect any changes in direction or changes in strategy that may be required by new circumstances or new visions of the future.

The annual unit plans and objectives and the allocation of resources each year must be based on the current assessment of the priorities. The priorities as set forth here are intended only as an initial guide.

The future vision for Guam Community College as set forth in the preceding chapter is indeed ambitious and far-reaching. It clearly poses a major challenge for the College. The plan for achieving the vision embraces bold strategies that are sound and potentially powerful. It also identifies a great many major goals to be attained over the years ahead. The magnitude of the challenge posed by the vision and goals of the plan, in fact, may seem overwhelming.

However, as many other institutions have found, most any goal can be achieved if the institution also adopts and follows a number of creative and effective operating strategies. Often the approach or strategy is everything.

For example, it is not easy to fully appreciate the power of an organized team of highly motivated individuals, or the power of a strong alliance with supportive industry partners. Such strategies can produce powerful results — results which often seem to occur and grow of their own volition, almost miraculously. It has happened elsewhere. It can happen at GCC.

Team Millennium has identified five key operating strategies as "*Strategies for Action*" which are outlined in this chapter. The five strategies for action are:

- ▶ Industry Partnerships
- ▶ Outcome Orientation
- ▶ Steeples of Excellence
- ▶ Financial Autonomy
- ▶ Leadership, Team Building, and Teamwork

Each of the strategies represents a crucial concept within GCC's future operating environment. Altogether, they have the potential to generate tremendous power in enabling the College to achieve its many important and challenging long-range goals and future vision. Team Millennium firmly believes that, while the goals set forth in this Master Plan may seem overly ambitious, a thorough understanding of these operating concepts and strategies, with a firm commitment to them, can produce incredible results, even perhaps beyond all expectations.

Each of these strategies, together with some of the steps involved in implementing them and their relationship to the long-range goals of the Master Plan, is more fully described in this chapter.

A. Industry Partnerships

The central theme of GCC's future vision and some of the most important future thrusts and major goals of the Ten-Year Master Plan are heavily if not wholly *dependent* on establishing the strongest and closest possible working relationships with the leading firms and groups representing Guam's major industries. A leading strategy of the Master Plan must thus focus on building strong and effective industry partnerships in every major industry the College needs to serve and intends to serve.

This is a many faceted strategy intended to serve several important future thrusts of the College and to address many critical needs. The concept of industry partnerships is thus a very central strategy of GCC's Ten-Year Master Plan. It relates to the College's envisioned role in:

- ▶ providing responsive workforce development programs,
- ▶ supporting the growth of Guam's leading and potential growth industries,
- ▶ promoting Guam's economic growth and diversification,
- ▶ raising the quality and technical competence of Guam's workforce,
- ▶ supporting the development of more attractive employment opportunities, and
- ▶ in sum, serving as "*Guam's lead agency in workforce development*".

The strategy is envisioned also to help strengthen and broaden the College's base of financial support, to support the College's thrust as a leader in technology, and to assist in developing the financing needed to build a new campus, in conjunction with developing a "Pro/Tech Park" at the site.

One of the most crucial future thrusts of the Ten-Year Master Plan focuses on the College's most fundamental mission. This thrust calls for a major restructuring of all instructional programs and services as necessary to assure a clear and strong *industry orientation*. This can be done only through the closest possible working relationships with the industries for whom the College is preparing its workforce. This must be the primary and most important rationale for the industry partnership strategy.

The strategy of establishing industry partnerships is not only to enable the College to acquire strong and supportive industry partners, but also to enable the College to be an effective partner in the industry. The concept must be understood as a mutually beneficial relationship and a mutually supportive relationship. It will be essential to fully spell out the anticipated benefits both to the industry and to the College, and it will undoubtedly be necessary to engage industry in fully exploring potential benefits to identify a far-reaching and wide array of future possibilities and opportunities.

1. Key Implementation Steps: The industry partnerships strategy is closely associated with other critical thrusts and strategies of the Ten-Year Master Plan, in particular, the Development Institute, the Pro/Tech Park concept, Technology Emphasis, and Workforce Development, as well as the Program Restructuring thrust. Each of these thrusts are envisioned as distinct strands which are likely to be initiated separately, either concurrently or at different times, but which are expected to come together later. Implementation steps are thus indicated according to the respective strands:

Development Institute:

- a. Obtain necessary or sufficient endorsement of the Development Institute concept and allocate the necessary resources to initiate its establishment.
- b. Establish a team of key people, working closely with the President, to carry out the functions of the Development Institute, to include fully defining and organizing the Institute and initiating its operations.
- c. Establish and implement a priority to expand Continuing Education, linked with the Development Institute as one of its early initiatives; give priority to developing site-based training contracts within leading industries and short-course offerings addressed to leading edge technology applications and other new workplace knowledge and skill requirements of the industry.
- d. Fully define the College's concept of industry partnerships to include identifying and describing a full range of envisioned and potential mutual benefits.
- e. Fully develop the concept of the Pro/Tech Park and begin exploring and promoting the concept with industry leaders, especially with leading firms in select industries as defined in the Pro/Tech Park concept.
- f. Identify potential industry partners in each industry sector and pursue the development of mutually beneficial and supportive partnerships.
- g. Identify the initial purposes of new industry partnerships and establish appropriate linkages between key people and organizational units within the College and new industry partners.
- h. Pursue the development of new initiatives and cooperative endeavors as identified with industry partners.

Program Restructuring:

- i. More fully identify and define, in consultation with industry and government leaders, each of Guam's major existing and potential growth industries and the major job markets within each industry.
- j. Create faculty "Program Teams" to focus on each of Guam's major industries and engage appropriate industry partners in identifying approaches and strategies as a conceptual framework for restructuring all instructional programs and services as appropriate to each industry and major job markets within the industry.

- k. Connect faculty program teams to work with Continuing Education to identify and develop leading edge instructional content in the respective industries.
- l. Establish a special team to focus, in a cooperative effort with the Department of Education, on restructuring secondary school curricula to more effectively link with career-oriented education and training programs, to more clearly orient such programs to the workforce needs of the respective industries, and to effectively link secondary school programs to the state Workforce Development System; engage faculty program teams and key people from industry in the effort.
- m. Establish a framework of priorities for restructuring instructional programs on an industry-by-industry basis and initiate priority efforts.
- n. Identify and recruit key people of the respective major industries to work as adjuncts with faculty "program teams" in all facets of the program from program design and development to student recruitment and graduate placement, as well as in the delivery of programs whether in the classroom or at the work site.

Workforce Development System:

- o. Organize a team effort, perhaps drawing on talents of the Development Institute, to develop a proposed new state plan to establish a coherent, integrated island-wide Workforce Education & Development System.
- p. Recommend and pursue action by the Government of Guam to support adoption of the new state plan, establish a Guam Workforce Development Board to govern implementation of the plan, and designate GCC as the administering agency to support the Board in implementing the plan.
- q. Engage key people from Guam's leading industries to assist in planning and developing a more powerful, integrated system of Workforce Education, Training, and Employment; advocate the appointment of such industry leaders to the governing board to oversee implementation of the system.

2. **Related Goals:** Industry partnerships is a very central strategy of the Ten-Year Master Plan. Many of the College's major long-range goals are closely related to and even heavily dependent on the success of the strategy. Some especially important goals and some of the most far-reaching goals envisioned as potential outcomes of the strategy, however, include the development of the 314-acre new campus site as a major revenue generating asset, construction of a new campus and Pro/Tech Park at the site, development of a vibrant and growing technical services industry, and establishment of a broad, diversified base of financial support for the College.

B. Outcome Orientation

Achieving quality is an elusive goal. While it is often possible to recognize quality when it exists, knowing how to raise the level of quality, or to measure it, or even to define it is far more difficult. Evaluating programs and services has long been one of the most difficult challenges the College has had to confront. The College needs a clear, strong, and rational basis, with specific standards and clear perspectives, for planning and evaluating its operations, programs, and services. The key prescription is to establish and embrace a thorough *outcome orientation*.

Closely related to this strategy is the need to establish a stronger *goal orientation* for institutional purposes, to build a stronger *industry orientation* into the programs and services of the College, to build a stronger *program orientation* into its many instructional offerings, and to strengthen students' *goal orientation*. These can all be critical elements in determining and defining outcomes which can then provide a solid foundation for building a strong *outcome orientation*.

Over the years, GCC has served many thousands of students. There has always been a major focus on inputs and processes (e.g. recording the numbers and characteristics of entering students; testing to determine their needs and learning deficits; developing and offering courses; recording attendance, hours completed, and credits earned; allocating financial and physical resources; recruiting and assigning staff; etc.) but never an adequate focus on goals, results, and outcomes. There must be a stronger focus on outputs to provide a critical standard for comparisons with inputs, for determining needed resources and appropriate allocations, and for assessing results against the inputs and resource allocations.

The issue is not unique to GCC. Many colleges elsewhere face similar difficulties in judging or proclaiming the quality of their programs and services. They often resort to identifying inputs as important measures of quality such as the number of books in the library, the number of faculty with PhDs, or the SAT scores of entering students. Most common is the practice of referring to enrollment as an important indicator of quality, which has even given rise to the expression, "*students vote with their feet*". There is, of course, some validity in such measures, but they say little or nothing specifically about the results achieved by the institution.

Evaluation based on inputs, however, is no longer adequate. In the face of growing competition for scarce resources, funding agencies increasingly want to know about results and outcomes in return for the financial support they provide. While GCC has, for many years, devoted considerable efforts to determining important outcomes through its annual follow-up surveys of graduates, such efforts and results have not been given sufficient prominence. GCC's future strategy must embrace a much more thorough and prominent outcome orientation.

Key to this operating strategy is to bring about a major change of perspective whereby planning and developing programs and services is driven by a clear focus on desired *outcomes*. The most critical evaluation of such programs and services would also be in terms of those outcomes.

This strategy will call for an intensive reorientation and a clear identification of goals and desired outcomes, standards of success, and specific measures for evaluation. Outcomes will no doubt include the successful completion of courses and programs, graduates earning associate degrees and certificates, subsequent employment or continuing education, and industry satisfaction to name a few. The standards and measures would have to relate to students' goals, industry workforce needs, and similar goal-oriented purposes.

With respect to students' goals, the College will need to establish systems to determine and document students' goals, assist students as necessary to identify and establish goals, to track students' progress toward attaining their goals, to support and assist them as necessary to attain their goals, and to evaluate the results of the entire system. Similar approaches would need to be taken with respect to evaluating results in terms of industry workforce needs and other goals, such as unemployment, workforce earnings, and economic growth, for example.

1. Key Implementation Steps: The key steps at the outset must focus on changing perspectives and gaining acceptance of new perspectives for examining results and for planning, developing, and evaluating all programs and services. Substantial work must also be done to identify and define important outcomes, to establish appropriate standards and measures against which to assess results, and to develop needed systems to track and document outcomes. It is anticipated that establishing such thorough perspectives on outcomes will require continuing efforts for many years. A few early or important steps are suggested as follows:

- a. Organize a team of key faculty and management to work on identifying key changes in perspective necessary to building a strong outcome orientation and on establishing a framework for determining important outcomes as a basis for planning, developing, and evaluating programs and services.
- b. Engage industry partners to work with the team in identifying outcomes in terms of the qualities and competencies needed in the workforce and developing a strong *industry orientation* in GCC education and training programs.
- c. Identify the major industries and job markets to which the College will respond and engage faculty program teams in identifying specific outcomes relative to the respective industries and job markets.
- d. Review the existing array of courses and programs and identify ways to build a stronger *program orientation* relating in each case to specific job markets and industries.
- e. Identify essential details of a system to strengthen students' *goal orientation* and establish a plan to develop and implement the system.

- f. Upgrade the graduate follow-up surveys; examine ways to conduct follow-up studies of other program completers; and make more prominent use of the results, both for program improvement and publicizing successes.
- g. Develop unit cost measures based on outcomes such as program completers, graduates, and placements; set and strive to achieve unit cost targets; and publicize the results and use to support funding requests.

2. **Related Goals:** Outcome orientation is an over arching concept that relates to many of the College's long-range goals. The strategy relates most closely, however, with the long-range goals for institutional planning and development such as the Program Planning & Budgeting System, Unit Costing, Marketing Approach, Unit Planning & Reporting, Evaluation & Accountability, and Graduate Follow-up Surveys. It also relates closely to instructional program goals such as Faculty Program Teams, Industry Partnerships, Industry Orientation, and Students' Goal Orientation

C. Steeples of Excellence

In questions of quality, fact and perception are equal partners. While the perception of quality often follows the fact of quality, just as often, the actuality of quality follows the perception. The reason for this phenomenon, as noted earlier, is that quality can be perceived but it is difficult to define and judge. When quality is perceived, the perception can be powerful, for example, in generating support. The mere fact of quality is not always fully or widely perceived. The perception, therefore, can sometimes be more meaningful than the actual fact of quality.

For GCC to fully achieve the level of quality envisioned in its Ten-Year Master Plan, a strategy is needed to raise public awareness and to achieve high regard for the quality of its programs and services. One of the most effective ways an institution can set out to become highly regarded is to focus on building the highest possible "*steeple of excellence*" in one particular, highly visible area. An institution known for high quality in one area is an institution known for high quality. The glow of excellence spreads over the entire institution.

The success of this strategy is well established. Most highly rated colleges and universities in the United States today achieved their recognized standing in just this way. At the high end for example, Stanford University established outstanding excellence in engineering which enabled Stanford to be recognized as one of the great private universities in the country. Dozens of nationally regarded community colleges achieved their standing for a particular program or innovative approach.

The strategy is effective especially because of one important principal: While it is quite possible to do one thing extremely well, it is virtually impossible to do everything extremely well, all to the same highest possible standard. There is great testimony among many institutions that a commitment to do all things equally well only results in mediocrity, obscurity, or both.

Team Millennium has therefore recognized the "*Steeple of Excellence*" concept as a key operating strategy for GCC in setting out to achieve the vision of its Ten-Year Master Plan.

The strategy, in fact, is not a new one for GCC as it was also a key strategy of its Five-Year Master Plan adopted in 1989. Under that plan, the College carried out a focused effort to build the highest possible "*Steeple of Excellence in Tourism*". As a result, the College has already been able to demonstrate significant success of the strategy. GCC's programs serving the workforce needs of Guam's tourism industry and its many supportive initiatives and growing expertise in the industry are widely known and have earned a highly regarded reputation for the College and have enabled the College to obtain major increases in financial support.

The "*Steeple of Excellence*" concept is thus adopted again as a key operating strategy of the Ten-Year Master Plan. It will be applied in two major areas. The first relates to Guam's most important and most highly visible industry still -- tourism. GCC will thus continue its focused efforts to build the highest possible "*Steeple of Excellence in Tourism*".

The second relates to the most promising future growth industry for Guam -- a technical services industry based on a high standard of technology applications and the potential growth of a technically competent workforce. GCC will thus initiate a new priority to focus efforts on building the highest possible "*Steeple of Excellence in Technology*". The strategy will be closely connected to the College's vision to establish a "Pro/Tech Park" at its new campus and to promote an alliance of industry partnerships that will strive to build a technical services industry, both domestically and as an export industry. It is envisioned that this industry will grow increasingly important and more highly visible over the next decade.

In any event, technology is the wave of the future; a wave that has already been evident for some time. Technology is sweeping the workplace throughout every industry, on Guam as elsewhere. GCC's vision of excellence in technology is highly appropriate in view of the expectation that all industries on Guam will need a far more technically-competent workforce over the years ahead. A key goal of this strategy is to enable GCC to be known as an "*Advanced Technology Institution*" with a highly regarded reputation for its technology-related programs and for producing a strong technically-competent workforce for Guam's industries.

It should be noted that achieving high levels of excellence in any area is a long-term process. This is clearly evident already as the College's efforts over the past five years to build excellence in tourism still have a long way to go. It is appropriate therefore that building the two steeples of excellence are identified in the context of this Ten-Year Master Plan. It will take that long to make really notable progress.

1. **Key Implementation Steps:** The implementation of these strategies will require many diverse efforts that must be initiated and continued over many years. It is appropriate to note some of the most critical ingredients that will help assure the success of the strategy as follows:

- a. Clearly identify and fully define the "steeple of excellence" to be built.
- b. Provide adequate funding allocations and raise additional funds as necessary.
- c. Recruit the most highly qualified staff obtainable, including one or more key people who have established highly regarded reputations in the field.
- d. Connect with major national associations in the field and draw upon their sources of critical knowledge, information, and expertise.
- e. Engage a leading institution to support and assist in the development efforts of the College and help focus greater attentions to the effort.
- f. Establish close working relationships with local associations of businesses, trade associations, and professional associations in the industry; if such associations are inadequate or do not exist in the industry, initiate and promote their development.

- g. Develop strong industry partnerships with leading businesses and firms in the industry and strive to develop the strongest possible mutually beneficial and supportive relationships.
- h. Engage local industry leaders to work with faculty teams on the development and delivery of programs and related services.
- i. Set up the strongest possible staff development programs, especially to focus on important specialties in the field.
- j. Conduct continuous follow-up studies and other examinations of the program to thoroughly document and publicize its successes and contributions.

2. Related Goals: The purpose of this strategy is to gain a reputation for excellence that will help spread an aura of excellence across the entire institution. Accordingly, the strategy is related in part to all the College's long-range goals. Most closely connected and supportive of the strategy, however, are the goals associated with the Development Institute in that the efforts of the Institute are to be focused on building industry partnerships and on developing and promoting the Pro/Tech Park concept.

D. Financial Autonomy

In the future, GCC must be able to respond more quickly and more fully to community needs than it has in the past. Such responsiveness will require the College to obtain a much greater measure of flexibility and autonomy. The most effective approach to obtaining the needed degree of operating freedom, flexibility, and responsiveness is to adopt and pursue a strategy based on increasing financial autonomy. With an adequate base of financial strength and a broad base of financial support from diverse sources, the College can expect to gain the freedom and flexibility necessary to rapidly respond to identified needs and opportunities and to boldly move in major new directions as set forth in the Ten-Year Master Plan.

While the College has, over the past several years, achieved a significantly diversified base of funding support, and a significant base of financial strength, it has continued to be constrained in its autonomy and its freedom of action. The rate of rising new needs and opportunities has simply outpaced the College's ability to respond. The College has often been unable to respond either quickly enough or fully enough. Oftentimes in such cases, other means are found to meet the needs, and the result is another missed development opportunity for the College.

The future needs and opportunities as noted at the outset in the "Future Outlook" are clearly even more extensive than in the past, and the rate of change will continue to accelerate in the future. It is absolutely essential that GCC develop a response capacity that is sure and rapid. Developing greater *financial freedom* can be a most effective means to that end, and must therefore be recognized as one of the College's key operating strategies.

An important perspective on this strategy is the *recognition and use* of the financial autonomy the College has. The College must be accountable to the sources of its financing and it must be responsive in serving the purposes for which funding is provided. When students pay for programs and services of the College, the College must be directly responsive and accountable to those students. When industry pays for training, the College must be directly responsive and accountable to that industry. When the College receives major grants and gifts from donors, the College must be directly responsive to those grantors and donors and accountable to them in serving the purposes for which the funds were provided. The Board of Trustees must safeguard the College's autonomy in assuring that the College remains directly responsive and responsible to the public and private clientele it serves and to the diverse sources of its financial support.

The College and its Board of Trustees must also assure that its fiduciary responsibilities to the various public and private sources of its support is *externally recognized* by political leaders and public policy makers. In the same manner, the College's responsibility to the public and in serving the needs of its community must be recognized. The Board of Trustees must assure a clear recognition of its responsibility for safeguarding the College's autonomy and thus enabling it to be responsible, responsive, and accountable to the public and to the diverse constituency it serves.

A clear recognition of the College's diverse funding sources and responsibilities can greatly strengthen its autonomy and flexibility, and thus its potential to be more responsive and more accountable, assuming a commitment also to act on that recognition in a bold and forceful manner.

1. Key Implementation Steps: The strategy to increase autonomy and flexibility through greater financial strength and a broader base of support from diverse funding sources will require a number of critical actions, many of which were identified previously, in fact, as major long-range goals. The following are some of the key actions to be taken, some early and some later, although not necessarily in the particular order indicated, as many of the actions will need to be pursued concurrently.

Early Steps:

- a. Identify a broad array of potential revenue sources and adopt broad goals on the desired diversification and distribution of revenue sources
- b. Adopt multi-year targets and plans for pursuing the development of new revenue streams and the expansion of revenues from existing sources.
- c. Adopt as a high priority and aggressively implement an expansion of Continuing Education programs to include site-based training programs and a wide array of short courses, and to operate such programs on a fully competitive basis.
- d. Promptly initiate establishment of the Development Institute; develop and adopt aggressive plans to pursue supportive industry partnerships and the building of a technical services industry.
- e. Initiate and pursue development of the "Program Planning & Budgeting System" and seek to establish appropriations and other funding on that basis.
- f. Establish and implement a multi-year schedule of tuition and fees rates.
- g. Upgrade the functions and staffing of Student Financial Aid; set and pursue annual targets for increasing the amount of aid obtained and provided.
- h. Establish and staff a grants development office and assure its familiarity with the Ten-Year Master Plan; set and pursue annual targets for developing appropriate grants from federal government, local government, and other sources and increasing grant revenues.
- i. Recommend and pursue the establishment of a "Guam Workforce Development Board", the designation of GCC to serve as its administering agency, and the designation of GCC as administering agency of the anticipated "State Block Grant for Workforce Education and Development".

- j. Establish, in coordination with the GCC Foundation Board of Governors, annual fund-raising goals and an operating budget to staff a full-time fund-raising program.

Later Steps:

- k. Establish and maintain a multi-year Financial Master Plan to further prescribe and affirm the College's goals and strategies on diversifying its sources of financing.
- l. Draft and pursue enactment of a new legislative charter, especially to assure the College's autonomy in generating financial resources from all sources and safeguarding its financial assets, assure its autonomous and responsive use of its resources, assure its autonomy in restructuring and staffing to respond more rapidly to changing needs and opportunities, and to provide for a stronger, more broad-based, and more autonomous governing board.
- m. Establish, in coordination with the GCC Foundation Board of Governors, a long-term goal to increase the total amount of endowment, say, to \$10 million by 2005.
- n. Continue to develop and refine the Program Planning and Budgeting System to the extent that major public interest programs and needs are funded on a formula basis.
- o. Establish, by legislative enactment if necessary, a system of depreciating physical assets with an offsetting reserve for replacement of fully depreciated assets.
- p. Establish and pursue annual targets for new revenue generation by the Development Institute to include revenue from technical services and foreign student training.
- q. Pursue with a coalition of industry partners the development of the Pro/Tech Park concept to promote a dramatic expansion of a professional and technical services industry to serve both domestic and export markets.
- r. Pursue the development of a new grant under Title III of the Higher Education Act following the conclusion of the present grant to extend the College's eligibility as a developing institution; when eligible, seek another Title III challenge grant to establish a third, one million dollar 20-year term endowment.

Beyond the many specific steps identified here, this strategy should be broadly perceived as a regular way of life at the College, one that pervades all aspects of the College's operations. The College must

be constantly alert to potential and appropriate sources of funding and appropriate revenue generating opportunities. All programs and services of the College should be examined in terms the clientele to be served and in terms of potential and appropriate funding sources. At every opportunity, appropriate actions on funding and potential revenue sources, beyond the steps identified here, must be considered.

2. Related Institutional Goals: Virtually all the long-range goals of the Ten-Year Master Plan are either directly or indirectly related to this strategy. They are all dependent to some extent on the results of this strategy -- to obtain the necessary financial resources to pursue and achieve the goals, to build the financial autonomy necessary to proceed with confidence and certainty, and to build and maintain a high degree of flexibility and responsiveness. Financial strength must be recognized as a goal that is equal in importance to every other goal of the College.

The strategy to build financial strength and autonomy is fundamental to the Ten-Year Master Plan.

E. Leadership, Team Building, and Teamwork

The vision, strategies, and goals of the GCC Ten-Year Master plan can be accomplished only with the active and enthusiastic support of many individuals throughout the College. Virtually everyone in the institution must come to understand and embrace the Plan. Moreover, the Master Plan can be effectively pursued and accomplished only through all parts of the institution coming together and working together toward a common vision.

This is a key challenge for *leadership*. Such leadership will be needed first from the President, with the backing and active support of the Board of Trustees. Further leadership must come from throughout the management ranks and from faculty leaders, student leaders, and other key people throughout the institution. The President must also seek to forge and foster such leadership, first and foremost, among the President's top management team, and also throughout the institution.

The key initial leadership role is to assure that the Ten-Year Master Plan is fully communicated, explained and rationalized as necessary, and understood throughout the institution, and externally. Widespread understanding, acceptance, and support of the Plan is the essential initial goal to be achieved by the leadership of the institution. Team Millennium is pledged also to assist in this role.

The next key role of leadership is to organize the involvement of all the individuals whose efforts will be needed to pursue the strategies and goals of the Master Plan. Many major thrusts and strategies of the Master Plan can be effectively accomplished only as a *team* effort, requiring not just one but many teams. Accomplishment of the Master Plan will thus require a great deal of closely coordinated and cooperative *teamwork*. This means that a great deal of *team building* must be done.

Leadership, team building, and teamwork must therefore be recognized and adopted as an essential, even unavoidable operating strategy. More than a strategy, the "*GCC team concept*" and quality leadership must be established as a total institutional environment, a basic characteristic of everything the institution does and how it does it.

This operating strategy will depend on building and maintaining a strong climate of *trust* between and among all campus constituencies and an environment of *mutual respect* for their respective roles within the institution. Trust is the essential foundation of every good team and every effective partnership. All constituencies must feel themselves to be valued partners with important roles in a cooperative and mutually supportive partnership.

Mutual respect is basic to a good partnership and is fundamental to building a trusted relationship. Most critical is the partnership of faculty and management. Each have major roles and important jobs to do. Sometimes they will be focused on the same jobs and sometimes on different jobs. But, at all times, their respective roles and contributions must be fully recognized, properly regarded, and mutually respected.

Building a strong environment of trust and mutual respect can be aided by the development and use of several critical techniques and approaches that are known to be effective such as:

- ▶ Assuring open and extensive *communications* serving all constituencies, using various forms and channels on a regular and continuous basis.
- ▶ Focusing substantial and persistent communications on the institution's vision, goals, and plans; the problems being addressed; progress and major accomplishments; and any new problems and challenges confronting the College.
- ▶ Establishing a strong participatory faculty organization with acknowledged major roles and responsibilities in a full partnership with management.
- ▶ Organizing key faculty teams to focus on important strategies and goals of the Ten-Year Master Plan, and engaging faculty members to serve with management on such teams.
- ▶ Establishing strong links and direct working relationships between faculty, especially faculty program teams, and industry partners.
- ▶ Establishing a more fully structured governing board to include key standing committees which provide for substantive participation of the College's major constituencies.
- ▶ Promoting the development of strong student organizations and effective student involvement in appropriate College endeavors.
- ▶ Assuring full involvement of all constituencies throughout all operating units in the College's continuing planning and budgeting processes.
- ▶ Encouraging and rewarding individual initiative and individual exercise of leadership, and supporting leadership development.

These can all be recognized as goals and steps to be taken in building the strategic emphasis on leadership, team building, and teamwork.

CHAPTER IV

IMPLEMENTATION

"Plan of Action"

This plan poses a challenging vision for the future, several major strategic thrusts and operating strategies, and many major long-range goals. It is clearly an ambitious plan. But it is a long-term plan with a *ten-year* time horizon. It is a plan that can be achieved through organized and persistent efforts year after year.

For this purpose, the College will need an organized implementation plan or *"Plan of Action"*. The plan should include a checklist to identify needed actions and a timetable to indicate required timing of actions in the pursuit of each major strategy and long-range goal. The action checklist and timetable should indicate, for all strategies and goals, what must be done, who will be primarily responsible, and when it needs to be done.

A. Strategies and Actions Timetable

Team Millennium has therefore prepared the following checklist and timetable as an initial guide to action. This initial guide should serve as an illustration of the details to be included in the plan of action. In actual fact, such details will have to be worked out as the Plan is being implemented because many details can only be clearly known over a time that is reasonably close at hand.

Accordingly, each year, the College should review the long-term plan of action and more fully work out the details of required actions for the year ahead. This annual plan of action can, in fact, serve as a critical foundation of the annual planning cycle, the basis for unit planning and budgeting, and the basis for critical decisions on resource allocations.

The following long-term plan of action will also need to be modified and updated as the College proceeds further into implementing the Ten-Year Master Plan. It should ideally provide at least a rough structure of needed actions to achieve the vision and goals of the Ten-Year Master Plan to keep the long-term perspective in focus and help clarify the context for short-term action plans.

A Checklist and Timetable for Putting the Strategies for Action into Effect at Guam Community College

Strategy and Action Steps	Key Persons Responsible	Timing
A. INDUSTRY PARTNERSHIPS		
1. <u>Workforce Development</u>		
◆ Establish a leadership role and close working relationships with key agencies (DOE, AHRD, etc.) with respect to plans for improving workforce education and development, including "School-to-Work Transition" plans.	President	January 1996
◆ Organize an island-wide examination of workforce development as a major focus of the Governor's Vision 2001.	President	January 1996
◆ Establish a staff team to support the Human Resources Task Force in developing proposed plans and policies focusing on workforce development.	HR Task Force President	February 1996
◆ Establish a staff team to develop a comprehensive long-range "School-to-Work Transition" plan.	President P&D Director	March 1996
◆ Complete recommendations and proposed plans for workforce development as key part of the Vision 2001 for Human Resources.	HR Task Force President	June 1996
◆ Gain recognition of GCC as Guam's lead agency in Workforce Education & Development.	President Board of Trustees	June 1996
◆ Propose a state-level planning task force be appointed, indicating appropriate membership, to develop a comprehensive island-wide plan for Workforce Education & Development.	Board of Trustees President	June 1996
◆ Establish a staff team in support of the planning task force to prepare a "state" plan for Workforce Education & Development.	President	August 1996
◆ Complete state plan for "School-to-Work Transition".	STW Council	September 1996
◆ Begin intensive work with DOE high schools to implement School-to-Work Transition plan.	Academic VP Deans, faculty	October 1996
◆ Recommend consolidation of closely related grant programs to be controlled by a state Workforce Education & Development Board and the designation of GCC as administering agency.	Task Force President	December 1996
◆ Complete state plan for Workforce Education and Development.	Task Force President	February 1997

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Obtain all approvals, local and federal, of the state plan for Workforce Education and Development.	President	June 1997
◆ Begin to implement Workforce Education and Development plan; recruit/appoint key staff.	President	July 1997
◆ Assure appointment of the Workforce Education & Development Board and establish operating procedures.	President	August 1997
◆ Complete the integration of consolidated functions relating to workforce education and development.	President	September 1997
2. <u>Development Institute</u>		
◆ Reach agreement on establishing the Development Institute and decide on mix of staffing and contracting approaches.	President Board of Trustees	June 1996
◆ Allocate resources necessary to initiate planning, development, and operation of the Development Institute.	President P&D Director	August 1996
◆ Recruit or contract key people to form nucleus of the Development Institute.	President	September 1996
◆ Launch a planning year to fully define the functions and structure of Development Institute and begin to establish.	DI Director President	October 1996
◆ Develop a plan addressing the operation, structure, and expansion priorities for Continuing Education.	DI Director President	November 1996
◆ Adopt the proposed plan for the expansion of Continuing Education.	President Board of Trustees	January 1997
◆ Begin approved restructuring of Continuing Education and expansion of site-based training contracts in leading industries and short-course offerings addressed to leading edge technology applications and other new workplace knowledge and skill requirements.	DI Director Continuing Education	February 1997
◆ Begin external meetings with government and industry leaders to describe and promote the purposes of Development Institute.	President DI Staff	March 1997
◆ Fully define the College's concept of industry partnerships to include identifying and describing a full range of envisioned and potential mutual benefits.	DI Director	April 1997
◆ Adopt the proposed plan concerning the functions, structure, and operation of the Development Institute and allocate the resources necessary to initiate its full operation.	President Board of Trustees	June 1997
◆ With industry partners, begin to explore opportunities for foreign technical assistance and training services contracts.	DI Director	August 1997
◆ Implement full operation of the Development Institute.	DI Director	October 1997

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Identify potential industry partners in each industry sector; establish and implement a schedule to pursue the development of mutually beneficial and supportive partnerships.	DI Director President	November 1997
◆ Identify initial purposes of each new industry partnership and establish appropriate linkages between key people and organizational units within the College and the industry partner.	DI Director President Academic VP	December 1997 & Ongoing
◆ Pursue the development of new initiatives and cooperative endeavors as identified with industry partners.	DI Director President	January 1998 & Ongoing
3. <u>Program Restructuring</u>		
◆ Develop a preliminary framework which identifies Guam's leading industries and major job markets, and provides a preliminary forecast of workforce requirements.	HR Task Force President	May 1996
◆ Determine priorities and establish a long-term master schedule for reorienting workforce education and development programs by industry and job market.	Academic VP Deans	July 1996 and Annually
◆ Begin building, according to selected industry priorities, one or two "Faculty Program Teams" to focus on a comprehensive program structure oriented to that industry.	Academic VP Deans	September 1996
◆ Fully identify and define each of Guam's major existing and potential growth industries and the major job markets within each industry.	DI Director	April 1997
◆ Identify leading firms within each major industry and engage key leaders to work with faculty program teams in orienting workforce education and development programs to the industry.	DI Director Program Teams	May 1997 & Ongoing
◆ Connect faculty program teams with Continuing Education to identify and develop leading edge instructional content in the respective industries.	DI Director Continuing Education Programs Teams	September 1997
◆ Establish a special faculty team to work with DOE high schools on restructuring curriculum oriented to leading industries in consultation with faculty program teams and industry partners.	Academic VP	September 1997
◆ Review establishment and progress of all faculty program teams and identify industry leaders as necessary to serve as adjuncts in the development of comprehensive industry-oriented programs.	Academic VP Deans DI Director	January 1998
4. <u>Pro/Tech Park</u>		
◆ Complete the development of the Pro/Tech Park concept and begin marketing with prospective industry partners.	DI Director President	December 1997

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Develop a select list identifying prospective industry partners with potential interest in joining the College in beginning to build a Pro/Tech Center and develop specific campaign strategies.	DI Director	March 1998
◆ Explore potential industry expansion opportunities with leading partners as could strengthen commitment to beginning the development of the Pro/Tech Center.	DI Director President	August 1998 & Ongoing
◆ Obtain an initial commitment with one or more industry partners to a first installment on building the Pro/Tech Center.	DI Director President	December 1998
5. <u>Technical Services Industry</u>		
◆ Begin to search out a range of technical service business opportunities, domestic and foreign, as would lend themselves to the long-range goals of the Development Institute and the interests of its industry partners.	DI Director	August 1997
◆ Initiate the development of specific technical services proposals and contract bids in concert with industry partners.	DI Director	October 1997 & Ongoing

B. OUTCOME ORIENTATION

1. Goal Orientation

◆ Establish an "Outcome Team" of key faculty and management to work on identifying key changes in perspective necessary to building a strong outcome orientation.	President Academic VP	September 1996
◆ Review outcome data and findings of the Ten-Year Master Plan project; identify and define key measures of important outcomes as a basis for planning, developing, and evaluating programs.	Outcome Team	November 1996
◆ Identify and recommend essential details of a system to strengthen student's goal orientation.	Outcome Team	January 1997
◆ Develop and implement a plan incorporating the recommendations of the Outcome Team in establishing a system to strengthen student's goal orientation.	Academic VP Deans	March 1997 & August 1997
◆ Engage industry partners in identifying outcomes in terms of the qualities and competencies needed in the workforce and in assessing the industry orientation of GCC programs in those terms.	Outcome Team Program Teams	March 1997 & Ongoing
◆ Review GCC's existing array of courses and programs to identify ways to build a stronger program orientation, relating more clearly to specific job markets.	Outcome Team Program Teams	May 1997 & Ongoing

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Review graduate follow-up survey reports and recommend ways to strengthen the use of follow-up surveys and to make more effective use of the results, for improving programs and publicizing successes.	Outcome Team	June 1997
◆ Adopt recommendations on the strengthening of follow-up surveys and incorporate in plans for the forthcoming year.	P&D Director	October 1997
◆ Review student goal orientation system to assure that it documents students' goals, assists them in identifying goals, tracks their progress toward achieving their goals, and assists them to attain their goals; examine results and recommend improvements.	Outcome Team	October 1997
2. Unit Planning & Reporting		
◆ Complete final review of Ten-Year Master Plan and submit for adoption.	Team Millennium President	May 1996
◆ Complete formal adoption and begin dissemination of Ten-Year Master Plan (TYMP).	President Board of Trustees	June 1996
◆ Review FY1997 budget to identify needed modifications in line with TYMP and establish specific goals and outcome measures for all units.	President, Cabinet Deans, Directors P&D Director	July 1996
◆ Initiate unit planning for FY1998; establish model planning outline to identify specific improvement objectives, time lines, and outcome measures, all tied to specific TYMP goals.	P&D Director President	August 1996
◆ Establish a model three-year unit plan and pilot with select units.	P&D Director	September 1996
◆ Develop a simple but focused format for periodic reporting (monthly or quarterly) by all units, tied to the specifics of the unit plan for FY1997 and issue for implementation.	P&D Director President All managers	October 1996
◆ Complete first draft of unit plans for FY1998 and carry out review noting needed changes in line with TYMP.	President, Cabinet P&D Director	November 1996
◆ Establish system of reviewing periodic progress reports and follow up to assure they are adequate and that identified problems are addressed.	P&D Director	December 1996
◆ Complete first draft of annual planning calendar.	P&D Director	January 1997
◆ Carry out a complete review of the planning process; identify needed improvements and develop for implementation in the year ahead.	P&D Director	March 1997
◆ Convene a major review of the Ten-Year Master Plan and progress to date; identify needed modifications and priority actions for the year ahead.	President P&D Director	June 1997

Strategy and Action Steps**Key Persons
Responsible****Timing**

- ◆ Make needed adjustments in FY1998 plans and budgets; initiate the development of unit plans for FY1999.

President, Cabinet
P&D Director

July 1997

3. Program Planning & Budgeting

- ◆ Identify two or three of the highest priorities for program development or expansion (e.g. high school tourism programs, Adult High School, etc.) and develop a model to pilot the program planning and budgeting (PPB) approach.

President
Program Teams
P&D Director

July 1996

- ◆ Organize a campaign to promote FY1998 funding of program expansion priorities using the PPB approach to include identifying market needs, output goals, unit costs, etc.

President
Program Teams

September 1996

- ◆ Identify major industry/job markets to which the College will respond, develop rough workforce projections and estimates of student pools, and begin to incorporate marketing perspectives in PPB of priority programs for FY1998-99 budgets; incorporate multi-year time lines for achieving output goals and unit cost targets.

Program Teams
DI Director

November 1996

- ◆ Update unit cost studies (per enrolled student, per graduate, per student served, etc.) and set unit cost targets.

P&D Director
Cabinet

December 1996

- ◆ Draw on graduate follow-up studies to strengthen focus on outcomes and incorporate results as rationale in PPB requests.

Program Teams

March 1997

- ◆ Develop formulas that can be proposed for funding selected high priority programs based on unit cost data and market demand (e.g. tourism training based on growth of tourism industry and projected workforce needs).

Program Teams

April 1997

- ◆ Review piloted PPB models, making improvements as needed, and begin implementing across all programs.

P&D Director

May 1997

4. Evaluation & Accountability

- ◆ Decide on mix of staffing and contracting to implement plans for strengthening Institutional Advancement functions including the supporting roles of budgeting, management information, and data systems; allocate necessary resources for the coming year.

President
Board of Trustees

June 1996

- ◆ Integrate planning, budgeting, and data processing functions and establish head of Institutional Advancement with a priority focus on data systems, critical management information, and documentation of outcomes.

President

September 1996

- ◆ Structure a basic set of major management information reports to the President, Board of Trustees, and other key managers and submit for formal adoption.

IA Director
President
Board of Trustees

December 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Establish data sources, reporting responsibilities, and reporting schedules for each approved management information report and implement regular reporting as scheduled.	IA Director	January 1997
◆ Engage program faculty in reviewing reports on graduate follow-up surveys and identify ways to strengthen the use and usefulness of the results; examine option of external contracting graduate follow-up survey evaluations.	IA Director Program Teams	February 1997
◆ Update historical trend data base and disseminate a summary of findings highlighting significant trends.	IA Director	April 1997 & Annually
◆ Complete report on graduate follow-up surveys and disseminate internally and externally; link findings to program planning and budgeting for the year ahead.	IA Director	June 1997 & Annually
◆ Update program completion data and update analyses of unit cost per graduate; issue report of results and recommended improvement targets.	IA Director Academic VP	July 1997 & Annually
◆ Review current status of Program Review Process and progress to date; recommend improvements of the process and schedule of further program review.	IA Director Academic VP	August 1997 & Annually
◆ Develop and implement a long-term follow-up survey of GCC graduates, focusing at least on Associate Degree graduates, and a long-term tracking system tied to an expansion of alumni programs.	IA Director	October 1997

C. STEEPLES OF EXCELLENCE

1. Steeple of Excellence in Tourism

◆ Carry out a thorough review of the College's current array of tourism-related programs and develop a further long-range vision of the intended "Steeple of Excellence in Tourism".	Dean, BSST Department Chair	July 1996
◆ Examine current funding support in the context of future expansion and development plans and prepare a proposed long-range financing plan in line with Guam's vision for growth of the industry.	Dean, BSST Department Chair	August 1996 & Annually
◆ Examine results of the graduate follow-up survey and prepare documentation to strengthen requests for financial support; prepare promotional brochures which incorporate documented outcomes.	Dean, BSST Department Chair	August 1996 & Annually
◆ Adopt and promote the development plans and financing plans to advance the "Steeple of Excellence in Tourism".	President Board of Trustees	September 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Organize a faculty program team to focus on strengthening the satellite high school programs in tourism in concert with the "School-to-Work Transition" team.	Dean, BSST Department Chair	September 1996
◆ Review current staffing qualifications and potentials; identify future needs in staffing and leadership for envisioned tourism programs; establish long-range plans to recruit or develop staff accordingly.	Dean, BSST Department Chair	October 1996
◆ Review relationships with major national associations and leading institutions in the field; identify and establish needed strengthening of such relationships.	Department Chair	November 1996
◆ Develop and engage a consortium of leading firms in the industry to work with the College in the development and delivery of programs, from recruitment to placement, and to support the College in establishing such programs.	President Dean, BSST DI Director	January 1997
◆ Begin developing a plan to establish a pilot "Career Academy in Tourism" within one of the high schools.	Program Team Dean, BSST	January 1997
◆ Begin developing a plan to establish a "Tourism Institute" that will offer high level training seminars and courses focusing on the overall development of the industry and its contribution to Guam's economic develop, including a special focus on entrepreneurship.	Dean BSST Department Chair	March 1997
◆ Seek a major industry partner or consortium of partners that will support the College in establishing the planned high school Career Academy in Tourism, and serve as a major sponsor.	Dean BSST President DI Director	May 1997
◆ Begin installing the pilot Career Academy in Tourism within one of the high schools.	Dean BSST Department Chair	October 1997
◆ Launch establishment of the Tourism Institute.	Dean BSST Department Chair	January 1998
◆ Engage a major industry partner or consortium of partners in discussion of establishing a tourism training hotel at the new campus.	President Dean BSST DI Director	April 1998
◆ Conduct a thorough review of the current status and progress to date in building the "Steeple of Excellence in Tourism" and update plans accordingly.	Dean BSST Department Chair	July 1998 & Annually
2. <u>Steeple of Excellence in Technology</u>		
◆ Organize and charge a faculty program team to more fully detail a vision and plan for the College in building a "Steeple of Excellence in Technology".	Dean BSST Dean THS Academic VP	September 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Identify firms across a broad range of technology-oriented businesses and begin discussions of plans to promote the expansion of technology-related services industry; also to discuss establishing an association to promote growth of the industry.	Program Team President DI Director	December 1996
◆ Work with the "School-to-Work Transition" team to develop a core technology curriculum for all public high schools.	Program Team	January 1997
◆ Identify staffing needs to launch priority advances toward building the "Steeple of Excellence in Technology" and begin recruitment.	Academic VP President	March 1997, 1998, & 1999
◆ Complete three-year plan for development of technology-related programs.	Program Team	May 1997
◆ Establish plans for telecommunications training programs in consultation with consortium of leading firms.	Program Team DI Director	October 1997
◆ Begin developing a plan to establish a pilot "Career Academy in Technology" within one of the high schools.	Program Team Academic VP	January 1998
◆ Seek a major industry partner or consortium of partners that will support the College in establishing the planned high school Career Academy in Technology, and serve as a major sponsor.	Academic VP President DI Director	May 1998
◆ Begin installing the pilot Career Academy in Technology within one of the high schools.	Program Team Academic VP	September 1998
◆ Begin planning programs and curricula for training programs to be conducted with industry partners in the Pro/Tech Center.	Program Team DI Director	October 1998
◆ Engage Continuing Education in identifying and assisting in the development of instructional content addressing leading edge technology applications and other essential workplace technologies.	Program Team CE Director	November 1998
◆ Complete program plans and curricular outlines for training programs to be conducted in the Pro/Tech Center.	Program Team	May 1999
◆ Conduct a thorough review of the current status and progress to date in building the "Steeple of Excellence in Technology" and update plans accordingly.	Program Team Academic VP	July 1999 & Annually

D. FINANCIAL AUTONOMY

1. Revenue Diversification & Financial Strength

- | | | |
|---|--|-----------|
| ◆ Develop and adopt broad goals on a wide array of potential revenue sources and targets for annually decreasing the College's dependence on general fund appropriations. | Finance VP
President
Board of Trustees | July 1996 |
|---|--|-----------|

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Review current-year and coming year budgets and identify needed allocations of resources to the development priorities of the Ten-Year Master Plan.	Finance VP President Cabinet	August 1996 & Annually
◆ Identify each potential major source of future revenue; establish and adopt multi-year targets and plans for expanding revenues from each source; update annually.	Finance VP President Board of Trustees	September 1996 & Annually
◆ Develop annual and multi-year revenue projections from all sources and assist in unit planning and budgeting, especially to identify revenue potentials and incorporate revenue generating plans.	Finance VP President Cabinet	September 1996 & Annually
◆ Begin development of a long-range Financial Master Plan to include identifying major goals on financial operations, essential reserves, capital financing, financial autonomy, and financial security.	Finance VP President	November 1996
◆ Begin drafting a new legislative charter, especially to assure the College's autonomy in generating and securing financial resources from all sources.	Finance VP President	January 1997
◆ Complete and adopt first draft of long-range Financial Master Plan; update annually.	President Board of Trustees	May 1997
◆ Complete drafting of a proposed new legislative charter; adopt and begin promoting enactment.	President Board of Trustees	September 1997
2. <u>Student-Generated Revenues</u>		
◆ Prepare a proposed multi-year schedule of tuition & fees to be initiated by Fall 1996; submit for Board review & adoption.	Finance VP President Board of Trustees	May 1996
◆ Establish a plan to strengthen Student Financial Aid services to include annual targets for increasing the amount of aid obtained and provided to students.	Finance VP Academic VP	July 1996
◆ Develop a report on student enrollment to determine the effect of tuition increases and increased financial aid.	Academic VP	October 1996
◆ Carry out a survey of how students enrolled in College programs finance the costs of their education.	P&D Director Academic VP	February 1997
◆ Update the multi-year schedule of tuition & fees reflecting adjustments for adoption as necessary; include examination of student financial aid in comparison with charges to students.	Finance VP President Board of Trustees	April 1997 & Annually
◆ Prepare a report on student spending for bookstore, cafeteria, and other student services and make recommendations on expanding services and pricing sufficient to cover operating costs.	Finance VP Admin VP	May 1997

Strategy and Action Steps	Key Persons Responsible	Timing
3. <u>Grants Development</u>		
◆ Prepare a report with multi-year recommendations on pursuing major potential grants; include a small master list of one or two dozen most important grant sources; establish annual targets and a multi-year schedule for pursuing priority grant sources.	P&D Director DI Director	October 1996
◆ Prepare a proposed restructuring of grants management in light of anticipated consolidations in a state block grant for Workforce Development.	Workforce Development Team P&D Director	October 1996
◆ Prepare a plan to establish and staff a grants development office to identify grant opportunities and assist in organizing grant writing teams and grant development projects.	P&D Director	April 1997
◆ Establish a grants development office; update master list of grant opportunities and development schedule; begin to organize the pursuit of priority grant sources.	President Grant Office	October 1997
◆ Prepare a report reviewing major thrusts of the Ten-Year Master Plan, identifying grant sources that may be tapped to support them, and documenting progress to date in grants development.	Grant Office	May 1998 & Annually
4. <u>Continuing Education</u>		
◆ Prepare report indicating current activities, planned activities, and future growth potential; show revenue generated and future revenue potential with expenditure proposals for expansion.	CE Director	April 1996
◆ Prepare proposed modification of policy on fees and expenditures for short courses and training contracts and a proposed schedule of fee increases for Board review and adoption.	CE Director President Board of Trustees	May 1996
◆ Develop a plan addressing the operation, structure, and expansion priorities for Continuing Education; include multi-year projections of revenue and expenditures.	CE Director DI Director	November 1996
◆ Adopt the proposed plan for expansion of Continuing Education; decide on relationships with tourism industry training programs (i.e. the Hospitality Institute and the planned Tourism Institute), Public Safety Academies, and other special or short cycle programs.	DI Director President Board of Trustees	January 1997
◆ Prepare report on progress to date in the development, delivery, and revenue of Continuing Education programs; update program plans.	DI Director	May 1997 & Annually
5. <u>Land as Revenue-Generating Asset</u>		
◆ Develop proposal on extending the time allowed to secure the deed of gift of the 314 acre site for the future campus; include strategy of pledging existing reserves to leverage initial appropriation to begin construction; initiate promotion to gain approval.	Admin VP President Board of Trustees	May 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Develop concept proposal on the potential for using available land at the existing campus as a revenue-generating asset in concert with industry partners; begin exploring industry interests and government acceptance of the concept as a partial means of financing the development of the new campus.	DI Director President Board of Trustees	December 1996
◆ Review existing plans for the new campus and develop additional land-use schemes that consider revenue generating options including the Pro/Tech Park concept and Tourism-related enterprises.	President DI Director	February 1997
◆ Complete the development of the Pro/Tech Park concept and begin marketing with prospective industry partners; determine potential land-lease and building-lease revenues.	DI Director President	December 1997
6. Facilities & Depreciation		
◆ Develop proposed policy on valuation and depreciation of the College's fixed assets to include land at the existing campus, buildings, equipment, and improvements; update statement of assets accordingly; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Develop a proposed decision on claiming depreciation for past years and on establishing reserves accordingly; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Develop recommendations on seeking legislative authority for proposed treatment of depreciation expense; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Prepare a five-year "reuse plan" for the existing campus as an interim measure to enhance its appearance as a college campus and to support and promote an expansion of college-level programs; submit for adoption.	Admin VP President	June 1996
◆ Examine option and make recommendation on using the student housing loan, augmented with local funds, to establish a student center at the existing campus; submit for adoption.	Admin VP President Board of Trustees	July 1996
◆ Develop a proposed financing scheme for launching a first phase of construction at the new campus; include consideration of depreciation reserves, foundation funds, student housing loan funds as leverage for local appropriations; submit for adoption.	Finance VP Admin VP President Board of Trustees	August 1996
◆ Develop a three-year projection of VHS full-time student enrollment on-campus, including anticipated applications for admission; develop and propose further modifications of the five-year campus reuse plan and submit for adoption.	Academic VP Admin VP President Board of Trustees	November 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Update Ten-Year Budget Projections and develop firm estimates of surplus revenues that can be pledged to secure revenue bonds for construction at new campus; obtain Board endorsement.	P&D Director President Board of Trustees	March 1997
◆ Prepare a proposed construction financing plan including proposed revenue bonds and all other sources as a basis for urging appropriations for a first phase of construction at the new campus and begin promotion campaign.	Finance VP President Board of Trustees	April 1997
◆ Carry out study, prepare necessary documents, and secure necessary approvals to engage the underwriting of a \$25 million bond issue for new campus construction.	Finance VP President Board of Trustees	September 1997
7. <u>Enterprise Activities</u>		
◆ Prepare a schedule of suggested enterprise activities that could be established over the next five years; submit for discussion.	Admin VP President	September 1996
◆ Invite the campus community to comment on the suggested list of possible enterprise activities and to submit other ideas; offer awards for ideas implemented based on earnings of the enterprise.	President	October 1996
◆ Examine cafeteria operation and the potential market for food services on campus; develop a plan to convert the present operation into a profit-making food service business and submit for adoption.	Admin VP President Board of Trustees	November 1996
◆ Explore with the Tourism Department the feasibility of establishing a first-class "Executive Dining Facility" to serve College staff and invited guests which could operate as a profit-making enterprise and as an "advanced-level" food service training facility.	Admin VP President	January 1997
◆ Engage Marketing Department to assist in developing College-operated enterprises that would employ professional management, employ students in training, and generate revenues for the College; establish stronger policy on student-operated enterprises on campus.	Finance VP President Board of Trustees	March 1997
◆ Establish agreed plans for enterprise activities to be initiated during the coming fiscal year.	President Board of Trustees	May 1997 & Annually
◆ Prepare report of results including revenues and expenditures for enterprise activities of the prior year and make recommendations for improvement and new initiatives in the coming year.	Finance VP President	December 1997 & Annually
8. <u>Fund Raising & Endowment</u>		
◆ Review and adopt Ten-Year Budget Projections for fund raising and endowment and present for consideration to the GCC Foundation Board of Directors.	President Board of Trustees	April 1996

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Meet with Foundation Board to discuss and come to agreement on the ten-year projections and on establishing a full-time fund raising capability.	Board of Trustees President Foundation Board	May 1996
◆ Establish a Foundation operating budget for the coming year that will provide for the employment of a full-time fund-raising staff and mounting a major fund-raising campaign.	Board of Trustees President Foundation Board	June 1996
◆ Assist the Foundation in recruiting a full-time Development Director for fund-raising on a performance-based contract.	President Foundation Board	August 1996
◆ Assist the Foundation in launching a major fund-raising campaign to raise \$1.5 million for the construction of a new student recreation center.	President Foundation Board & Develmt Director	October 1996
◆ Review progress with fund-raising campaign and develop further plans and strategies as necessary.	Board of Trustees Foundation Board	December 1996 & Annually
◆ Review rate of return on investment of the endowment compared with projection goals; recommend improvements or changes in investment policies as necessary.	Finance VP President Board of Trustees	February 1997 & Annually
◆ Prepare report on current fund-raising activities and results to date for BOT review; develop fund-raising targets and operating budget for the coming year and submit to BOT for adoption.	Foundation Board Develmt Director Board of Trustees	June 1997 & Annually
◆ Prepare progress report with target completion date on the capital campaign to build recreation center; present projections with target date on building permanent endowment to \$10 million for adoption.	Develmt Director Board of Trustees	December 1997
◆ Determine status of Challenge Grant program under Title III of the HEA and the College's eligibility to seek a matching grant to build a third \$1 million term endowment; make recommendations accordingly and submit for adoption.	Develmt Director Foundation Board Board of Trustees	January 1998
◆ Establish organizations of alumni classes from 1979 to present and develop fund-raising appeals of interest to each class.	President Develmt Director	March 1998

E. LEADERSHIP, TEAM BUILDING, & TEAMWORK

1. Communications

- | | | |
|---|------------------------------|-----------|
| ◆ Identify a broad range of needed communications channels, determining appropriate media and frequency; prepare a plan and schedule to establish each major forum. | President | May 1996 |
| ◆ Organize a variety of ways to communicate the Ten-Year Master Plan throughout the campus community and externally. | President
Team Millennium | June 1996 |

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Develop and implement a new monthly "President's Letter" to the campus focusing on various major thrusts of the Master Plan, reporting actions taken, progress to date, major accomplishments, and arising new problems and challenges; consider "Chalani" as an insert on other campus news.	President P&D Director Cabinet	September 1996
◆ Solicit ideas, suggestions, and proposed plans from all segments of the campus on further ways to improve communications and to establish other needed communications channels.	President	October 1996 & Annually
2. <u>New Initiatives Teams</u>		
◆ Identify new organizational elements of major strategic thrusts to be initiated and determine how these should be integrated into existing teams and should provide the nucleus or support of other teams to be created in implementing the Ten-Year Master Plan.	President Cabinet	June 1996
◆ Prepare a proposed interim team structure, focused on key internal teams, external teams, and management teams, to be implemented in the coming year and submit for Board adoption.	President Board of Trustees	August 1996
◆ Engage faculty in planning the formation and functions of "Faculty Program Teams" oriented to major industries and focused more comprehensively on programs from student recruitment through placement.	Academic VP Deans	October 1996
◆ Determine and recommend needed restructuring and realignment of functions and resources to strengthen outcome orientation of programs and support the broadening of Faculty Program Team roles and responsibilities.	Program Teams Deans Academic VP	December 1996
◆ Review all ongoing and upcoming initiatives of the Master Plan, examine the functioning of newly established teams, and identify the need for establishing new teams; implement needed actions and establish plans for the coming year.	President Cabinet P&D Director	March 1997
3. <u>Faculty & Student Organizations</u>		
◆ Examine current role of faculty in governance and the functioning of faculty committees, department structure, and other organized faculty efforts; prepare report noting strengths and weaknesses and recommending improvements to strengthen faculty role.	Faculty Committee Deans Academic VP	February 1997
◆ Study the feasibility of establishing a "Faculty/Academic Senate" to exercise a major role in governance and draft a proposed charter accordingly for consideration by the Board.	Faculty Committee Deans Academic VP	April 1997
◆ Organize and carry out a series of meetings as necessary to work out an agreed role of faculty in governance and establish a governance charter that can be formally ratified by the Board.	Faculty Committee President Board of Trustees	August 1997

Strategy and Action Steps	Key Persons Responsible	Timing
◆ Carry out a review of student organizations and functions and make recommendations on how to improve student roles in governance in matters concerning student activities and student life.	Student Committee Dean, SSD	October 1997
◆ Prepare draft charter incorporating formal roles of students in governance and submit for consideration by the Board.	Student Committee Dean, SSD	December 1997
◆ Organize and carry out a series of meetings as necessary to work out an agreed role of students in governance and establish a governance charter that can be formally ratified by the Board.	Student Committee President Board of Trustees	March 1998
4. Organization		
◆ Carry out a thorough review of the existing organization structure in light of recently implemented and planned thrusts of the Ten-Year Master Plan; examine the need for increased flexibility and fluidity in organizational structure; and prepare a list of changes and realignments that may be recommended for near-term or long-term implementation.	President Cabinet P&D Director	April 1997
◆ Complete a study recommending the form of organization and chartering of the Development Institute; include a description of proposed relationships with other College units; submit for adoption.	DI Director President Board of Trustees	May 1997
◆ Seek to establish the College's autonomy in deciding its organizational structure as best suited to its changing environment and delivery strategies.	President Board of Trustees	June 1997
◆ Prepare a phased plan for implementing the identified changes in organizational structure, proposing a more flexible concept to organizational structuring; submit for review and adoption.	President Board of Trustees	July 1997
◆ Examine industry orientation of instructional programs and explore changes in organization accordingly; make recommendations for inclusion in the College's phased organization plan.	Program Teams Academic VP	November 1997
◆ Review the functioning of the VHS, Satellite High School programs, and Adult High School programs and recommend organizational changes accordingly for inclusion in the College's phased plan.	Deans Academic VP	February 1998
◆ Review the functioning of the Development Institute and Continuing Education and recommend new organizational linkages and other changes accordingly for inclusion in the College's phased plan.	DI Director President	May 1998
◆ Review the functioning of special "Institutes and Academies" with respect to organizational linkages and autonomy; and recommend needed changes accordingly.	DI Director Institute Directors	June 1998
◆ Update phased plan for implementing identified changes in organizational structure and submit for adoption.	President Board of Trustees	July 1998 & Annually

Strategy and Action Steps	Key Persons Responsible	Timing
5. <u>Board of Trustees</u>		
◆ Establish schedule and process for review and adoption of the Ten-Year Master Plan.	Board of Trustees President	May 1996
◆ Complete review and adoption of the Ten-Year Master Plan and establish schedule and process for follow up on its implementation.	Board of Trustees President	July 1996
◆ Carry out a thorough examination of Board and Committee structures and functioning and develop a plan for improvement accordingly; identify needed changes in legislative authority.	Board of Trustees President	October 1996
◆ Prepare a recommended expansion of the Board and the structuring of Board Committees to promote more effective involvement in governance by key constituencies; include in the drafting of a proposed new legislative charter.	Board of Trustees President	December 1996
◆ Establish an annual retreat to include Board involvement in a review of progress in implementing the Ten-Year Master Plan.	Board of Trustees President	April 1997
◆ Adopt and begin promoting enactment of a proposed new legislative charter for the College.	Board of Trustees President	September 1997
◆ Schedule a review of the College's mission statement and direct the development of a new statement in line with the Ten-Year Master Plan and the proposed new legislative charter.	Board of Trustees President	October 1997
◆ When enacted, proceed to implement new legislative charter assuring composition of the Board and establishment of Committee structures as appropriate.	Board of Trustees President	1998 (When Authorized)

B. Year-by-Year Action Plan

For each major strategy, future thrust, and goal of the Ten-Year Master Plan, the preceding section has provided a checklist and timetable outlining action steps that are extended over a period of several years, though not the entire ten-year time horizon of the Master Plan. It nevertheless provides a framework for envisioning a continuing series of required or appropriate action steps with respect to pursuing and achieving each major strategy. It should be reviewed each year, modified as necessary, and extended as appropriate future action steps are more clearly envisioned.

But other scheduling tools are needed also. Clearly, the action steps outlined are very extensive and it will be helpful to know what actions are to be carried out during a given fiscal period to assure that needed resources are allocated accordingly. It will be helpful also for individual officials and groups to see more clearly what actions they are expected to carry out over each period of time. Thus, the preceding "Master Schedule" may be reorganized to show all scheduled action by fiscal year, or all scheduled actions according to key persons responsible.

Accordingly, this section provides a year-by-year schedule of action steps. This section thus provides a clearer basis for the resource allocations presented in the Ten-Year Budget Projections of the following Chapter.

Fiscal Year 1996 Checklist and Timetable

FY1996 Action Steps	Key Persons Responsible	Timing
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A. INDUSTRY PARTNERSHIPS

1. Workforce Development

- | | | |
|---|---------------------------|---------------|
| ◆ Establish a leadership role and close working relationships with key agencies (DOE, AHRD, etc.) with respect to plans for improving workforce education and development, including "School-to-Work Transition" plans. | President | January 1996 |
| ◆ Organize an island-wide examination of workforce development as a major focus of the Governor's Vision 2001. | President | January 1996 |
| ◆ Establish a staff team to support the Human Resources Task Force in developing proposed plans and policies focusing on workforce development. | HR Task Force President | February 1996 |
| ◆ Establish a staff team to develop a comprehensive long-range "School-to-Work Transition" plan. | President
P&D Director | March 1996 |

FY1996 Action Steps	Key Persons Responsible	Timing
2. <u>Unit Planning & Reporting</u>		
◆ Complete final review of Ten-Year Master Plan and submit for adoption.	Team Millennium President	May 1996
◆ Complete formal adoption and begin dissemination of Ten-Year Master Plan (TYMP).	President Board of Trustees	June 1996
◆ Review FY1997 budget to identify needed modifications in line with TYMP and establish specific goals and outcome measures for all units.	President, Cabinet Deans, Directors P&D Director	July 1996
◆ Initiate unit planning for FY1998; establish model planning outline to identify specific improvement objectives, time lines, and outcome measures, all tied to specific TYMP goals.	P&D Director President	August 1996
◆ Establish a model three-year unit plan and pilot with select units.	P&D Director	September 1996
3. <u>Program Planning & Budgeting</u>		
◆ Identify two or three of the highest priorities for program development or expansion (e.g. high school tourism programs, Adult High School, etc.) and develop a model to pilot the program planning and budgeting (PPB) approach.	President Program Teams P&D Director	July 1996
◆ Organize a campaign to promote FY1998 funding of program expansion priorities using the PPB approach to include identifying market needs, output goals, unit costs, etc.	President Program Teams	September 1996
4. <u>Evaluation & Accountability</u>		
◆ Decide on mix of staffing and contracting to implement plans for strengthening Institutional Advancement functions including the supporting roles of budgeting, management information, and data systems; allocate necessary resources for the coming year.	President Board of Trustees	June 1996
◆ Integrate planning, budgeting, and data processing functions and establish head of Institutional Advancement with a priority focus on data systems, critical management information, and documentation of outcomes.	President	September 1996

C. STEEPLES OF EXCELLENCE

1. Steeple of Excellence in Tourism

- | | | |
|--|--------------------------------|-----------|
| ◆ Carry out a thorough review of the College's current array of tourism-related programs and develop a further long-range vision of the intended "Steeple of Excellence in Tourism". | Dean, BSST
Department Chair | July 1996 |
|--|--------------------------------|-----------|

FY1996 Action Steps	Key Persons Responsible	Timing
◆ Examine current funding support in the context of future expansion and development plans and prepare a proposed long-range financing plan in line with Guam's vision for growth of the industry.	Dean, BSST Department Chair	August 1996 & Annually
◆ Examine results of the graduate follow-up survey and prepare documentation to strengthen requests for financial support; prepare promotional brochures which incorporate documented outcomes.	Dean, BSST Department Chair	August 1996 & Annually
◆ Adopt and promote the development plans and financing plans to advance the "Steeple of Excellence in Tourism".	President Board of Trustees	September 1996
◆ Organize a faculty program team to focus on strengthening the satellite high school programs in tourism in concert with the "School-to-Work Transition" team.	Dean, BSST Department Chair	September 1996
2. <u>Steeple of Excellence in Technology</u>		
◆ Organize and charge a faculty program team to more fully detail a vision and plan for the College in building a "Steeple of Excellence in Technology".	Dean BSST Dean THS Academic VP	September 1996

D. FINANCIAL AUTONOMY

1. Revenue Diversification & Financial Strength

◆ Develop and adopt broad goals on a wide array of potential revenue sources and targets for annually decreasing the College's dependence on general fund appropriations.	Finance VP President Board of Trustees	July 1996
◆ Review current-year and coming year budgets and identify needed allocations of resources to the development priorities of the Ten-Year Master Plan.	Finance VP President Cabinet	August 1996 & Annually
◆ Identify each potential major source of future revenue; establish and adopt multi-year targets and plans for expanding revenues from each source; update annually.	Finance VP President Board of Trustees	September 1996 & Annually
◆ Develop annual and multi-year revenue projections from all sources and assist in unit planning and budgeting, especially to identify revenue potentials and incorporate revenue generating plans.	Finance VP President Cabinet	September 1996 & Annually

2. Student-Generated Revenues

◆ Prepare a proposed multi-year schedule of tuition & fees to be initiated by Fall 1996; submit for Board review & adoption.	Finance VP President Board of Trustees	May 1996
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FY1996 Action Steps	Key Persons Responsible	Timing
◆ Establish a plan to strengthen Student Financial Aid services to include annual targets for increasing the amount of aid obtained and provided to students.	Finance VP	July 1996
4. <u>Continuing Education</u>		
◆ Prepare report indicating current activities, planned activities, and future growth potential; show revenue generated and future revenue potential with expenditure proposals for expansion.	CE Director	April 1996
◆ Prepare proposed modification of policy on fees and expenditures for short courses and training contracts and a proposed schedule of fee increases for Board review and adoption.	CE Director President Board of Trustees	May 1996
5. <u>Land as Revenue-Generating Asset</u>		
◆ Develop proposal on extending the time allowed to secure the deed of gift of the 314 acre site for the future campus; include strategy of pledging existing reserves to leverage initial appropriation to begin construction; initiate promotion to gain approval.	Admin VP President Board of Trustees	May 1996
6. <u>Facilities & Depreciation</u>		
◆ Develop proposed policy on valuation and depreciation of the College's fixed assets to include land at the existing campus, buildings, equipment, and improvements; update statement of assets accordingly; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Develop a proposed decision on claiming depreciation for past years and on establishing reserves accordingly; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Develop recommendations on seeking legislative authority for proposed treatment of depreciation expense; submit for Board review and adoption.	Finance VP President Board of Trustees	May 1996
◆ Prepare a five-year "reuse plan" for the existing campus as an interim measure to enhance its appearance as a college campus and to support and promote an expansion of college-level programs; submit for adoption.	Admin VP President	June 1996
◆ Examine option and make recommendation on using the student housing loan, augmented with local funds, to establish a student center at the existing campus; submit for adoption.	Admin VP President Board of Trustees	July 1996
◆ Develop a proposed financing scheme for launching a first phase of construction at the new campus; include consideration of depreciation reserves, foundation funds, student housing loan funds as leverage for local appropriations; submit for adoption.	Finance VP Admin VP President Board of Trustees	August 1996

FY1996 Action Steps**Key Persons
Responsible****Timing****7. Enterprise Activities**

- ◆ Prepare a schedule of suggested enterprise activities that could be established over the next five years; submit for discussion. Admin VP
President September 1996

8. Fund Raising & Endowment

- ◆ Review and adopt Ten-Year Budget Projections for fund raising and endowment and present for consideration to the GCC Foundation Board of Directors. President
Board of Trustees April 1996
- ◆ Meet with Foundation Board to discuss and come to agreement on the ten-year projections and on establishing a full-time fund raising capability. Board of Trustees
President May 1996
Foundation Board
- ◆ Establish a Foundation operating budget for the coming year that will provide for the employment of a full-time fund-raising staff and mounting a major fund-raising campaign. Board of Trustees
President June 1996
Foundation Board
- ◆ Assist the Foundation in recruiting a full-time Development Director for fund-raising on a performance-based contract. President
Foundation Board August 1996

E. LEADERSHIP, TEAM BUILDING, & TEAMWORK**1. Communications**

- ◆ Identify a broad range of needed communications channels, determining appropriate media and frequency; prepare a plan and schedule to establish each major forum. President May 1996
- ◆ Organize a variety of ways to communicate the Ten-Year Master Plan throughout the campus community and externally. President
Team Millennium June 1996
- ◆ Develop and implement a new monthly "President's Letter" to the campus focusing on various major thrusts of the Master Plan, reporting actions taken, progress to date, major accomplishments, and arising new problems and challenges; consider "Chalani" as an insert on other campus news. President
P&D Director September 1996
Cabinet

2. New Initiatives Teams

- ◆ Identify new organizational elements of major strategic thrusts to be initiated and determine how these should be integrated into existing teams and should provide the nucleus or support of other teams to be created in implementing the Ten-Year Master Plan. President
Cabinet June 1996

FY1996 Action Steps	Key Persons Responsible	Timing
◆ Prepare a proposed interim team structure, focused on key internal teams, external teams, and management teams, to be implemented in the coming year and submit for Board adoption.	President Board of Trustees	August 1996
5. <u>Board of Trustees</u>		
◆ Establish schedule and process for review and adoption of the Ten-Year Master Plan.	Board of Trustees President	May 1996
◆ Complete review and adoption of the Ten-Year Master Plan and establish schedule and process for follow up on its implementation.	Board of Trustees President	July 1996

Fiscal Year 1997 Checklist and Timetable

FY1997 Action Steps	Key Persons Responsible	Timing
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A. INDUSTRY PARTNERSHIPS

1. Workforce Development

◆ Begin intensive work with DOE high schools to implement School-to-Work Transition plan.	Academic VP Deans, faculty	October 1996
◆ Recommend consolidation of closely related grant programs to be controlled by a state Workforce Education & Development Board and the designation of GCC as administering agency.	Task Force President	December 1996
◆ Complete state plan for Workforce Education and Development.	Task Force President	February 1997
◆ Obtain all approvals, local and federal, of the state plan for Workforce Education and Development.	President	June 1997
◆ Begin to implement Workforce Education and Development plan; recruit/appoint key staff.	President	July 1997
◆ Assure appointment of the Workforce Education & Development Board and establish operating procedures.	President	August 1997
◆ Complete the integration of consolidated functions relating to workforce education and development.	President	September 1997

FY1997 Action Steps	Key Persons Responsible	Timing
2. Development Institute		
◆ Launch a planning year to fully define the functions and structure of Development Institute and begin to establish.	DI Director President	October 1996
◆ Develop a plan addressing the operation, structure, and expansion priorities for Continuing Education.	DI Director President	November 1996
◆ Adopt the proposed plan for the expansion of Continuing Education.	President Board of Trustees	January 1997
◆ Begin approved restructuring of Continuing Education and expansion of site-based training contracts in leading industries and short-course offerings addressed to leading edge technology applications and other new workplace knowledge and skill requirements.	DI Director Continuing Education	February 1997
◆ Begin external meetings with government and industry leaders to describe and promote the purposes of Development Institute.	President DI Staff	March 1997
◆ Fully define the College's concept of industry partnerships to include identifying and describing a full range of envisioned and potential mutual benefits.	DI Director	April 1997
◆ Adopt the proposed plan concerning the functions, structure, and operation of the Development Institute and allocate the resources necessary to initiate its full operation.	President Board of Trustees	June 1997
◆ With industry partners, begin to explore opportunities for foreign technical assistance and training services contracts.	DI Director	August 1997
3. Program Restructuring		
◆ Fully identify and define each of Guam's major existing and potential growth industries and the major job markets within each industry.	DI Director	April 1997
◆ Identify leading firms within each major industry and engage key leaders to work with faculty program teams in orienting workforce education and development programs to the industry.	DI Director Program Teams	May 1997 & Ongoing
◆ Update priorities and long-term master schedule for reorienting workforce education and development programs by industry and job market.	Academic VP Deans	July 1997 and Annually
◆ Connect faculty program teams with Continuing Education to identify and develop leading edge instructional content in the respective industries.	DI Director Continuing Education Programs Teams	September 1997
◆ Establish a special faculty team to work with DOE high schools on restructuring curriculum oriented to leading industries in consultation with faculty program teams and industry partners.	Academic VP	September 1997

5. Technical Services Industry

- ◆ Begin to search out a range of technical service business opportunities, domestic and foreign, as would lend themselves to the long-range goals of the Development Institute and the interests of its industry partners.

DI Director

August 1997

B. OUTCOME ORIENTATION**1. Goal Orientation**

- ◆ Review outcome data and findings of the Ten-Year Master Plan project; identify and define key measures of important outcomes as a basis for planning, developing, and evaluating programs.
- ◆ Identify and recommend essential details of a system to strengthen student's goal orientation.
- ◆ Develop and implement a plan incorporating the recommendations of the Outcome Team in establishing a system to strengthen student's goal orientation.
- ◆ Engage industry partners in identifying outcomes in terms of the qualities and competencies needed in the workforce and in assessing the industry orientation of GCC programs in those terms.
- ◆ Review GCC's existing array of courses and programs to identify ways to build a stronger program orientation, relating more clearly to specific job markets.
- ◆ Review graduate follow-up survey reports and recommend ways to strengthen the use of follow-up surveys and to make more effective use of the results, for improving programs and publicizing successes.

Outcome Team

November 1996

Outcome Team

January 1997

Academic VP
DeansMarch 1997 &
August 1997Outcome Team
Program TeamsMarch 1997 &
OngoingOutcome Team
Program TeamsMay 1997 &
Ongoing

Outcome Team

June 1997

2. Unit Planning & Reporting

- ◆ Develop a simple but focused format for periodic reporting (monthly or quarterly) by all units, tied to the specifics of the unit plan for FY1997 and issue for implementation.
- ◆ Complete first draft of unit plans for FY1998 and carry out review noting needed changes in line with TYMP.
- ◆ Establish system of reviewing periodic progress reports and follow up to assure they are adequate and that identified problems are addressed.
- ◆ Complete first draft of annual planning calendar.

P&D Director
President
All managers

October 1996

President, Cabinet
P&D Director

November 1996

P&D Director

December 1996

P&D Director

January 1997

FY1997 Action Steps	Key Persons Responsible	Timing
◆ Carry out a complete review of the planning process; identify needed improvements and develop for implementation in the year ahead.	P&D Director	March 1997
◆ Convene a major review of the Ten-Year Master Plan and progress to date; identify needed modifications and priority actions for the year ahead.	President P&D Director	June 1997
◆ Make needed adjustments in FY1998 plans and budgets; initiate the development of unit plans for FY1999.	President, Cabinet P&D Director	July 1997
3. <u>Program Planning & Budgeting</u>		
◆ Identify major industry/job markets to which the College will respond, develop rough workforce projections and estimates of student pools, and begin to incorporate marketing perspectives in PPB of priority programs for FY1998-99 budgets; incorporate multi-year time lines for achieving output goals and unit cost targets.	Program Teams DI Director	November 1996
◆ Update unit cost studies (per enrolled student, per graduate, per student served, etc.) and set unit cost targets.	P&D Director Cabinet	December 1996
◆ Draw on graduate follow-up studies to strengthen focus on outcomes and incorporate results as rationale in PPB requests.	Program Teams	March 1997
◆ Develop formulas that can be proposed for funding selected high priority programs based on unit cost data and market demand (e.g. tourism training based on growth of tourism industry and projected workforce needs).	Program Teams	April 1997
◆ Review piloted PPB models, making improvements as needed, and begin implementing across all programs.	P&D Director	May 1997
4. <u>Evaluation & Accountability</u>		
◆ Structure a basic set of major management information reports to the President, Board of Trustees, and other key managers and submit for formal adoption.	IA Director President Board of Trustees	December 1996
◆ Establish data sources, reporting responsibilities, and reporting schedules for each approved management information report and implement regular reporting as scheduled.	IA Director	January 1997
◆ Engage program faculty in reviewing reports on graduate follow-up surveys and identify ways to strengthen the use and usefulness of the results; examine option of external contracting graduate follow-up survey evaluations.	IA Director Program Teams	February 1997
◆ Update historical trend data base and disseminate a summary of findings highlighting significant trends.	IA Director	April 1997 & Annually

FY1997 Action Steps	Key Persons Responsible	Timing
◆ Complete report on graduate follow-up surveys and disseminate internally and externally; link findings to program planning and budgeting for the year ahead.	IA Director	June 1997 & Annually
◆ Update program completion data and update analyses of unit cost per graduate; issue report of results and recommended improvement targets.	IA Director Academic VP	July 1997 & Annually
◆ Review current status of Program Review Process and progress to date; recommend improvements of the process and schedule of further program review.	IA Director Academic VP	August 1997 & Annually

C. STEEPLES OF EXCELLENCE

1. Steeple of Excellence in Tourism

◆ Review current staffing qualifications and potentials; identify future needs in staffing and leadership for envisioned tourism programs; establish long-range plans to recruit or develop staff accordingly.	Dean, BSST Department Chair	October 1996
◆ Review relationships with major national associations and leading institutions in the field; identify and establish needed strengthening of such relationships.	Department Chair	November 1996
◆ Develop and engage a consortium of leading firms in the industry to work with the College in the development and delivery of programs, from recruitment to placement, and to support the College in establishing such programs.	President Dean, BSST DI Director	January 1997
◆ Begin developing a plan to establish a pilot "Career Academy in Tourism" within one of the high schools.	Program Team Dean, BSST	January 1997
◆ Begin developing a plan to establish a "Tourism Institute" that will offer high level training seminars and courses focusing on the overall development of the industry and its contribution to Guam's economic develop, including a special focus on entrepreneurship.	Dean BSST Department Chair	March 1997
◆ Seek a major industry partner or consortium of partners that will support the College in establishing the planned high school Career Academy in Tourism, and serve as a major sponsor.	Dean BSST President DI Director	May 1997
◆ Review current funding support in the context of future expansion and development plans and prepare a proposed long-range financing plan in line with Guam's vision for growth of the industry.	Dean, BSST Department Chair	August 1997 & Annually
◆ Review results of the graduate follow-up survey and prepare documentation to strengthen requests for financial support; prepare promotional brochures which incorporate documented outcomes.	Dean, BSST Department Chair	August 1997 & Annually

FY1997 Action Steps**Key Persons
Responsible****Timing****2. Steeple of Excellence in Technology**

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|---|--|-----------------------------|
| ◆ Identify firms across a broad range of technology-oriented businesses and begin discussions of plans to promote the expansion of technology-related services industry; also to discuss establishing an association to promote growth of the industry. | Program Team
President
DI Director | December 1996 |
| ◆ Work with the "School-to-Work Transition" team to develop a core technology curriculum for all public high schools. | Program Team | January 1997 |
| ◆ Identify staffing needs to launch priority advances toward building the "Steeple of Excellence in Technology" and begin recruitment. | Academic VP
President | March 1997, 1998,
& 1999 |
| ◆ Complete three-year plan for development of technology-related programs. | Program Team | May 1997 |

D. FINANCIAL AUTONOMY**1. Revenue Diversification & Financial Strength**

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|--|--|------------------------------|
| ◆ Begin development of a long-range Financial Master Plan to include identifying major goals on financial operations, essential reserves, capital financing, financial autonomy, and financial security. | Finance VP
President | November 1996 |
| ◆ Begin drafting a new legislative charter, especially to assure the College's autonomy in generating and securing financial resources from all sources. | Finance VP
President | January 1997 |
| ◆ Complete and adopt first draft of long-range Financial Master Plan; update annually. | President
Board of Trustees | May 1997 |
| ◆ Complete drafting of a proposed new legislative charter; adopt and begin promoting enactment. | President
Board of Trustees | September 1997 |
| ◆ Review current-year and coming year budgets and identify needed allocations of resources to the development priorities of the Ten-Year Master Plan. | Finance VP
President
Cabinet | August 1997 &
Annually |
| ◆ Identify each potential major source of future revenue; establish and adopt multi-year targets and plans for expanding revenues from each source; update annually. | Finance VP
President
Board of Trustees | September 1997 &
Annually |
| ◆ Develop annual and multi-year revenue projections from all sources and assist in unit planning and budgeting, especially to identify revenue potentials and incorporate revenue generating plans. | Finance VP
President
Cabinet | September 1997 &
Annually |

2. Student-Generated Revenues

- | | | |
|---|-------------|--------------|
| ◆ Develop a report on student enrollment to determine the effect of | Academic VP | October 1996 |
|---|-------------|--------------|

FY1997 Action Steps	Key Persons Responsible	Timing
◆ Carry out a survey of how students enrolled in College programs finance the costs of their education.	P&D Director Academic VP	February 1997
◆ Update the multi-year schedule of tuition & fees reflecting adjustments for adoption as necessary; include examination of student financial aid in comparison with charges to students.	Finance VP President Board of Trustees	April 1997 & Annually
◆ Prepare a report on student spending for bookstore, cafeteria, and other student services and make recommendations on expanding services and pricing sufficient to cover operating costs.	Finance VP Admin VP	May 1997
3. <u>Grants Development</u>		
◆ Prepare a report with multi-year recommendations on pursuing major potential grants; include a small master list of one or two dozen most important grant sources; establish annual targets and a multi-year schedule for pursuing priority grant sources.	P&D Director DI Director	October 1996
◆ Prepare a proposed restructuring of grants management in light of anticipated consolidations in a state block grant for Workforce Development.	Workforce Develop- ment Team P&D Director	October 1996
◆ Prepare a plan to establish and staff a grants development office to identify grant opportunities and assist in organizing grant writing teams and grant development projects.	P&D Director	April 1997
4. <u>Continuing Education</u>		
◆ Develop a plan addressing the operation, structure, and expansion priorities for Continuing Education; include multi-year projections of revenue and expenditures.	CE Director DI Director	November 1996
◆ Adopt the proposed plan for expansion of Continuing Education; decide on relationships with tourism industry training programs (i.e. the Hospitality Institute and the planned Tourism Institute), Public Safety Academics, and other special or short cycle programs.	DI Director President Board of Trustees	January 1997
◆ Prepare report on progress to date in the development, delivery, and revenue of Continuing Education programs; update program plans.	DI Director	May 1997 & Annually
5. <u>Land as Revenue-Generating Asset</u>		
◆ Develop concept proposal on the potential for using available land at the existing campus as a revenue-generating asset in concert with industry partners; begin exploring industry interests and government acceptance of the concept as a partial means of financing the development of the new campus.	DI Director President Board of Trustees	December 1996
◆ Review existing plans for the new campus and develop additional land-use schemes that consider revenue generating options including the Pro/Tech Park concept and Tourism-related enterprises.	President DI Director	February 1997

FY1997 Action Steps**Key Persons
Responsible****Timing****6. Facilities & Depreciation**

- ◆ Develop a three-year projection of VHS full-time student enrollment on-campus, including anticipated applications for admission; develop and propose further modifications of the five-year campus reuse plan and submit for adoption. Academic VP
Admin VP
President
Board of Trustees November 1996
- ◆ Update Ten-Year Budget Projections and develop firm estimates of surplus revenues that can be pledged to secure revenue bonds for construction at new campus; obtain Board endorsement. P&D Director
President
Board of Trustees March 1997
- ◆ Prepare a proposed construction financing plan including proposed revenue bonds and all other sources as a basis for urging appropriations for a first phase of construction at the new campus and begin promotion campaign.. Finance VP
President
Board of Trustees April 1997
- ◆ Carry out study, prepare necessary documents, and secure necessary approvals to engage the underwriting of a \$25 million bond issue for new campus construction. Finance VP
President
Board of Trustees September 1997

7. Enterprise Activities

- ◆ Invite the campus community to comment on the suggested list of possible enterprise activities and to submit other ideas; offer awards for ideas implemented based on earnings of the enterprise. President October 1996
- ◆ Examine cafeteria operation and the potential market for food services on campus; develop a plan to convert the present operation into a profit-making food service business and submit for adoption. Admin VP
President
Board of Trustees November 1996
- ◆ Explore with the Tourism Department the feasibility of establishing a first-class "Executive Dining Facility" to serve College staff and invited guests which could operate as a profit-making enterprise and as an "advanced-level" food service training facility. Admin VP
President January 1997
- ◆ Engage Marketing Department to assist in developing College-operated enterprises that would employ professional management, employ students in training, and generate revenues for the College; establish stronger policy on student-operated enterprises on campus. Finance VP
President
Board of Trustees March 1997
- ◆ Establish agreed plans for enterprise activities to be initiated during the coming fiscal year. President
Board of Trustees May 1997 &
Annually

8. Fund Raising & Endowment

- ◆ Assist the Foundation in launching a major fund-raising campaign to raise \$1.5 million for the construction of a new student recreation center. President
Foundation Board &
Develmt Director October 1996
- ◆ Review progress with fund-raising campaign and develop further plans and strategies as necessary. Board of Trustees
Foundation Board December 1996 &
Annually

FY1997 Action Steps	Key Persons Responsible	Timing
◆ Review rate of return on investment of the endowment compared with projection goals; recommend improvements or changes in investment policies as necessary.	Finance VP President Board of Trustees	February 1997 & Annually
◆ Prepare report on current fund-raising activities and results to date for BOT review; develop fund-raising targets and operating budget for the coming year and submit to BOT for adoption.	Foundation Board Develmt Director Board of Trustees	June 1997 & Annually

E. LEADERSHIP, TEAM BUILDING, & TEAMWORK

1. Communications

- | | | |
|---|-----------|-------------------------|
| ◆ Solicit ideas, suggestions, and proposed plans from all segments of the campus on further ways to improve communications and to establish other needed communications channels. | President | October 1996 & Annually |
|---|-----------|-------------------------|

2. New Initiatives Teams

- | | | |
|---|---------------------------------------|---------------|
| ◆ Engage faculty in planning the formation and functions of "Faculty Program Teams" oriented to major industries and focused more comprehensively on programs from student recruitment through placement. | Academic VP
Deans | October 1996 |
| ◆ Determine and recommend needed restructuring and realignment of functions and resources to strengthen outcome orientation of programs and support the broadening of Faculty Program Team roles and responsibilities. | Program Teams
Deans
Academic VP | December 1996 |
| ◆ Review all ongoing and upcoming initiatives of the Master Plan, examine the functioning of newly established teams, and identify the need for establishing new teams; implement needed actions and establish plans for the coming year. | President
Cabinet
P&D Director | March 1997 |

3. Faculty & Student Organizations

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|--|---|---------------|
| ◆ Examine current role of faculty in governance and the functioning of faculty committees, department structure, and other organized faculty efforts; prepare report noting strengths and weaknesses and recommending improvements to strengthen faculty role. | Faculty Committee
Deans
Academic VP | February 1997 |
| ◆ Study the feasibility of establishing a "Faculty/Academic Senate" to exercise a major role in governance and draft a proposed charter accordingly for consideration by the Board. | Faculty Committee
Deans
Academic VP | April 1997 |
| ◆ Organize and carry out a series of meetings as necessary to work out an agreed role of faculty in governance and establish a governance charter that can be formally ratified by the Board. | Faculty Committee
President
Board of Trustees | August 1997 |

FY1997 Action Steps**Key Persons
Responsible****Timing****4. Organization**

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|---|---|------------|
| ◆ Carry out a thorough review of the existing organization structure in light of recently implemented and planned thrusts of the Ten-Year Master Plan; examine the need for increased flexibility and fluidity in organizational structure; and prepare a list of changes and realignments that may be recommended for near-term or long-term implementation. | President
Cabinet
P&D Director | April 1997 |
| ◆ Complete a study recommending the form of organization and chartering of the Development Institute; include a description of proposed relationships with other College units; submit for adoption. | DI Director
President
Board of Trustees | May 1997 |
| ◆ Seek to establish the College's autonomy in deciding its organizational structure as best suited to its changing environment and delivery strategies. | President
Board of Trustees | June 1997 |
| ◆ Prepare a phased plan for implementing the identified changes in organizational structure, proposing a more flexible concept to organizational structuring; submit for review and adoption. | President
Board of Trustees | July 1997 |

5. Board of Trustees

- | | | |
|--|--------------------------------|----------------|
| ◆ Carry out a thorough examination of Board and Committee structures and functioning and develop a plan for improvement accordingly; identify needed changes in legislative authority. | Board of Trustees
President | October 1996 |
| ◆ Prepare a recommended expansion of the Board and the structuring of Board Committees to promote more effective involvement in governance by key constituencies; include in the drafting of a proposed new legislative charter. | Board of Trustees
President | December 1996 |
| ◆ Establish an annual retreat to include Board involvement in a review of progress in implementing the Ten-Year Master Plan. | Board of Trustees
President | April 1997 |
| ◆ Adopt and begin promoting enactment of a proposed new legislative charter for the College. | Board of Trustees
President | September 1997 |

Fiscal Year 1998 Checklist and Timetable

FY1998 Action Steps	Key Persons Responsible	Timing
A. INDUSTRY PARTNERSHIPS		
1. <u>Workforce Development</u>		
2. <u>Development Institute</u>		
◆ Implement full operation of the Development Institute.	DI Director	October 1997
◆ Identify potential industry partners in each industry sector; establish and implement a schedule to pursue the development of mutually beneficial and supportive partnerships.	DI Director President	November 1997
◆ Identify initial purposes of each new industry partnership and establish appropriate linkages between key people and organizational units within the College and the industry partner.	DI Director President Academic VP	December 1997 & Ongoing
◆ Pursue the development of new initiatives and cooperative endeavors as identified with industry partners.	DI Director President	January 1998 & Ongoing
3. <u>Program Restructuring</u>		
◆ Identify leading firms within each major industry and engage key leaders to work with faculty program teams in orienting workforce education and development programs to the industry.	DI Director Program Teams	Ongoing
◆ Review establishment and progress of all faculty program teams and identify industry leaders as necessary to serve as adjuncts in the development of comprehensive industry-oriented programs.	Academic VP Deans DI Director	January 1998
◆ Update priorities and long-term master schedule for reorienting workforce education and development programs by industry and job market.	Academic VP Deans	July 1998 and Annually
4. <u>Pro/Tech Park</u>		
◆ Complete the development of the Pro/Tech Park concept and begin marketing with prospective industry partners.	DI Director President	December 1997
◆ Develop a select list identifying prospective industry partners with potential interest in joining the College in beginning to build a Pro/Tech Center and develop specific campaign strategies.	DI Director	March 1998
◆ Explore potential industry expansion opportunities with leading partners as could strengthen commitment to beginning the development of the Pro/Tech Center.	DI Director President	August 1998 & Ongoing

FY1998 Action Steps	Key Persons Responsible	Timing
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- ◆ Obtain an initial commitment with one or more industry partners to a first installment on building the Pro/Tech Center.

DI Director
President

December 1998
(Fiscal Year 1999)

5. Technical Services Industry

- ◆ Initiate the development of specific technical services proposals and contract bids in concert with industry partners.

DI Director

October 1997 &
Ongoing

B. OUTCOME ORIENTATION

1. Goal Orientation

- ◆ Engage industry partners in identifying outcomes in terms of the qualities and competencies needed in the workforce and in assessing the industry orientation of GCC programs in those terms.

Outcome Team
Program Teams

Ongoing

- ◆ Review GCC's existing array of courses and programs to identify ways to build a stronger program orientation, relating more clearly to specific job markets.

Outcome Team
Program Teams

Ongoing

- ◆ Adopt recommendations on the strengthening of follow-up surveys and incorporate in plans for the forthcoming year.

P&D Director

October 1997

- ◆ Review student goal orientation system to assure that it documents students' goals, assists them in identifying goals, tracks their progress toward achieving their goals, and assists them to attain their goals; examine results and recommend improvements.

Outcome Team

October 1997

2. Unit Planning & Reporting

3. Program Planning & Budgeting

4. Evaluation & Accountability

- ◆ Develop and implement a long-term follow-up survey of GCC graduates, focusing at least on Associate Degree graduates, and a long-term tracking system tied to an expansion of alumni programs.

IA Director

October 1997

- ◆ Update historical trend data base and disseminate a summary of findings highlighting significant trends.

IA Director

April 1998 &
Annually

- ◆ Complete report on graduate follow-up surveys and disseminate internally and externally; link findings to program planning and budgeting for the year ahead.

IA Director

June 1998 &
Annually

FY1998 Action Steps	Key Persons Responsible	Timing
◆ Update program completion data and update analyses of unit cost per graduate; issue report of results and recommended improvement targets.	IA Director Academic VP	July 1998 & Annually
◆ Review current status of Program Review Process and progress to date; recommend improvements of the process and schedule of further program review.	IA Director Academic VP	August 1998 & Annually

C. STEEPLES OF EXCELLENCE

1. Steeple of Excellence in Tourism

- | | | |
|---|---------------------------------------|---------------------------|
| ◆ Begin installing the pilot Career Academy in Tourism within one of the high schools. | Dean BSST
Department Chair | October 1997 |
| ◆ Launch establishment of the Tourism Institute. | Dean BSST
Department Chair | January 1998 |
| ◆ Engage a major industry partner or consortium of partners in discussion of establishing a tourism training hotel at the new campus. | President
Dean BSST
DI Director | April 1998 |
| ◆ Conduct a thorough review of the current status and progress to date in building the "Steeple of Excellence in Tourism" and update plans accordingly. | Dean BSST
Department Chair | July 1998 &
Annually |
| ◆ Review current funding support in the context of future expansion and development plans and prepare a proposed long-range financing plan in line with Guam's vision for growth of the industry. | Dean, BSST
Department Chair | August 1998 &
Annually |
| ◆ Review results of the graduate follow-up survey and prepare documentation to strengthen requests for financial support; prepare promotional brochures which incorporate documented outcomes. | Dean, BSST
Department Chair | August 1998 &
Annually |

2. Steeple of Excellence in Technology

- | | | |
|--|-----------------------------|-------------------|
| ◆ Establish plans for telecommunications training programs in consultation with consortium of leading firms. | Program Team
DI Director | October 1997 |
| ◆ Begin developing a plan to establish a pilot "Career Academy in Technology" within one of the high schools. | Program Team
Academic VP | January 1998 |
| ◆ Identify staffing needs to launch priority advances toward building the "Steeple of Excellence in Technology" and begin recruitment. | Academic VP
President | March 1998 & 1999 |

FY1998 Action Steps	Key Persons Responsible	Timing
◆ Seek a major industry partner or consortium of partners that will support the College in establishing the planned high school Career Academy in Technology, and serve as a major sponsor.	Academic VP President DI Director	May 1998
◆ Begin installing the pilot Career Academy in Technology within one of the high schools.	Program Team Academic VP	September 1998
<u>Fiscal Year 1999</u>		
◆ Begin planning programs and curricula for training programs to be conducted with industry partners in the Pro/Tech Center.	Program Team DI Director	October 1998
◆ Engage Continuing Education in identifying and assisting in the development of instructional content addressing leading edge technology applications and other essential workplace technologies.	Program Team CE Director	November 1998
◆ Complete program plans and curricular outlines for training programs to be conducted in the Pro/Tech Center.	Program Team	May 1999
◆ Conduct a thorough review of the current status and progress to date in building the "Steeple of Excellence in Technology" and update plans accordingly.	Program Team Academic VP	July 1999 & Annually

D. FINANCIAL AUTONOMY

1. Revenue Diversification & Financial Strength

- | | | |
|---|--|------------------------------|
| ◆ Review current-year and coming year budgets and identify needed allocations of resources to the development priorities of the Ten-Year Master Plan. | Finance VP
President
Cabinet | August 1998 &
Annually |
| ◆ Identify each potential major source of future revenue; establish and adopt multi-year targets and plans for expanding revenues from each source; update annually. | Finance VP
President
Board of Trustees | September 1998 &
Annually |
| ◆ Develop annual and multi-year revenue projections from all sources and assist in unit planning and budgeting, especially to identify revenue potentials and incorporate revenue generating plans. | Finance VP
President
Cabinet | September 1998 &
Annually |

2. Student-Generated Revenues

- | | | |
|---|--|--------------------------|
| ◆ Update the multi-year schedule of tuition & fees reflecting adjustments for adoption as necessary; include examination of student financial aid in comparison with charges to students. | Finance VP
President
Board of Trustees | April 1998 &
Annually |
|---|--|--------------------------|

FY1998 Action Steps	Key Persons Responsible	Timing
3. <u>Grants Development</u>		
◆ Establish a grants development office; update master list of grant opportunities and development schedule; begin to organize the pursuit of priority grant sources.	President Grant Office	October 1997
◆ Prepare a report reviewing major thrusts of the Ten-Year Master Plan, identifying grant sources that may be tapped to support them, and documenting progress to date in grants development.	Grant Office	May 1998 & Annually
4. <u>Continuing Education</u>		
◆ Prepare report on progress to date in the development, delivery, and revenue of Continuing Education programs; update program plans.	DI Director	May 1998 & Annually
5. <u>Land as Revenue-Generating Asset</u>		
6. <u>Facilities & Depreciation</u>		
7. <u>Enterprise Activities</u>		
◆ Prepare report of results including revenues and expenditures for enterprise activities of the prior year and make recommendations for improvement and new initiatives in the coming year.	Finance VP President	December 1997 & Annually
◆ Establish agreed plans for enterprise activities to be initiated during the coming fiscal year.	President Board of Trustees	May 1998 & Annually
8. <u>Fund Raising & Endowment</u>		
◆ Prepare progress report with target completion date on the capital campaign to build recreation center; present projections with target date on building permanent endowment to \$10 million for adoption.	Develmt Director Board of Trustees	December 1997
◆ Review progress with fund-raising campaign and develop further plans and strategies as necessary.	Board of Trustees Foundation Board	December 1997 & Annually
◆ Determine status of Challenge Grant program under Title III of the HEA and the College's eligibility to seek a matching grant to build a third \$1 million term endowment; make recommendations accordingly and submit for adoption.	Develmt Director Foundation Board Board of Trustees	January 1998
◆ Review rate of return on investment of the endowment compared with projection goals; recommend improvements or changes in investment policies as necessary.	Finance VP President Board of Trustees	February 1998 & Annually
◆ Establish organizations of alumni classes from 1979 to present and develop fund-raising appeals of interest to each class.	President Develmt Director	March 1998

FY1998 Action Steps	Key Persons Responsible	Timing
◆ Prepare report on current fund-raising activities and results to date for BOT review; develop fund-raising targets and operating budget for the coming year and submit to BOT for adoption.	Foundation Board Develmt Director Board of Trustees	June 1998 & Annually

E. LEADERSHIP, TEAM BUILDING, & TEAMWORK

1. Communications

- | | | |
|---|-----------|----------------------------|
| ◆ Solicit ideas, suggestions, and proposed plans from all segments of the campus on further ways to improve communications and to establish other needed communications channels. | President | October 1997 &
Annually |
|---|-----------|----------------------------|

2. New Initiatives Teams

3. Faculty & Student Organizations

- | | | |
|--|---|---------------|
| ◆ Carry out a review of student organizations and functions and make recommendations on how to improve student roles in governance in matters concerning student activities and student life. | Student Committee
Dean, SSD | October 1997 |
| ◆ Prepare draft charter incorporating formal roles of students in governance and submit for consideration by the Board. | Student Committee
Dean, SSD | December 1997 |
| ◆ Organize and carry out a series of meetings as necessary to work out an agreed role of students in governance and establish a governance charter that can be formally ratified by the Board. | Student Committee
President
Board of Trustees | March 1998 |

4. Organization

- | | | |
|--|------------------------------------|---------------|
| ◆ Examine industry orientation of instructional programs and explore changes in organization accordingly; make recommendations for inclusion in the College's phased organization plan. | Program Teams
Academic VP | November 1997 |
| ◆ Review the functioning of the VHS, Satellite High School programs, and Adult High School programs and recommend organizational changes accordingly for inclusion in the College's phased plan. | Deans
Academic VP | February 1998 |
| ◆ Review the functioning of the Development Institute and Continuing Education and recommend new organizational linkages and other changes accordingly for inclusion in the College's phased plan. | DI Director
President | May 1998 |
| ◆ Review the functioning of special "Institutes and Academies" with respect to organizational linkages and autonomy; and recommend needed changes accordingly. | DI Director
Institute Directors | June 1998 |

FY1998 Action Steps	Key Persons Responsible	Timing
◆ Update phased plan for implementing identified changes in organizational structure and submit for adoption.	President Board of Trustees	July 1998 & Annually
5. <u>Board of Trustees</u>		
◆ Schedule a review of the College's mission statement and direct the development of a new statement in line with the Ten-Year Master Plan and the proposed new legislative charter.	Board of Trustees President	October 1997
◆ When enacted, proceed to implement new legislative charter assuring composition of the Board and establishment of Committee structures as appropriate.	Board of Trustees President	1998 (When Authorized)

CHAPTER V

RESOURCE PROJECTIONS

Needed: A Ten-Year Budget. By definition, a plan must include the means to implement it. It is necessary to determine such critical details as:

- ▶ How much money will be needed?
- ▶ Where will the funds come from?
- ▶ What staff will be required?
- ▶ What facilities will be needed?
- ▶ How should the resources be allocated?

As noted earlier, the Ten-Year Master Plan has been developed with a clear understanding of Guam's current financial constraints. While the identified future needs and opportunities are great, the resources needed to fully respond to those needs and opportunities, in all likelihood, will not be readily available in the foreseeable near future. Accordingly, Team Millennium devised strategies responding to both near-term and long-term prospects for available resources. The near-term strategies are especially focused on optimizing potential revenue sources, cost containment, optimizing use of available resources, raising effectiveness, and reallocating available resources to the most critical long-term strategies.

Definitive and often substantial resources, in fact, must be committed to the critical strategies of the Ten-Year Master Plan. At the same time, the College must continue to respond to the existing and growing demands of its community, its students, the government, and other supporters. Specific estimates must be provided therefore on what the cost will be over the next ten years, both to continue operating the College and to implement the Ten-Year Master Plan.

It is not possible, of course, to know *precisely* what it will cost over the long-term for GCC to fully achieve the goals set forth in this plan. Nor is it possible to know *precisely* how much revenue will actually be obtained from the various potential revenue sources the College has identified in its long-range strategies. But it is possible to lay out projections with estimates based on an organized set of reasonable assumptions and goals or targets.

Accordingly, Team Millennium has developed projections of estimated revenues and expenditures to portray what seems possible and what it will take, year after year, over the next ten years to implement the Ten-Year Master Plan. These projections constitute, in effect, a *Ten-Year Budget* for the College.

The figures in the Ten-Year Budget, clearly, are not cast in concrete. Rather, they are intended to indicate a rough order of magnitude of revenues and expenditures required to carry out the Plan.

More importantly, the Ten-Year Budget presents a "*whole picture*" of the future in quantitative terms. It provides an organized framework for estimates which can be changed as necessary while continuing to maintain the whole picture. Thus, the Ten-Year Budget is intended to serve as a tool and a guide for trustees, administrators, faculty, and policy officials in continuing deliberations concerning the operation of the College and its future vision and long-range goals.

The projections in this chapter are set forth in a series of interlocking tables which are presented in separate sections to show how the College plans to meet its continuing operating costs, the costs of implementing major new strategic thrusts of the Master Plan, and the costs of its planned capital expenditures. Each year, the ten-year budget projections should be reviewed, adjusted as necessary to reflect the actual results of implementing the Master Plan, and extended to maintain a continuing long-term outlook on what it will take to achieve its long-term vision.

The sections and respective tables are as follows:

OPERATING BUDGET PROJECTIONS: This section sets forth projections of the costs simply to continue the College's primary mission of providing instruction to the students enrolled in each of its major operating components -- Vocational High School, Satellite High School programs, Adult High School, and Postsecondary Certificate and Degree programs.

TABLE 1 Enrollment Projections: Shows probable student market and future student enrollment -- full-time, part-time, and full-time-equivalent -- for each of GCC's major operating components.

TABLE 2 Faculty & Staff Projections: Shows full-time-equivalent faculty required based on student/faculty ratio targets and full-time-equivalent non-teaching staff by function according to faculty/staff ratio targets.

TABLE 3 Unit Cost Projections: Shows the resulting direct instructional cost per full-time-equivalent student enrolled in GCC's respective major operating components according to the rising costs of instruction per faculty and the indirect cost per student based on indirect cost ratio targets.

TABLE 4 Operating Cost Projections: Shows the total direct cost of instruction for each of GCC's major operating components based on cost per student and projected enrollment and the total indirect cost based on indirect cost ratio targets.

TABLE 5 Student-Generated Revenue Projections: Shows projected revenues from students, sponsors, and student financial aid programs based on enrollment projections and on projected charges for tuition and fees and for auxiliary enterprises such as student dining and bookstore operations.

TABLE 6 Summary Operating Budget Projections: Shows projected revenues by source compared with projected expenditures and a summary of resulting fund balances and transfers for development and capital expenditures which are further detailed in the following sections.

DEVELOPMENT BUDGET PROJECTIONS: This sections presents estimates of costs above and beyond the costs of continuing operations as required over the next ten years to implement the major strategic thrusts of the Master Plan.

TABLE 7 Development Budget Projections: Presents estimates, as a rough order of magnitude, of expenditure allocations required to implement a select few major thrusts expected to entail a commitment of resources significantly above and beyond the scope of regular operations.

CAPITAL BUDGET PROJECTIONS: This section sets forth projections of capital expenditures, revenues, and assets to include funds for renovation of facilities, new construction, and for endowment.

TABLE 8 Capital Budget Projections -- Plant Fund: Shows projected revenues by source, expenditures both to maintain and upgrade the existing campus and to begin construction of the new campus, cumulative investment in plant, and long-term borrowing and debt service.

TABLE 9 Endowment/Fund Raising Projections: Shows projected revenues, expenditures, and other applications of funds raised for the College by the GCC Foundation.

Although the tables are presented in separate sections, they are all tied together as a whole in a single spreadsheet so that any adjustment of figures in one table will automatically trigger related adjustments throughout all the tables.

A. Ten-Year Operating Budget Projections

Development of the long-range operating budget projections involves a step-by-step process that begins first and foremost with projections of student enrollment, followed by a determination of required teaching faculty and other support staff which then provides a basis for estimating projected expenditures. Revenue projections are then developed based on student enrollment, on projected expenditures, and on envisioned revenue sources.

A great many factors were taken into consideration in developing the budget projections, including the series of assumptions about the future and the specific strategies and goals as were set forth earlier in this plan. The assumptions, if reasonably accurate, provide a reliable basis for projecting trends. The trends are also significantly affected and driven by a number of strategic decisions according to the specific directions of the Master Plan. Assumptions about the effects of these decisions are also incorporated into the projections.

The projections are heavily influenced and controlled by several key assumptions, some of the most important of which are briefly noted as follows:

- Expenditures and revenues must be balanced every year, which means that either revenue must be obtained to equal projected expenditures or expenditures must be reduced to the level of revenues, even to the extent of curtailing or eliminating programs and limiting enrollment if necessary.
- Enrollment will increase from 5,646 in Fall 1995 to 12,900 in Fall 2006 as driven by increasing student demand and increasing demands of the economy for graduates.
- Operating costs will be reduced over the next few years as made necessary by expected reductions in government appropriations and the need for reallocation of resources to critical strategic development priorities.
- Operating efficiencies will be increased through shifting to more cost-effective delivery methods, increasing student/faculty ratios to 18:1, and decreasing indirect cost ratios to 100%. Efficiency improvement targets are indicated in the projection tables.
- Operating costs will increase due to inflation which is projected to gradually rise to an average rate of 6% annually over the latter part of the period.
- The cost of depreciating assets will be recognized over a 40-year life for buildings and a 10-year life for furnishings and equipment to establish a fund for replacement.
- Sources of revenue will be expanded to meet growing demands and to reduce over-dependence on hard-pressed government treasuries.
- An increasing proportion of operating revenues will come from students, their employers, and other sponsors growing from about 10% of the operating budget in FY1996 to about 25% by FY2007.
- Revenues from Federal Student Financial Aid and other student aid programs will cover an increasing part of operating costs, growing from less than 2% of the operating budget in FY1996 to 8% by FY2007.

Some of the key assumptions significantly affecting the revenue projections are more specifically noted as follows:

- Regular tuition rates will be increased each of the next several years by \$5 per credit hour for resident students and proportionately for non-resident and foreign students.

- Fees for special cycle programs will be increased significantly during the first year of the plan -- from \$5 to \$8 per instructional hour for open enrollment short courses and from \$7 to \$10 per instructional hour for contract training programs.
- Revenues from Cafeteria and Bookstore sales will be expanded dramatically over the ten-year period through transforming them to entrepreneurial enterprises.
- Regular appropriations from the government of Guam will not increase significantly over the next few years and then will increase only at about the rate of economic growth estimated at about 6% annually.
- Support from the Tourist Attraction Fund will increase according to the growth of tourism estimated at 7% annually.
- Support from the Manpower Development Fund will begin to increase modestly due to a resurgence of the construction industry and increased use of alien workers.
- Revenues from federal funds will surge substantially in year three of the plan due to a consolidation of workforce training programs resulting from the success of the College's strategic thrust to become Guam's lead agency for workforce development.
- The Development Institute will begin generating significant revenues, rising from some \$300,000 in year one to nearly \$4 million by the end of the period, through professional services contracts, foreign student training contracts, and increased contract training programs for domestic markets.

The projections are shown in the six tables beginning on the following page.

Guam Community College ENROLLMENT PROJECTIONS

TABLE 1

Item	Actual		Projections										
	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
A. Probable Market													
Vocational High School			550	480	440	350	260	170	80	0	0	0	0
Satellite High Schools			1,500	2,000	2,500	3,000	3,500	3,800	4,100	4,400	4,600	4,800	5,000
Adult High School			5,000	5,000	5,000	5,000	5,000	4,800	4,600	4,400	4,200	4,000	3,800
Postsecondary, regular term			2,200	2,400	2,600	2,800	3,000	3,200	3,400	3,600	3,800	4,000	4,200
Special Cycle Programs			2,000	2,400	3,000	4,000	5,000	6,000	6,800	7,800	8,400	9,200	10,000
Total			11,250	12,280	13,540	15,150	16,760	17,970	18,980	20,200	21,000	22,000	23,000
B. Student Enrollment													
Headcount Enrollment													
Vocational High School													
Full-time	485	464	450	400	360	270	180	90	--	--	--	--	--
Part-time	74	127	100	80	80	80	80	80	80	--	--	--	--
Total VHS	559	591	550	480	440	350	260	170	80	--	--	--	--
Satellite High Schools													
All Part-time	888	1,036	1,100	1,300	1,500	1,800	2,100	2,400	2,700	3,000	3,300	3,600	3,900
Adult High School													
Full-time	65	79	100	140	180	220	260	300	300	300	300	300	300
Part-time	296	237	300	400	500	600	700	700	700	700	700	700	700
Total AHS	361	316	400	540	680	820	960	1,000	1,000	1,000	1,000	1,000	1,000
Postsecondary, regular term													
Full-time	300	278	320	360	400	425	450	475	500	525	550	575	600
Part-time	2,274	1,796	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800
Total PSE	2,574	2,074	2,120	2,260	2,400	2,525	2,650	2,775	2,900	3,025	3,150	3,275	3,400
Special Cycle (calendar year)													
Contract Training Programs	594	929	950	1,000	1,100	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600
Open Enrollment Courses	699	700	750	800	850	900	1,000	1,200	1,400	1,600	1,800	2,000	2,000
Total Headcount	5,675	5,646	5,870	6,380	6,970	7,595	8,370	9,145	9,880	10,625	11,450	12,275	12,900
FTE Enrollment													
Vocational High School	516.5	512.3	483.3	416.0	376.0	286.0	196.0	106.0	16.0	--	--	--	--
Satellite High Schools	294.3	325.3	366.7	433.3	500.0	600.0	700.0	800.0	900.0	1,000.0	1,100.0	1,200.0	1,300.0
Adult High School	207.0	184.8	250.0	340.0	430.0	520.0	610.0	650.0	650.0	650.0	650.0	650.0	650.0
Postsecondary, regular term	1,126.3	942.0	986.0	1,063.0	1,140.0	1,202.0	1,264.0	1,326.0	1,388.0	1,450.0	1,512.0	1,574.0	1,636.0
Special Cycle Programs	170.0	228.3	226.7	240.0	260.0	280.0	320.0	373.3	426.7	480.0	533.3	586.7	613.3
Total FTE Enrollment	2,314.1	2,192.7	2,312.7	2,492.3	2,706.0	2,888.0	3,090.0	3,255.3	3,380.7	3,580.0	3,795.3	4,010.7	4,199.3

FACULTY & STAFF PROJECTIONS

TABLE 2

Item	Actual		Projections										
	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
C. <u>Student/Faculty Ratios</u> (FTE Students per FTE Faculty)	Estimated	Estimated	(Efficiency Improvement Targets)										
Vocational High School	9.4	9.9	12.0	13.0	14.0	15.0	15.0	15.0	15.0	--	--	--	--
Satellite High Schools	15.5	15.5	16.0	16.2	16.4	16.6	16.8	17.0	17.2	17.4	17.6	17.8	18.0
Adult High School	18.8	16.8	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0
Postsecondary, regular term	14.3	13.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.0	18.0	18.0	18.0
Special Cycle Programs	15.5	17.6	16.0	16.0	16.0	16.5	17.0	17.5	18.0	18.0	18.0	18.0	18.0
Overall	13.2	13.1	14.7	15.5	16.0	16.6	17.0	17.4	17.8	17.8	17.9	17.9	18.0
D. <u>FTE Faculty</u>	Estimated	Estimated	FTE Faculty Required										
Vocational High School	55.0	52.0	40.3	32.0	26.9	19.1	13.1	7.1	1.1	--	--	--	--
Satellite High Schools	19.0	21.0	22.9	26.7	30.5	36.1	41.7	47.1	52.3	57.5	62.5	67.4	72.2
Adult High School	11.0	11.0	13.9	18.9	23.9	28.9	33.9	36.1	36.1	36.1	36.1	36.1	36.1
Postsecondary, regular term	79.0	70.0	65.7	68.6	71.3	72.8	74.4	75.8	77.1	80.6	84.0	87.4	90.9
Special Cycle Programs	11.0	13.0	14.2	15.0	16.3	17.0	18.8	21.3	23.7	26.7	29.6	32.6	34.1
Total	175.0	167.0	157.0	161.2	168.7	173.9	181.8	187.3	190.3	200.8	212.2	223.6	233.3
E. <u>Faculty/Staff Ratios</u> (FTE Faculty per FTE Staff)	Estimated	Estimated	(Efficiency Improvement Targets)										
Academic Support	3.30	3.89	4.00	4.10	4.10	4.10	4.10	4.10	4.10	4.20	4.20	4.20	4.30
Student Services	5.00	6.25	6.30	6.40	6.50	6.60	6.60	6.60	6.60	6.50	6.70	6.80	6.90
Institutional Support	3.47	3.18	3.00	3.00	3.10	3.10	3.20	3.30	3.30	3.30	3.40	3.40	3.40
Plant Operation & Maintenance	7.61	9.21	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00
Auxiliary Enterprises	17.50	21.88	22.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00
Overall	1.02	1.08	1.10	1.11	1.12	1.13	1.14	1.15	1.15	1.16	1.17	1.18	1.19
F. <u>FTE Nonteaching Staff</u>			FTE Staff Required										
Academic Support	53.0	45.0	39.2	39.3	41.2	42.4	44.3	45.7	46.4	47.8	50.5	53.2	54.3
Student Services	35.0	28.0	24.9	25.2	26.0	26.4	27.5	28.4	28.8	30.9	31.7	32.9	33.8
Institutional Support	50.5	55.0	52.3	53.7	54.4	56.1	56.8	56.8	57.7	60.8	62.4	65.8	68.6
Plant Operation & Maintenance	23.0	19.0	19.6	20.2	21.1	21.7	22.7	23.4	23.8	25.1	26.5	27.9	29.2
Auxiliary Enterprises	10.0	8.0	7.1	7.3	7.7	7.9	8.3	8.5	8.7	9.1	9.6	10.2	10.6
Total	171.5	155.0	143.3	145.7	150.3	154.5	159.7	162.8	165.4	173.8	180.8	190.0	196.4
G. <u>Total FTE Faculty & Staff</u>	346.5	322.0	300.2	307.0	319.0	328.4	341.5	350.1	355.7	374.6	393.1	413.5	429.7

Draft of: 04/09/96

Guam Community College UNIT COST PROJECTIONS

TABLE 3

Item	FY1995 (Actual)	FY1996 (Budget)	Projections											
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	
H. Direct Instructional Costs			(Inflation Rate)	4.2%	4.5%	5.0%	5.5%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	
<u>Cost per FTE Faculty</u>	\$41,998	\$43,767		\$45,612	\$47,664	\$50,047	\$52,800	\$55,968	\$59,326	\$62,886	\$66,659	\$70,658	\$74,898	\$79,392
<u>Cost per FTE Student</u>	(estimates)													
Vocational High School	\$4,257	NO		\$3,801	\$3,666	\$3,575	\$3,520	\$3,731	\$3,955	\$4,192	--	--	--	--
Satellite High Schools	\$1,862	DATA		\$2,851	\$2,942	\$3,052	\$3,181	\$3,331	\$3,490	\$3,656	\$3,831	\$4,015	\$4,208	\$4,411
Adult High School	\$2,763			\$2,534	\$2,648	\$2,780	\$2,933	\$3,109	\$3,296	\$3,494	\$3,703	\$3,925	\$4,161	\$4,411
Postsecondary, regular term	\$3,084			\$3,041	\$3,075	\$3,128	\$3,200	\$3,292	\$3,390	\$3,494	\$3,703	\$3,925	\$4,161	\$4,411
Special Cycle Programs	\$3,282			\$2,851	\$2,979	\$3,128	\$3,200	\$3,292	\$3,390	\$3,494	\$3,703	\$3,925	\$4,161	\$4,411
Overall	\$3,176	\$3,333		\$3,096	\$3,083	\$3,121	\$3,180	\$3,293	\$3,414	\$3,540	\$3,739	\$3,951	\$4,175	\$4,411
I. Indirect Cost Ratios			(Efficiency Improvement Targets)											
Academic Support	26.6%	20.8%		20.0%	19.0%	19.0%	18.0%	18.0%	18.0%	17.0%	17.0%	17.0%	17.0%	16.0%
Student Services	37.5%	34.3%		31.0%	30.0%	28.0%	28.0%	26.0%	25.0%	24.0%	22.0%	20.0%	19.0%	18.0%
Institutional Support	47.0%	46.1%		44.5%	43.0%	41.0%	39.0%	37.0%	35.0%	34.0%	33.0%	32.0%	30.0%	30.0%
Plant Operation/Maint	15.1%	13.0%		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Student Financial Aid	4.1%	4.7%		5.5%	6.0%	7.0%	8.0%	9.0%	10.0%	11.0%	12.0%	13.0%	14.0%	15.0%
Auxiliary Enterprises	9.2%	9.1%		8.0%	8.0%	8.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	6.0%
Overall Indirect	139.4%	127.9%		124.0%	121.0%	118.0%	115.0%	112.0%	110.0%	108.0%	106.0%	104.0%	102.0%	100.0%
J. Indirect Cost Per FTE Student														
Vocational High School	\$5,935	NO		\$4,713	\$4,436	\$4,326	\$4,259	\$4,515	\$4,786	\$5,073	--	--	--	--
Satellite High Schools	\$2,596	DATA		\$3,535	\$3,560	\$3,693	\$3,849	\$4,031	\$4,223	\$4,424	\$4,635	\$4,858	\$5,091	\$5,337
Adult High School	\$3,852			\$3,142	\$3,204	\$3,364	\$3,549	\$3,762	\$3,988	\$4,227	\$4,481	\$4,750	\$5,035	\$5,337
Postsecondary, regular term	\$4,299			\$3,771	\$3,721	\$3,785	\$3,872	\$3,984	\$4,102	\$4,227	\$4,481	\$4,750	\$5,035	\$5,337
Special Cycle Programs	\$4,576			\$3,535	\$3,605	\$3,785	\$3,872	\$3,984	\$4,102	\$4,227	\$4,481	\$4,750	\$5,035	\$5,337
Overall Indirect	\$4,428	\$4,265		\$3,839	\$3,731	\$3,682	\$3,657	\$3,688	\$3,756	\$3,823	\$3,963	\$4,109	\$4,258	\$4,411
K. Total Cost per FTE Student														
Vocational High School	\$10,192	NO		\$8,514	\$8,103	\$7,900	\$7,779	\$8,246	\$8,741	\$9,265	--	--	--	--
Satellite High Schools	\$4,458	DATA		\$6,386	\$6,502	\$6,744	\$7,029	\$7,362	\$7,712	\$8,080	\$8,466	\$8,872	\$9,299	\$9,748
Adult High School	\$6,615			\$5,676	\$5,852	\$6,145	\$6,483	\$6,872	\$7,284	\$7,721	\$8,184	\$8,675	\$9,196	\$9,748
Postsecondary, regular term	\$7,383			\$6,811	\$6,796	\$6,913	\$7,072	\$7,276	\$7,492	\$7,721	\$8,184	\$8,675	\$9,196	\$9,748
Special Cycle Programs	\$7,858			\$6,386	\$6,584	\$6,913	\$7,072	\$7,276	\$7,492	\$7,721	\$8,184	\$8,675	\$9,196	\$9,748
Overall	\$7,604	\$7,598		\$6,935	\$6,814	\$6,803	\$6,836	\$6,981	\$7,170	\$7,364	\$7,702	\$8,061	\$8,433	\$8,821

OPERATING COST PROJECTIONS

TABLE 4

Item	FY1995 (Actual)	FY1996 (Budget)	Projections										
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
L. Cost of Instruction	<i>(In millions of dollars)</i>												
Vocational High School	\$2.199	NO	\$1.837	\$1.525	\$1.344	\$1.007	\$0.731	\$0.419	\$0.067	--	--	--	--
Satellite High Schools	\$0.548	DATA	\$1.045	\$1.275	\$1.526	\$1.908	\$2.332	\$2.792	\$3.291	\$3.831	\$4.416	\$5.049	\$5.734
Adult High School	\$0.572		\$0.633	\$0.900	\$1.196	\$1.525	\$1.897	\$2.142	\$2.271	\$2.407	\$2.552	\$2.705	\$2.867
Postsecondary, regular term	\$3.473		\$2.998	\$3.269	\$3.566	\$3.846	\$4.161	\$4.495	\$4.849	\$5.370	\$5.935	\$6.549	\$7.216
Special Cycle Programs	\$0.558		\$0.646	\$0.715	\$0.813	\$0.896	\$1.054	\$1.266	\$1.491	\$1.778	\$2.094	\$2.441	\$2.705
Total	\$7.350	\$7.309	\$7.160	\$7.684	\$8.445	\$9.183	\$10.175	\$11.114	\$11.968	\$13.385	\$14.997	\$16.744	\$18.522
M. Indirect Cost Ratios	<i>(Efficiency Improvement Targets)</i>												
Academic Support	26.6%	20.8%	20.0%	19.0%	19.0%	18.0%	18.0%	18.0%	17.0%	17.0%	17.0%	17.0%	16.0%
Student Services	37.5%	34.3%	31.0%	30.0%	28.0%	28.0%	26.0%	25.0%	24.0%	22.0%	20.0%	19.0%	18.0%
Institutional Support	47.0%	46.1%	44.5%	43.0%	41.0%	39.0%	37.0%	35.0%	34.0%	33.0%	32.0%	30.0%	30.0%
Plant Operation/Maint	15.1%	13.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Student Financial Aid	4.1%	4.7%	5.5%	6.0%	7.0%	8.0%	9.0%	10.0%	11.0%	12.0%	13.0%	14.0%	15.0%
Auxiliary Enterprises	9.2%	9.1%	8.0%	8.0%	8.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	6.0%
Overall Indirect	139.4%	127.9%	124.0%	121.0%	118.0%	115.0%	112.0%	110.0%	108.0%	106.0%	104.0%	102.0%	100.0%
N. Total Indirect Cost	<i>(In millions of dollars)</i>												
Vocational High School	\$3.066	NO	\$2.278	\$1.846	\$1.586	\$1.158	\$0.819	\$0.461	\$0.072	--	--	--	--
Satellite High Schools	\$0.764	DATA	\$1.296	\$1.543	\$1.800	\$2.195	\$2.612	\$3.071	\$3.554	\$4.061	\$4.593	\$5.150	\$5.734
Adult High School	\$0.797		\$0.786	\$1.089	\$1.411	\$1.754	\$2.124	\$2.357	\$2.453	\$2.552	\$2.654	\$2.759	\$2.867
Postsecondary, regular term	\$4.842		\$3.718	\$3.955	\$4.208	\$4.423	\$4.661	\$4.945	\$5.237	\$5.692	\$6.173	\$6.680	\$7.216
Special Cycle Programs	\$0.778		\$0.801	\$0.865	\$0.960	\$1.030	\$1.180	\$1.392	\$1.610	\$1.884	\$2.177	\$2.490	\$2.705
Total	\$10.247	\$9.351	\$8.879	\$9.298	\$9.965	\$10.560	\$11.396	\$12.226	\$12.926	\$14.188	\$15.596	\$17.079	\$18.522
O. Total Operating Cost	<i>(In millions of dollars)</i>												
Vocational High School	\$5.264	NO	\$4.115	\$3.371	\$2.930	\$2.164	\$1.550	\$0.880	\$0.140	--	--	--	--
Satellite High Schools	\$1.312	DATA	\$2.341	\$2.818	\$3.326	\$4.103	\$4.944	\$5.863	\$6.844	\$7.892	\$9.009	\$10.200	\$11.468
Adult High School	\$1.369		\$1.419	\$1.990	\$2.606	\$3.279	\$4.021	\$4.499	\$4.723	\$4.959	\$5.205	\$5.463	\$5.734
Postsecondary, regular term	\$8.316		\$6.716	\$7.224	\$7.774	\$8.270	\$8.822	\$9.440	\$10.086	\$11.062	\$12.108	\$13.230	\$14.432
Special Cycle Programs	\$1.336		\$1.447	\$1.580	\$1.773	\$1.926	\$2.233	\$2.658	\$3.100	\$3.662	\$4.271	\$4.931	\$5.410
Total	\$17.597	\$16.660	\$16.039	\$16.982	\$18.409	\$19.743	\$21.571	\$23.340	\$24.894	\$27.574	\$30.593	\$33.824	\$37.044

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Guam Community College

STUDENT-GENERATED REVENUE PROJECTIONS

TABLE 5

Item		FY1996 (estimated)	Projections										
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
P. Tuition Rates		As of Fall 1995											
Regular term (PSE & AHS)		Amount Per											
Resident	\$30 Credit Hour		\$35	\$40	\$45	\$50	\$55	\$60	\$63	\$66	\$69	\$73	\$77
Nonresident	\$45 Credit Hour		\$53	\$60	\$68	\$75	\$83	\$90	\$95	\$99	\$104	\$109	\$115
Foreign	\$60 Credit Hour		\$70	\$80	\$90	\$100	\$110	\$120	\$126	\$132	\$139	\$146	\$153
Special Cycle Programs													
Open Enrollment Courses	\$5 Contact Hr.		\$8	\$8	\$8	\$10	\$11	\$11	\$12	\$12	\$13	\$13	\$14
Contract Training, domestic	\$7 Contact Hr.		\$10	\$10	\$10	\$12	\$13	\$13	\$14	\$15	\$15	\$16	\$17
Contract Training, foreign	— Contact Hr.		—	\$12	\$12	\$12	\$13	\$13	\$14	\$15	\$15	\$16	\$17
Q. Average Charges per Student		(Annual) FY1996											
Tuition & Fees per FTE Student													
Regular Term (PSE & AHS)													
Resident (Two terms, 24 cr hrs)	\$845	\$965	\$1,085	\$1,205	\$1,325	\$1,445	\$1,565	\$1,637	\$1,713	\$1,792	\$1,875	\$1,963	
Nonresident (Two terms, 24 cr hrs)	\$1,205	\$1,385	\$1,565	\$1,745	\$1,925	\$2,105	\$2,285	\$2,393	\$2,506	\$2,625	\$2,750	\$2,882	
Foreign (Two terms, 24 cr hrs)	\$1,565	\$1,805	\$2,045	\$2,285	\$2,525	\$2,765	\$3,005	\$3,149	\$3,300	\$3,459	\$3,626	\$3,801	
Overall (Two terms, 24 cr hrs)	\$900	\$1,033	\$1,161	\$1,289	\$1,418	\$1,546	\$1,675	\$1,752	\$1,832	\$1,917	\$2,007	\$2,100	
Special Cycle (FTE = 360 contact hours)													
Open Enrollment Courses	\$1,800	\$2,880	\$2,880	\$2,880	\$3,600	\$3,780	\$3,969	\$4,167	\$4,376	\$4,595	\$4,824	\$5,066	
Contract Training, domestic	\$2,520	\$3,600	\$3,600	\$3,600	\$4,320	\$4,536	\$4,763	\$5,001	\$5,251	\$5,514	\$5,789	\$6,079	
Contract Training, foreign	—	—	\$4,320	\$4,320	\$4,320	\$4,536	\$4,763	\$5,001	\$5,251	\$5,514	\$5,789	\$6,079	
Bookstore Sales													
Per Student (regular PSE & AHS only)	\$105	\$120	\$132	\$145	\$160	\$175	\$190	\$205	\$225	\$250	\$275	\$300	
Food Service Sales													
Per Student (regular PSE & AHS only)	\$18	\$50	\$100	\$200	\$250	\$265	\$280	\$295	\$315	\$335	\$355	\$375	
Financial Aid per Student (Regular PSE)	\$165	\$186	\$204	\$246	\$291	\$346	\$401	\$454	\$531	\$619	\$716	\$817	
R. Total Student-Generated Revenues		(In millions of dollars)											
Tuition & Fees													
Regular Term PSE & AHS	\$1.014	\$1.276	\$1.629	\$2.024	\$2.441	\$2.897	\$3.309	\$3.570	\$3.848	\$4.145	\$4.463	\$4.801	
Special Cycle													
Open Enrollment Courses	\$0.168	\$0.288	\$0.307	\$0.326	\$0.432	\$0.504	\$0.635	\$0.778	\$0.934	\$1.103	\$1.286	\$1.351	
Contract Training, domestic	\$0.312	\$0.456	\$0.480	\$0.528	\$0.691	\$0.847	\$1.016	\$1.200	\$1.400	\$1.617	\$1.853	\$2.107	
Contract Training, foreign	—	—	\$0.216	\$0.432	\$0.475	\$0.523	\$0.575	\$0.632	\$0.696	\$0.765	\$0.842	\$0.926	
Bookstore Sales	\$0.251	\$0.302	\$0.370	\$0.447	\$0.534	\$0.632	\$0.717	\$0.800	\$0.906	\$1.038	\$1.176	\$1.320	
Cafeteria Sales	\$0.043	\$0.126	\$0.280	\$0.616	\$0.836	\$0.957	\$1.057	\$1.151	\$1.268	\$1.390	\$1.518	\$1.650	
Total Student-Generated Revenues	\$1.788	\$2.449	\$3.282	\$4.374	\$5.410	\$6.359	\$7.309	\$8.130	\$9.051	\$10.059	\$11.137	\$12.155	
Total Student Financial Aid	\$0.343	\$0.394	\$0.461	\$0.591	\$0.735	\$0.916	\$1.111	\$1.317	\$1.606	\$1.950	\$2.344	\$2.778	

SUMMARY OPERATING BUDGET PROJECTIONS

TABLE 6

Item	FY1995 (Actual)	FY1996 (Budget)	Projections										
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
S. <u>Operating Revenue</u>													
(In millions of dollars)													
<u>Student-Generated Revenues (TABLE 5)</u>													
Tuition & Fees, regular	\$0.789	\$1.014	\$1.276	\$1.629	\$2.024	\$2.441	\$2.897	\$3.309	\$3.570	\$3.848	\$4.145	\$4.463	\$4.801
Special Cycle Programs	\$0.289	\$0.480	\$0.744	\$1.003	\$1.286	\$1.598	\$1.873	\$2.226	\$2.611	\$3.030	\$3.485	\$3.981	\$4.384
Auxiliary Enterprises	\$0.310	\$0.294	\$0.428	\$0.650	\$1.063	\$1.371	\$1.588	\$1.774	\$1.950	\$2.174	\$2.428	\$2.693	\$2.970
<u>GovGuam Appropriations</u>													
Regular (unrestricted) 1	\$11.481	\$10.481	\$10.000	\$10.500	\$11.235	\$12.021	\$12.863	\$13.763	\$14.727	\$15.758	\$16.861	\$18.041	\$19.304
Restricted, TAF	\$1.216	\$1.216	\$1.301	\$1.392	\$1.490	\$1.594	\$1.706	\$1.825	\$1.953	\$2.089	\$2.236	\$2.392	\$2.559
Restricted, MDF	\$0.542	\$0.385	\$0.385	\$0.425	\$0.500	\$0.600	\$0.600	\$0.700	\$0.700	\$0.700	\$0.700	\$0.700	\$0.700
Student Financial Aid	\$0.307	\$0.343	\$0.394	\$0.461	\$0.591	\$0.735	\$0.916	\$1.111	\$1.317	\$1.606	\$1.950	\$2.344	\$2.778
Other Federal Grants	\$1.376	\$1.376	\$1.400	\$1.400	\$3.000	\$3.000	\$3.000	\$3.000	\$3.000	\$3.000	\$3.000	\$3.000	\$3.000
Local Govt Grants/Contracts	\$0.834	\$0.694	\$0.800	\$1.200	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800
GCC Foundation	—	\$0.015	\$0.050	\$0.075	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100
Old Receivables	\$0.539	\$0.577	\$0.570	—	—	—	—	—	—	—	—	—	—
Interest Income	\$0.020	\$0.050	\$0.096	\$0.081	\$0.059	\$0.066	\$0.079	\$0.089	\$0.102	\$0.113	\$0.132	\$0.142	\$0.153
Other Sales & Services	\$0.055	\$0.018	\$0.150	\$0.300	\$0.500	\$0.750	\$1.000	\$1.100	\$1.210	\$1.331	\$1.464	\$1.611	\$1.772
Total	\$17.757	\$16.943	\$17.595	\$19.116	\$22.648	\$25.076	\$27.422	\$29.798	\$32.038	\$34.549	\$37.300	\$40.266	\$43.322
T. <u>Operating Expenditures</u>													
Instruction	\$7.350	\$7.309	\$7.160	\$7.684	\$8.445	\$9.183	\$10.175	\$11.114	\$11.968	\$13.385	\$14.997	\$16.744	\$18.522
Academic Support	\$1.955	\$1.519	\$1.432	\$1.460	\$1.604	\$1.653	\$1.831	\$2.001	\$2.035	\$2.276	\$2.549	\$2.847	\$2.963
Student Services	\$2.756	\$2.511	\$2.220	\$2.305	\$2.365	\$2.571	\$2.645	\$2.779	\$2.872	\$2.945	\$2.999	\$3.181	\$3.334
Institutional Support	\$3.451	\$3.367	\$3.186	\$3.304	\$3.462	\$3.581	\$3.765	\$3.890	\$4.069	\$4.417	\$4.799	\$5.023	\$5.557
Plant Operation/Maint	\$1.106	\$0.947	\$1.074	\$1.153	\$1.267	\$1.377	\$1.526	\$1.667	\$1.795	\$2.008	\$2.249	\$2.512	\$2.778
Student Financial Aid	\$0.305	\$0.343	\$0.394	\$0.461	\$0.591	\$0.735	\$0.916	\$1.111	\$1.317	\$1.606	\$1.950	\$2.344	\$2.778
Auxiliary Enterprises	\$0.674	\$0.665	\$0.573	\$0.615	\$0.676	\$0.643	\$0.712	\$0.778	\$0.838	\$0.937	\$1.050	\$1.172	\$1.111
Total	\$17.597	\$16.660	\$16.039	\$16.982	\$18.409	\$19.743	\$21.571	\$23.340	\$24.894	\$27.574	\$30.593	\$33.824	\$37.044
Surplus (Deficit)	\$0.161	\$0.283	\$1.556	\$2.134	\$4.239	\$5.333	\$5.851	\$6.458	\$7.144	\$6.975	\$6.707	\$6.443	\$6.278
Development (TABLE 7)	—	—	\$1.100	\$1.824	\$2.343	\$2.612	\$2.885	\$3.042	\$3.162	\$3.345	\$3.543	\$3.758	\$3.940
Depreciation (TABLE 8)	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759
Total Operating Expense	\$18.356	\$17.419	\$17.898	\$19.565	\$21.512	\$23.114	\$25.214	\$27.141	\$28.814	\$31.678	\$34.895	\$38.340	\$41.742
U. <u>Operating Fund Balance</u>													
Beginning of Year estimate	\$3.000	\$2.402	\$1.926	\$1.623	\$1.174	\$1.310	\$1.572	\$1.780	\$2.037	\$2.261	\$2.632	\$2.837	\$3.063
Current Year Surplus (Deficit)	(\$0.598)	(\$0.476)	(\$0.303)	(\$0.449)	\$1.137	\$1.962	\$2.208	\$2.657	\$3.224	\$2.871	\$2.405	\$1.926	\$1.580
Surplus Pledged to New Campus					(\$1.000)	(\$1.700)	(\$2.000)	(\$2.400)	(\$3.000)	(\$2.500)	(\$2.200)	(\$1.700)	(\$1.500)
End of Year	\$2.402	\$1.926	\$1.623	\$1.174	\$1.310	\$1.572	\$1.780	\$2.037	\$2.261	\$2.632	\$2.837	\$3.063	\$3.143

¹ Excludes appropriations for capital expenditures (see TABLE 8)

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DEVELOPMENT BUDGET PROJECTIONS

TABLE 7

Item	Projections										
	FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
A. Development Institute	<i>(In millions of dollars)</i>										
Personnel	\$0.400	\$0.880	\$0.960	\$1.120	\$1.280	\$1.344	\$1.374	\$1.452	\$1.537	\$1.631	\$1.694
Other	\$0.100	\$0.220	\$0.240	\$0.280	\$0.320	\$0.336	\$0.344	\$0.363	\$0.384	\$0.408	\$0.423
Total	\$0.500	\$1.100	\$1.200	\$1.400	\$1.600	\$1.680	\$1.718	\$1.815	\$1.921	\$2.038	\$2.117
Revenue Generated											
Professional Services	\$0.150	\$0.300	\$0.300	\$0.750	\$1.000	\$1.100	\$1.210	\$1.331	\$1.464	\$1.611	\$1.772
Increased Contract Training											
Domestic	\$0.144	\$0.168	\$0.216	\$0.379	\$0.535	\$0.704	\$0.888	\$1.088	\$1.305	\$1.540	\$1.795
Foreign		\$0.216	\$0.432	\$0.475	\$0.523	\$0.575	\$0.632	\$0.696	\$0.765	\$0.842	\$0.926
Total Operating Revenue	\$0.294	\$0.684	\$1.148	\$1.604	\$2.057	\$2.379	\$2.731	\$3.115	\$3.535	\$3.993	\$4.493
Pro/Tech Center Development				\$1.000	\$1.000	\$2.000	\$2.000	\$5.000	\$5.000	\$10.000	\$10.000
B. Internal Data System											
Personnel	\$0.100	\$0.110	\$0.117	\$0.124	\$0.131	\$0.139	\$0.147	\$0.156	\$0.165	\$0.175	\$0.186
Hardware/Software (included in Capital Budget)											
Other	\$0.050	\$0.055	\$0.058	\$0.062	\$0.066	\$0.069	\$0.074	\$0.078	\$0.083	\$0.088	\$0.093
Total	\$0.150	\$0.165	\$0.175	\$0.185	\$0.197	\$0.208	\$0.221	\$0.234	\$0.248	\$0.263	\$0.279
C. Workforce Development											
Personnel	\$0.240	\$0.320	\$0.640	\$0.678	\$0.719	\$0.762	\$0.808	\$0.856	\$0.908	\$0.962	\$1.020
Other	\$0.060	\$0.080	\$0.160	\$0.170	\$0.180	\$0.191	\$0.202	\$0.214	\$0.227	\$0.241	\$0.255
Total	\$0.300	\$0.400	\$0.800	\$0.848	\$0.899	\$0.953	\$1.010	\$1.071	\$1.135	\$1.203	\$1.275
D. External Data System											
Personnel	\$0.100	\$0.106	\$0.112	\$0.119	\$0.126	\$0.134	\$0.142	\$0.150	\$0.159	\$0.169	\$0.179
Hardware/Software (included in Capital Budget)											
Other	\$0.050	\$0.053	\$0.056	\$0.060	\$0.063	\$0.067	\$0.071	\$0.075	\$0.080	\$0.084	\$0.090
Total	\$0.150	\$0.159	\$0.169	\$0.179	\$0.189	\$0.201	\$0.213	\$0.226	\$0.239	\$0.253	\$0.269
E.											
F.											
Total Development Budget	\$1.100	\$1.824	\$2.343	\$2.612	\$2.885	\$3.042	\$3.162	\$3.345	\$3.543	\$3.758	\$3.940

Draft of: 04/09/96

C. Ten-Year Capital Budget Projections

Table 8 and Table 9 in this section have been developed to present projections of two major capital fund accounts -- the Plant Fund and the Endowment/Fund Raising activities of the GCC Foundation. While these capital fund accounts are separate from the current (operating) fund accounts and separate projections have been developed accordingly, they are tied to the current fund accounts through inter-fund transfers. The Plant Fund is dependent to a significant extent on the operating results of the current fund (surpluses generated from current operations and reserves generated from depreciation of assets). The College can also expect some operating support from earnings on endowment and fund raising activities of the Foundation.

These projections are also based on critical assumptions and major goals. The two greatest goals of these projections are:

- To secure title to 314 acres of land and complete substantial construction of a new campus at the site according to the terms of a deed by the federal government.
- To continue building a permanent endowment that will reach more than \$10 million within the next ten years.

In the case of the Plant Fund, the projections are heavily dependent on several key assumptions as follows:

- A reserve fund will be established for accumulated depreciation of buildings and other fixed assets which will build a balance sufficient to begin construction of the new campus by year two of the plan.
- The College will obtain appropriations authorized by the Guam Legislature in the amount of \$2.75 million for design work by year two and \$27 million for a first phase of construction by year three of the plan.
- A federal loan of \$3 million for the construction of student housing will be secured by year three of the plan.
- The College will begin, by year three of the plan, to generate and pledge to the new campus sufficient operating surpluses to secure \$25 million in revenue bonds.
- The Development Institute, by year four of the plan, will begin to obtain commitments from Industry Partners toward building a Pro/Tech Center at the new campus site which will total \$36 million by the end of the period.
- Projected revenues and reserves from the combined sources indicated will enable the College to complete some \$75 million in first-phase construction of the new campus in addition to some \$36 million in construction of a Pro/Tech Center.

- Joint use of campus facilities will begin to generate land lease and building space rental revenues equal to 1/30 of the investment in the Pro/Tech Center.
- The Government of Guam will provide modest appropriations for capital improvements at the existing campus to include upgrading equipment and necessary building renovations.

In the case of the Endowment/Fund Raising Projections, some of the key assumptions are as follows:

- The Foundation will mount a major capital campaign that will raise \$1.5 million over the next three years to build a new Athletic/Recreation Center for students at the existing campus.
- The Foundation will establish and staff a full-time fund raising capability that will operate over the entire period of the plan.
- On completion of the capital campaign, the Foundation will continue over the period of the plan to generate \$500,000 annually in fund raising revenues which will be dedicated to endowment.
- The Foundation will improve the return on investment of the endowment over the next few years to an average rate of at least 12% annually.
- The Foundation will increase its support of the College, primarily in the form of financial aid to students, to \$100,000 annually within the next few years.
- The Foundation will also begin to recognize depreciation expense of its investments in buildings and equipment, and to build reserves for depreciation accordingly.

The projections are shown in the two tables beginning on the following page.

Guam Community College
CAPITAL BUDGET PROJECTIONS — PLANT FUND

TABLE 8

Item	FY1995 (Actual)	FY1996 (Budget)	Projections										
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
A. Revenues/Other Additions			(In millions of dollars)										
Appropriations, New Campus				\$2.750	\$27.000								
Appropriations, other			\$0.500	\$0.500	\$0.500	\$1.000	\$1.000	\$1.000	\$1.000	\$1.000	\$1.000	\$1.000	\$1.000
Federal Loan/Revenue Bonds					\$3.000	\$25.000							
Reserves for Depreciation	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759	\$0.759
Pledged Operating Surplus					\$1.000	\$1.700	\$2.000	\$2.400	\$3.000	\$2.500	\$2.200	\$1.700	\$1.500
Pro/Tech Center Funding						\$1.000	\$1.000	\$2.000	\$2.000	\$5.000	\$5.000	\$10.000	\$10.000
Land Lease/Rental Income						\$0.033	\$0.067	\$0.133	\$0.200	\$0.367	\$0.533	\$0.867	\$1.200
GCC Foundation													
Plant Fund Interest		\$0.053	\$0.110	\$0.171	\$0.026	\$1.551	\$2.017	\$0.790	\$0.035	\$0.148	\$0.246	\$0.341	\$0.081
Total	\$0.759	\$0.812	\$1.369	\$4.180	\$32.285	\$31.043	\$6.843	\$7.082	\$6.993	\$9.773	\$9.738	\$14.667	\$14.540
B. Expenditures	NEED DATA												
Existing Campus													
Equipment			\$0.400	\$0.400	\$0.400	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800	\$0.800
Renovations			\$0.100	\$0.100	\$0.100	\$0.200	\$0.200	\$0.200	\$0.200	\$0.200	\$0.200	\$0.200	\$0.200
New Campus													
Campus Construction				\$5.750	\$10.000	\$20.000	\$20.000	\$12.500				\$5.000	
Pro/Tech Center						\$1.000	\$1.000	\$2.000	\$2.000	\$5.000	\$5.000	\$10.000	\$10.000
Debt Service						\$2.376	\$2.376	\$2.376	\$2.376	\$2.376	\$2.376	\$2.376	\$2.376
Interest (7.0% assumed rate)						\$0.090	\$1.957	\$1.939	\$1.920	\$1.899	\$1.878	\$1.854	\$1.830
Principal						\$0.050	\$0.253	\$0.271	\$0.290	\$0.311	\$0.332	\$0.356	\$0.380
Total	\$0.000	\$0.000	\$0.500	\$6.250	\$10.500	\$24.376	\$24.376	\$17.876	\$5.376	\$8.376	\$8.376	\$18.376	\$13.376
PLANT FUND BALANCE	\$0.759	\$1.571	\$2.439	\$0.369	\$22.154	\$28.821	\$11.288	\$0.495	\$2.112	\$3.510	\$4.872	\$1.163	\$2.327
C. Investment in Plant													
Existing Campus													
Land		\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903	\$1.903
Buildings		\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715	\$4.715
Equipment		\$4.880	\$4.880	\$5.280	\$5.680	\$6.080	\$7.680	\$8.480	\$9.280	\$10.080	\$10.880	\$11.680	\$12.480
Improvements		\$1.529	\$1.529	\$1.629	\$1.729	\$1.829	\$2.029	\$2.429	\$2.629	\$2.829	\$3.029	\$3.229	\$3.429
Total		\$13.028	\$13.528	\$14.028	\$14.528	\$15.528	\$16.528	\$17.528	\$18.528	\$19.528	\$20.528	\$21.528	\$22.528
New Campus													
GCC Facilities				\$5.750	\$15.750	\$35.750	\$55.750	\$68.250	\$68.250	\$68.250	\$68.250	\$73.250	\$73.250
Pro/Tech Center						\$1.000	\$2.000	\$4.000	\$6.000	\$11.000	\$16.000	\$26.000	\$36.000
Total		\$13.028	\$13.528	\$19.778	\$30.278	\$52.278	\$74.278	\$89.778	\$92.778	\$98.778	\$104.778	\$120.778	\$131.778
Long-Term Debt					\$3.000	\$27.950	\$27.697	\$27.425	\$27.135	\$26.824	\$26.492	\$26.137	\$25.756
TOTAL PLANT FUND	\$13.786	\$14.598	\$15.967	\$20.147	\$49.431	\$53.149	\$57.869	\$62.847	\$67.755	\$75.463	\$83.157	\$95.804	\$108.349

Draft of: 04/09/96

Guam Community College Foundation

ENDOWMENT/FUND RAISING PROJECTIONS

TABLE 9

Item	FY1995 (Actual)	FY1996 (Budget)	Projections										
			FY1997	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
A. Revenues/Other Additions	<i>(In millions of dollars)</i>												
Gifts/Contributions	\$0.009	\$0.032	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500	\$0.500
Investment Income	\$0.113	\$0.343	\$0.398	\$0.436	\$0.478	\$0.524	\$0.614	\$0.716	\$0.829	\$0.956	\$1.099	\$1.258	\$1.437
Assumed Rate of Return		10.0%	10.5%	11.0%	11.5%	12.0%	12.0%	12.0%	12.0%	12.0%	12.0%	12.0%	12.0%
Total Additions	\$0.122	\$0.375	\$0.898	\$0.936	\$0.978	\$1.024	\$1.114	\$1.216	\$1.329	\$1.456	\$1.599	\$1.758	\$1.937
B. Expenditures													
Fund Raising Expense	\$0.001	\$0.005	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150	\$0.150
General Operating Expense	\$0.006	\$0.006	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020	\$0.020
Total Expenditures	\$0.007	\$0.011	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170	\$0.170
Revenue Over Expenditures	\$0.115	\$0.363	\$0.728	\$0.766	\$0.808	\$0.854	\$0.944	\$1.046	\$1.159	\$1.286	\$1.429	\$1.588	\$1.767
Transfers to GCC													
For Student Support	\$0.009	\$0.006	\$0.050	\$0.075	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100
For Faculty Support													
For Equipment	\$0.007												
Total Transfers	\$0.016	\$0.006	\$0.050	\$0.075	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100	\$0.100
Capital Expenditures													
Equipment													
Athletic/Recreation Center			\$0.500	\$0.500	\$0.500								
Total	\$0.000	\$0.000	\$0.500	\$0.500	\$0.500	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000
Depreciation	\$0.031	\$0.031	\$0.031	\$0.043	\$0.056	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068
C. Net Additions													
To Endowment	\$0.100	\$0.327	\$0.147	\$0.148	\$0.152	\$0.686	\$0.776	\$0.878	\$0.991	\$1.118	\$1.260	\$1.420	\$1.599
To Plant Fund	\$0.000	\$0.000	\$0.500	\$0.500	\$0.500	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000	\$0.000
To Plant Fund Reserves	\$0.031	\$0.031	\$0.031	\$0.043	\$0.056	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068	\$0.068
D. Assets/Fund Balances													
Endowment	\$3.400	\$3.727	\$3.874	\$4.022	\$4.175	\$4.861	\$5.637	\$6.514	\$7.505	\$8.624	\$9.884	\$11.304	\$12.902
Plant Fund													
Investment in Plant	\$1.227	\$1.227	\$1.727	\$2.227	\$2.727	\$2.727	\$2.727	\$2.727	\$2.727	\$2.727	\$2.727	\$2.727	\$2.727
Reserve for Depreciation	\$0.031	\$0.062	\$0.092	\$0.135	\$0.191	\$0.259	\$0.327	\$0.396	\$0.464	\$0.532	\$0.600	\$0.668	\$0.736
Total Fund Balance	\$4.627	\$4.954	\$5.601	\$6.249	\$6.901	\$7.587	\$8.363	\$9.241	\$10.232	\$11.350	\$12.611	\$14.031	\$15.629

Draft of: 04/09/96

Strategic Planning Objectives

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

Objective 1: All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full educational potential

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 To ensure that all children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school	January 2001	N/A	Board of Education / Department of Education	Student enrollment increase in preschool programs, Availability of preschools
1.2 To motivate each parent of preschool child to become actively involved in their child's education	January 1998	N/A	Board of Education / Department of Education	Increase Parent/Teacher involvement in school operation & activities
1.3 To provide parents with needed training and support services	January 1998	N/A	Board of Education / Department of Education	Increase Parent/Teacher involvement in school operation & activities
1.4 To ensure that each child receives proper nutrition, rest physical activity experiences, and the health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn	January 1998	N/A	Board of Education / Department of Education	Increase student enrollment

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

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Objective 3: To provide parents with needed training and support services

Objective 4: To ensure that each child receives proper nutrition, rest physical activity experiences, and the health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.

Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL A: IMPROVE DAY CARE AND PRESCHOOL PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Bring together, representatives of the various groups and organizations providing day care and other services to preschool age children (a) to determine what services are now available. (b) to determine what regulations and standards guide policies of the various groups and organizations that serve preschool age children. (c) to provide opportunities for the various stakeholders to network in order to provide better service to preschool age children and their parents.	August 1996	Lists of organizations, day care providers, preschools, etc. Representatives of government agencies providing services to preschool age children.	DOE - Elementary Division Headstart, SPC Early Childhood	Files containing lists invitations to send representatives, meeting notices and minutes of meetings. Documents containing regulations and standards to to be reviewed.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

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Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL A: IMPROVE DAY CARE AND PRESCHOOL PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2. Review the current regulations and standards paying particular attention to those that concern the health, nutrition, and education of young children and their parents.	March 1997	Documents to be reviewed	DOE, Headstart, Public Health, Daycare providers, organizations representing young children	Written recommendations signed by reviewing group, evidence of meetings with those in charge of making needing changes in policies and or regulations, copies of revised policies and regulations now in effect.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

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Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL A: IMPROVE DAY CARE AND PRESCHOOL PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3. Make written and oral recommendations for any changes that may be needed, and work to have those changes implemented.	August 1997	Copies of policies governing the changes Lists of procedures to be followed Lists of contact people and offices that must be consulted	Group recommending the changes	Copies of documents containing proposed changes, letters to appropriate agencies recommending changes, minutes of meetings, and evidence of enforcement.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

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PROPOSAL A: IMPROVE DAY CARE AND PRESCHOOL PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4. Publish and/or disseminate information concerning the regulations, standards and policies concerning the health,nutrition and education of young children and make the information available to service providers, to parents of young children, and to those agencies responsible for licensing, regulating, and inspecting providers of services to young children. Whenever possible, the information should be provided in the families first language.	August 1996	Pamphlets, check lists,booklets, handouts that can be given to parents	DOE, Public Health,Library,the medical community, businesses that supply goods and services to young children and their parents consulates and offices providing help and to services to our multi-cultural population.	Copies of materials on file, all schools and in places accessible to parents. Lists of materials available, their location, announcements of dates and places of dissemination, lists of those receiving materials

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

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Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL A: IMPROVE DAY CARE AND PRESCHOOL PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5. Encourage the development of a parental participation program with DAY CARE and preschool centers that is similar to present Head Start Parents Contracts.	August 1996	Copies of Head Start contract, lists of DAY CARE organizations	DOE, Head Start Preschools and DAY CARE providers	Programs in preschools and DAY CARE centers. Copies of the contracts on file

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

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PROPOSAL B: EXPAND PRESENT PRESCHOOL AND DAY CARE PROGRAMS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Create avenues to provide services to the large group of children not now being served Head Start or private DAY CARE or preschool providers by: (a) expanding the Head Start Program. (b) utilizing community programs. (c) encouraging businesses and government agencies to provide day care for the children of employees.	August 1997	Lists of existing programs and policies guiding the number of students served. Information concerning funding and cost of operation.	DOE, public health, community by organizations, preschool and DAY CARE providers	The number of students being served will increase. There will be an increase in the number of day care facilities available.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

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PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRE SCHOOL LEVEL LEARNING IN THE HOME

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Provide all parents of new born and preschool age children with needed information and services by: (a) providing a packet of materials concerning Infant care to all parents of newborns before they leave the hospital. (b) providing additional packets through public health, medical community, clinics, and doctors' offices, community outreach programs and the library as the child grows	August 1996	Copies of information Addresses of organizations providing information Sources of funding to purchase pamphlets and for printing	DOE, (special education, Head start, Early Childhood,) public health, community organizations, UOG, GCC, GMH	Copies of packets, lists of locations, lists of those receiving and or disseminating materials Increase in the number of children with special needs being served.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

Objective 1: To ensure that all children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

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Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRE SCHOOL LEVEL LEARNING IN THE HOME

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Continued: (c) providing parents of special needs children with support from birth by linking the resources of the Department of Education, the hospital, and public health. (d) gathering and disseminating materials for parents of young children to provide multi-cultural pre-literacy activities for preschool children.	August 1996	Copies of information Addresses of organizations providing information Sources of funding to purchase pamphlets and for printing	DOE, (special education, Head start, Early Childhood,) public health, community organizations, UOG, GCC, GMH	Copies of packets, lists of locations, lists of those receiving and or disseminating materials Increase in the number of children with special needs being served.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

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PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRE SCHOOL LEVEL LEARNING IN THE HOME

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2. Encourage Parent-Teacher Organizations to include the parents of preschool age children in meetings to provide teachers and parents with information concerning the care and education of young children. Preschool PTO - for 2, 3, 4 yr old.	August 1996	Meeting places Equipment as needed Volunteer facilitators for special workshops and presentations.	Parent Teacher Organizations in schools and pre schools, JPTAP	Direct communication with participants, meeting notices, sign-in lists, programs etc. Lists of possible presenters and successful programs.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 1: SCHOOL READINESS**

Objective 1: To ensure that all children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

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PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRE SCHOOL LEVEL LEARNING IN THE HOME

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3. Encourage schools, preschools, and DAY CARE providers to work with organizations and agencies that provide services to young children to conduct workshops and conferences to provide a variety of presentations for their age group and area. Sample topics will be nutrition, parenting skills, stress management, parent forums for problem solving, creative discipline, etc.	August 1996	Meeting places Volunteer facilitators Support of schools Parents Parents Organization (PTO)	DOE, Parent Teacher Organizations, Organizations serving young children and their parents	Lists of workshops, places, , programs Evaluation forms from workshops Lists of successful presenters and workshops on file

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 1: SCHOOL READINESS

Objective 1: To ensure that all children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

Objective 2: To motivate each parent of preschool child to become actively involved in their child's education

Objective 3: To provide parents with needed training and support services

Objective 4: To ensure that each child receives proper nutrition, rest physical activity experiences, and the health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.

Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.

PROPOSAL D: PROVIDE HIGH SCHOOL STUDENTS WITH PARENTING INFORMATION AND TRAINING.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Integrate information about parenting skills (should include, but not be limited to, general health, birth control, nutrition at all ages, discipline methods, stress management, abuse prevention, preschool teaching skills, and the realities and importance of the parental role) into existing health and parenting classes, and strengthen existing parenting programs that provide early intervention and education and care for sexually active, and pregnant teens.	August 1996	Materials from public health, and other public agencies that can be used to supplement adopted curricular materials.	DOE (Curriculum and Instruction, Secondary Associates, Principals, and teachers.)	Long term feedback will show better educated, and therefore, prepared parents, a reduction of teenage pregnancies, fewer low birth-weight babies, and healthier children

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 2: SCHOOL COMPLETION****Objective 1: High school graduation rate will increase to 95% or better**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Enrollment date for kindergarten cutoff date changes from 5th year birthdays by Dec 31st to Aug 31st.	August 1996	Money for Announcement	Territorial Board of Education, DOE	Increase in student enrollment
1.2 High schools are modeled after university environment	August 1996	Money for education of students	Territorial Board of Education, DOE	Survey of students on change of environment
1.3 Teachers act as academic advisors for all students	August 1996	Money for advisor training	Territorial Board of Education, DOE	Documented graduation and awards delivered
1.4 Strategies, procedures, and policies will be developed for empowerment of teachers relative to student attendance and performance	August 1996	Money for teacher Announcement	Territorial Board of Education, DOE	Survey of student & teacher performance
1.5 Counselors are assigned to students for their high school years. Counselors monitor emotional growth and assist advisors	August 1996	Money for Announcement	Territorial Board of Education, DOE	Increase in high school graduates
1.6 The 6-year completion deadline is removed so students can return to the high school campus when they are able, if they have to take a leave of absence. It is called a stop-out.	August 1996	N/A	Legislature Territorial Board of Education, DOE	Increase in student enrollment & high school graduates

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 2: SCHOOL COMPLETION****Objective 1: High school graduation rate will increase to 95% or better**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.7 The high schools are open 7:00 A.M. to 10:00 P.M.	August 1996	Money for 15 hour operation	Territorial Board of Education, DOE	Survey of teachers and students at extended day
1.8 Test students for interest and develop magnet schools (single purpose)	August 1996	Money to develop test and build schools	Territorial Board of Education, DOE	Monitor success
1.9 Encourage alternative schools and programs to compliment DOE	August 1996	N/A	N/A	DOE school reports
1.10 Stop social promotion. Use exits test for vocational placement to continue education with curriculum interest	August 1996	Money to develop curriculum	Territorial Board of Education, DOE	Success monitored promotion
1.11 Early intervention of "at risk students" using methods of productivity through affective education	August 1996	Money to develop an affective education curriculum	Territorial Board of Education, DOE	Dropout or stop out decline
1.12 Greater diversity of course offerings to keep interest	August 1996	Money to hire teachers and build classrooms	Territorial Board of Education, DOE	Monitor student's interest changes

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 2: SCHOOL COMPLETION****Objective 1: High school graduation rate will increase to 95% or better**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.13 Students will have the same teacher for at least 3 consecutive years in high school	August 1996	Money to hire teachers and build classrooms	Territorial Board of Education, DOE	Monitor student's interest changes
1.14 Implement competency based education at the high school level (no grade level and advanced placement when standards are met)	August 1996	Money for time spent to record standards	Territorial Board of Education, DOE	Monitor student's advancement & record

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 1: Guam DOE will develop world class content standards for all subject areas.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Review current content standards to determine extent of "world class" and meet the needs of current and future students. Content standards will be develop in the following areas: the arts, civics and government, Chamorro, citizenship, English, economics world languages, geography, history, mathematics, physical education and wellness, reading, science, and other content.	March 1997	Guam's current content standards	DOE Goals 2001	DOE report of the review
1.2 Review current regionally content standards to determine extent of "world class" and meet the needs of current and future students.	March 1997	Regional, national, and world standards	DOE Goals 2001	DOE report of the review
1.3 Guam DOE will develop a draft set of proposed content standards for review by students, parents, teachers, administrators and supervisory agency. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the standards will also be conducted	March 1997	Clerical support, media contacts, community group contacts meeting sites	DOE Goals 2001	Draft plan complete, responses from community grassroots meetings

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 1: Guam DOE will develop world class content standards for all subject areas.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.4 Guam DOE will document feedback from the community review and address its inclusion or exclusion from the draft standards	March 1997	Clerical support	DOE Goals 2001	Report of document
1.5 Guam DOE will submit revised content standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	March 1997	Clerical support, Contacts	DOE Goals 2001	Report of document
1.6 Guam DOE will develop a plan of continuous review of its content standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted content standards.	March 1997	Clerical support	DOE Goals 2001	Report of document

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 2: Guam DOE will develop student performance standards based on the world class content standards**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.1 Guam Doe will create a task force consisting of equal parts parents, teachers, school level administrators, curriculum and instruction specialist, and DOE/UOG personnel to create appropriate student performance standards based on the adopted content standards	August 1997	Meeting site volunteers	DOE Goals 2000 Task Force	DOE report on creation of Task Force
2.2 The task force, or its designee, in collaboration with the Division of Curriculum and Instruction will review Guam's current performance standards to determine the extent to which they are "world class" and meet the needs of current and future students	August 1997	Access to current performance standards	Task Force / Division of Curriculum and Instruction	Task Force report of findings
2.3 The task force, or its designee, in collaboration with the Division of Curriculum and Instruction will review current regionally developed, national and world performance standards to determine the extent to which they are "world class" and meet the needs of current and future students	August 1997	Access to regional, national, and world performance standards	Task Force / Division of Curriculum and Instruction	Task Force report of findings

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 2: Guam DOE will develop student performance standards based on the world class content standards**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.4 The task force, or its designee, will develop a draft set of proposed performance standards for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the performance standards will also be conducted.	August 1997	Clerical support, media contacts, community group contacts, meeting sites	Task Force	Draft standards developed
2.5 The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft performance standards.	August 1997	Clerical support	Task Force	Document produced, Community review reports
2.6 Guam DOE will submit revised performance standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	August 1997	Clerical support	DOE, Task Force, Goals 2000	Document produced, Community review reports, Consensus reached

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 2: Guam DOE will develop student performance standards based on the world class content standards

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.7 Guam DOE will develop a plan of continuous review of its performance standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted performance standards.	August 1997	Clerical support	DOE	Plan developed
2.8 Guam DOE will submit student performance standards to the Territorial Board of Education for adoption.	October 1997	N/A	Territorial Board of Education (TBE)	TBE report of findings

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.1 Guam DOE will create a task force of at least two parents, two students, two teachers, and two school level administrators - to develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.	March 1998	Volunteers, cooperation	DOE, Goals 2000 task force	Task Force created
3.2 The task force, or its designee, will review Guam's current assessment tools to determine the extent to which they are "world class" and meet the needs of current and future students.	March 1998	Access to Guam's current assessment tools	Task Force	Task Force report of review
3.3 The task force, or its designee, will review regionally developed performance-standards to determine the extent to which they are "world class" and meet the needs of current and future students	March 1998	Access to regional, national, and world assessment tools	Task Force	Task Force report of review

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.4 The task force, or its designee, will develop a draft set of proposed assessment developed tools for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the performance standards will also be conducted	March 1998	Clerical support, media contacts, community group contacts, meeting sites	Task Force	Draft assessment tools developed
3.5 The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft assessment tools.	March 1998	Clerical support	Task Force	Document produced, Community review reports
3.6 Guam DOE will submit revised assessment tools back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	March 1998	Clerical support	DOE, Task Force, Goals 2000	Document produced, Community review reports, Consensus reached

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.7 Guam DOE will develop a plan of continuous review of its assessment tools to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted assessment tools.	March 1998	Clerical support	DOE	Plan developed
3.8 Guam DOE will submit assessment tools developed to the Territorial Board of Education for adoption.	May 1998	N/A	Territorial Board of Education (TBE)	TBE report of findings

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.1 Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, and DOE/UOG personnel to achieve the task of aligning school curriculum, instructional materials, and assessment.	August 1997	Volunteers, cooperation	DOE, Goals 2000 task force	Task Force created
4.2 The task force, or its designee, will review Guam's current alignment practices to determine the extent to which they are "world class" and meet the needs of current and future students.	March 1998	Access to Guam's current alignment policies	Task Force	Task Force report of review
4.3 The task force, or its designee, will develop a draft set of proposed alignment policies for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the performance standards will also be conducted	March 1998	Clerical support, media contacts, community group contacts, meeting sites	Task Force	Draft alignment policies developed, community responses

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.4 The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft assessment tools.	March 1998	Clerical support	Task Force	Document produced, Community review reports
4.5 Guam DOE will submit revised alignment policies back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	March 1998	Clerical support	DOE, Task Force, Goals 2000	Document produced, Community review reports, Consensus reached
4.6 Guam DOE will develop a plan of continuous review of its alignment policies to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted alignment policies.	March 1998	Clerical support	DOE	Plan developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.7 Guam DOE will submit alignment policies developed to the Territorial Board of Education for adoption.	May 1998	N/A	Territorial Board of Education (TBE)	TBE report of findings

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.1 Guam will collect annual comprehensive student achievement data, from the adopted assessment tools, from all students at all schools.	March 1997	Clerical support	DOE	Data Collection
5.2 Guam DOE will develop a longitudinal island wide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age grade, and school for all tests given.	March 1997	RP&E staffing, computer terminals and software, clerical support	DOE	Database develop

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.3 Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles by grade at each school; by gender and race/ethnicity, separately for students classified as Limited English Proficient and Fluent English Proficient; on a special report related to learning plans for special education students or other types of students at risk.	March 1998	RP&E staffing, computer terminals and software, clerical support	DOE	DOE reports & community responses
5.4 Each school site will develop an annual plan for increasing the academic performance of its students based on the needs identified by the quartile results.	August 1998	School teams, comp time, clerical support	DOE, school principals	DOE plans developed
5.5 Guam DOE will share annual quartile test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	March 1998	media contracts, community contacts, clerical support	DOE	DOE & media reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.6 Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resources needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	School teams, comp time, clerical support	DOE, school principals	DOE reports
5.7 Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for or supporting activities of the above action steps.	August 1996	Grant writer	DOE	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
6.1 Guam DOE will design and develop assessment tools to be used with all students at each grade and school that is designed to assess these higher order competencies.	August 1998	RP&E staffing, expert consultation	DOE	Assessment tool developed
6.2 Guam DOE will develop a longitudinal island wide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age grade, and school for all tests given.	March 1998	RP&E staffing, computer terminals and software, clerical support	DOE	Database develop

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
6.3 Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles: by grade at each school; by gender and race/ethnicity, separately for students classified as Limited English Proficient and Fluent English Proficient; on a special report related to learning plans for special education students or other types of students at risk.	March 1998	RP&E staffing, computer terminals and software, clerical support	DOE	DOE test reports
6.4 Each school site will develop an annual plan for increasing the academic performance of its students based on the needs identified by the criterion referenced test (CRT) results.	August 1998	School teams, comp time, clerical support	DOE, school principals	DOE plans developed
6.5 Guam DOE will share annual CRT test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	August 1998	media contracts, community contacts, clerical support	DOE	DOE & media reports

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GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
6.6 Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resources needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	School teams, comp time, clerical support	DOE, school principals	DOE reports
6.7 Guam DOE will develop a plan of continuous review of its student assessment program in these areas. DOE will develop a system for ensuring that any needed revisions are developed and incorporated	August 1998	DOE staff	DOE	DOE reports
6.8 Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for or supporting activities of the above action steps.	August 1996	Grant writer	DOE	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.1 Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, and DOE/UOG personnel to review it's current academic standards to determine the extent that they promote good citizenship, good health, community service, and personal responsibility.	August 1996	Volunteers, cooperation, meeting site	DOE / Goals 2000	Task Force created
7.2 The task force will develop a plan to require a minimum number of hours of community service, with a minimum number of hours to be earned per year at each grade level, in order to graduate from high school (e 9,1000 hours to graduate, 80 hours minimum/year).	March 1997	Cooperation	DOE, Task Force	Plan developed
7.3 The task force will develop a force system of credits and/or rewards for those students who volunteer more than the minimum community service hours.	March 1997	Cooperation	DOE, Task Force	Plan developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.4 The task force will develop a system of academic credit for those students who demonstrate mastery of required skills while at work during non instructional hours.	March 1997	Cooperation	Task Force	Task Force report
7.5 Each school site will develop annual plan for every student to promote good citizenship, good health, community service, and personal responsibility.	March 1997	School teams, comp time, clerical support	DOE, School principals	DOE reports
7.6 Each school site will provide annual documentation and description of the opportunities associated with this plan that are actually implemented at the site. Schools will give information on promising practices and examples of success, obstacles encountered and recommendations for resolving them in the next academic year.	March 1997	School teams, comp time, clerical support	DOE, school principals	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.7 DOE will share the annual results of the school site plans widely with all relevant stakeholders.	March 1997	DOE staff	DOE	DOE reports
7.8 The task force will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in the annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	Cooperation	Task Force	DOE reports
7.9 The task force will develop a plan of continuous review of its draft plan for citizenship to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	August 1997	Cooperation, clerical support	Task Force	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.10 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	June 1997	Grant writer	DOE	Grant application approved

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
8.1 Guam DOE will develop a plan for every student to receive physical education and health education at every grade level to ensure that they are healthy and fit.	March 1997	volunteers, cooperation, clerical support	DOE/GOALS 2000	plan developed
8.2 Each school will annually document and describe the time opportunities associated with this plan that are actually implemented at each school. School will give information on promising practices and examples of success, obstacles encountered, and recommendations for resolving them in the next academic year.	March 1997	school team comp, clerical support	School Principals	documents produced
8.3 DOE will share the annual results of the school plans widely with all relevant stakeholders.	March 1997	media contracts, community contracts	DOE	community responds to shared plans

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
8.4 DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide school organizational structures.	August 1996	DOE staff, cooperation	DOE	needs identified and included
8.5 Guam DOE will develop a plan of continuous review of it's draft plan for health and fitness to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	March 1997	volunteers, comp time, clerical support	DOE	plan developed
8.6 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	August 1996	grant writer	DOE	funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 9: The percentage of all students who are competent in more than one language will substantially increase.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
9.1 Guam DOE will review the current language assessment resources and systems for students with languages other than English in their home backgrounds, and for students enrolled in Chamorro language and other language courses throughout DOE. The department will develop a plan for increasing the percentage of students competent in more than one language.	March 1997	Access to DOE statistics, clerical support, Volunteers or assigned staff	DOE/GOALS 2000, Chamorro Language Commission	plan developed
9.2 Guam DOE will require all students to study English and Chamorro at each elementary grade level, and English and at least one other language at each secondary grade level. Every student will be given the opportunity to study a third language at every grade level, using magnet schools, teacher flex time, low cost after school classes, 2-way bilingual programs, etc.	August 1997	Teaching staff and resources, DOE support	DOE, Chamorro Language Commission	Students receive appropriate language instructions
9.3 DOE will develop and implement a plan for annual progress reports on the are enrolled in Chamorro language and other non-English languages at each grade and school	August 1996	School reports, staffing support, clerical support	DOE	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP****Objective 9: The percentage of all students who are competent in more than one language will substantially increase.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
9.4 DOE will share the annual results of the school plans widely with all relevant stakeholders.	March 1997	media contracts, community contracts	DOE	
9.5 DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide school organizational structures.	August 1996	DOE staff, cooperation	DOE	needs identified and included
9.6 Guam DOE will develop a plan of continuous review of it's draft plan for health and fitness to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	March 1997	volunteers, comp time, clerical support	DOE	plan developed
9.7 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	August 1996	grant writer	DOE	funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
10.1 Guam DOE will review its current Territorial regional, national cultural heritage programs, plans and resources, including Chamorro and other Pacific and Asian cultures on Guam, to determine the extent to which they meet this objective.	August 1996	Access to DOE documents, clerical support, Volunteers or assigned staff	DOE, Chamorro Language Commission	DOE report of review
10.2 Guam DOE will develop and implement a comprehensive enhanced plan for achieving this objective, including instruction at every grade, level. This plan will include provisions for meeting the needs of Guam's transient student population.	March 1997	Access to DOE documents, clerical support, Volunteers or assigned staff	DOE,	DOE report on plan developed
10.3 Guam DOE will develop and implement a plan for annual progress reports on the access of all students to these opportunities and the qualitative characteristics of these opportunities.	March 1997	DOE staffing support, clerical support	DOE School Principals	DOE report on plan developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
10.4 DOE will share the annual results of the school plans widely with all relevant stakeholders.	March 1997	media contracts, community contracts	DOE	
10.5 DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide school organizational structures.	August 1996	DOE staff, cooperation	DOE	needs identified and included
10.6 Guam DOE will develop a plan of continuous review of it's draft plan for health and fitness to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	March 1997	volunteers, comp time, clerical support	DOE	plan developed
10.7 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	August 1996	grant writer	DOE	funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
11.1 Guam DOE will develop standards to ensure that every school and every student will have equal access to the academic resources needed to achieve world class performance. These may include: * implementing and monitoring equitable financial formulas between schools * coordinating equitable health and human services support to all students * providing equal access to curriculum materials, technology, and data development or selection of non-biased instructional materials and technology; and continuing assessment of bias in institutional and classroom practices, textbooks and educational materials; and assessment procedures and tools.	March 1997	DOE financial documents, student health statistics, School lists of curriculum materials at schools; current Guam OTL policies	DOE	Standards developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
11.2 Guam DOE will develop standards to ensure that all students have access to high level, appropriate instruction designed to enable every student to achieve all content and performance standards. These may include: * providing a safe, orderly, drug free environment * providing district support for each student's equal access to their school's educational benefits, including compliance with IDEA * equal access to teacher professional development and training needed to achieve world class performance, including training of all educators and administrators in OTL compliance and teacher access to educational research and pedagogy information * equal student access by all students to all programs and facilities within DOE	March 1997	Resources identified by Goals 2000 Goal 3, documents created by Guam's IDEA compliance review, resources identified by GOALS 2000 Goal 7, DOE lists of available resources and programs.	DOE, GOALS 2000	Standards developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
11.3 Guam DOE will develop standards to ensure that all schools have the physical resources needed to support the continued delivery of equal, quality instruction needed to achieve world class performance. These include: * establishing equal and adequate facilities, including play space, classroom space, libraries, science, laboratories, and fine and performing arts facilities; and establishing and maintaining equitable and appropriate size and quality of each school * ensuring that all facilities provide equal access to all students	March 1997	DOE surveys of existing facilities, DOE IDEA compliance reviews	DOE GOALS 2000	Standards developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
11.4 Guam DOE will create a Opportunity To Learn (OTL) Task Force that includes parents, teachers, school administrators, and DOE administration to ensure compliance with all OTL standards. OTL standards are to include equity and opportunity in issues related to gender, post secondary students, evaluations, non-English speaking, disadvantaged students, and parental rights.	August 1996	Volunteers, copies of OTL standards, DOE cooperation, comp time	DOE GOALS 2000	Task force is created and meeting regularly
11.5 The Task Force will develop a plan of continuous review of its draft plan for opportunity to learn to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	March 1997	Clerical support, requested documents	Task force	Plan developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
12.1 Guam DOE will develop a plan to ensure that all students will leave each grade level having mastered the academic skills required at the grade level.	March 1997	Volunteers or assigned staff, clerical support, expert consultations.	DOE	Plan produced
12.2 During each quarter / semester, Guam Teachers will identify those students that are academically at risk utilizing assessment tools and check list correlated with adopted standards and curriculum of the Guam DOE.	March 1998	RP&E staffing, teacher training, adopted performance standards and assessment tools, clerical support, more record days	DOE and teachers	Mastery assessments developed
12.3 Guam DOE will develop a system of low cost after school, weekend and summer school tutoring for those students who fall below expectations during any quarter/ semester and reassess students upon request.	March 1998	school teams, parents	Principals and teachers	Meeting held

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
12.4 School site administrators will ensure that meetings are held between parents, teachers and other appropriate staff to determine the unique learning needs of each identified student.	March 1998	School teams parents	Principals and teachers	Meetings held
12.5 Each school site will develop individual instructional plans for students who do not meet grade level mastery expectations in any quarter.	March 1998	School teams, expert consultation, DOE support	School principals	Individual plans developed
12.6 A referral will be made to the special education department when any student fails to meet expectations in two consecutive quarters, to determine if special supportive services are appropriate.	March 1998	DOE support	DOE Principals	Referrals made
12.7 Each school site will develop an annual plan for increasing the percentage of students who meet quarterly expectations including student support services, teacher training and the acquisition of required resources.	March 1998	School teams, clerical support and budget support	School principals	Plan developed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
12.8 Each school site will share its annual plan with all its teachers. School administrators and will share the plan and results with DOE and the contacts media.	March 1998	Media contacts and community	DOE and school principals	Community responds to shared results
12.9 Guam DOE will work with each school site to provide the necessary resources to implement each school's corrective mastery plan.	March 1998	Corrective plans	DOE and school principals	Resources provided
12.10 Guam DOE will develop a plan of continuous review of its draft plan for academic mastery to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	June 1997	Clerical support	DOE	Plan developed and results included
12.11 Guam DOE will seek non-local funds to enhance local budget resources for supplementing funds for supporting activities of the	August 1997	Grant writer	DOE	Funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Guam DOE will substantially increase the amount of time spent studying math and science at each grade level.	Fall 98	Change in school hours or curriculum focus	DOE	Instructional time increases
1.2 Guam DOE will provide every public school science classroom teacher, at each grade level, with the materials, time, teacher training, and instructional leadership needed to provide relevant, challenging, interesting hands-on experimentation and instruction.	Fall 97	Identification of funding sources, increased materials and facilities training	DOE	Science teachers satisfied with available resources
1.3 Guam DOE WILL provide an appropriate set of math manipulative to every public school classroom where math is taught, and every teacher will be trained and accountable for their use.	Fall 97	Identification of funding sources	DOE	Math teachers satisfied with available
1.4 Guam DOE will conduct an ongoing review of math and science standards and curriculum from other settings on a regional, national, and international level in order to identify formats, content, and approaches that are promising for use on Guam.	March 1997	DOE staffing	DOE	Material identified

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.5 Guam DOE will provide yearly teacher training based on the results of step 4.	August 1997	Training time, training resources	DOE	Information shared revisions made
1.6 Guam DOE will share the information obtained in Step 4 widely with all stakeholders; obtaining broad-based feedback, making revisions contracts responsive to community-wide input while fully achieving the goal of providing challenging math and science education to all students in Guam's schools.	March 1997	Clerical support	DOE	Information shared revisions made
1.7 Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	DOE staffing, school reports clerical support	DOE, school principals	Review completed
1.8 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing of the above action steps.	August 1996	Grant writer	DOE	Funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 2: Through a process of pre-service and in service training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.1 A review will be conducted of the background characteristics of currently employed teachers, including appropriate evidence from teacher evaluations, teacher expressed needs and interests, transcripts, and interests in a wide array of professional development opportunity.	August 1996	DOE staffing access to required DOE documents, clerical support	DOE	Review completed to satisfaction of reviewers
2.2 Based on the review in step 1, a comprehensive in service training and professional development plan to increase the math and science background of Guam's teachers will be developed and implemented, with annual progress reports on the nature, success, and obstacles of activities.	August 1996	Review results training resources, training time	DOE	Training occurs
2.3 Guam DOE's teacher certification requirements will reflect the need for most teachers to receive a substantive background in math and science, both for newly certified teachers and for recertification of currently certified teachers.	March 1998	Certification documents and statistics, available UOG resources	DOE, UOG	Math and science background increase

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 2: Through a process of pre-service and in service training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.4 External and internal reviews will be conducted of the nature, quality, and improvement needs of the UOG teacher preparation program and related opportunities in mathematics and science education.	March 1998	requested documents, clerical support	UOG, DOE	review completed and documented
2.5 A comprehensive academic master plan will be developed and implemented for improving the pre-service teacher training programs of UOG, with measurable milestones in accountability for progress, and annual progress reports on the nature, success, and obstacles encountered as the implementation occurs.	August 1998	requested documents, clerical support	UOG, DOE	Plan developed and implemented
2.6 Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	DOE staffing, school reports clerical support	DOE, school principals	Review completed
2.7 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing of the above action steps.	August 1996	Grant writer	DOE	Funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.1 Guam will create funded scholarship programs to be awarded to high school graduates who enter university programs in math, science, and engineering with special programs for women and minorities.	August 1997	development staff	UOG/DOE/ Chamber of Commerce, and other Gov. agencies	scholarship funded
3.2 Guam DOE WILL improve student and family access to information on scholarships and other resources in math, science, engineering, and other technology fields.	August 1996	DOE staff and training, computers, and other data resources	DOE	Science teachers satisfied with available resources
3.3 Guam DOE will develop partnerships between local educational institution, and the local business community to identify present and future employment needs in math, science, engineering, and other technology related fields and how Guam's high school graduates can begin to fill those needs, and to add summer and post graduate internship opportunities for students and graduates in these fields of study.	August 1996	DOE-community cooperation	DOE/GOALS 2000	partnerships formed and meeting regularly

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.4 Specific plans will be made, and grant writing and other extra mural fund acquisition will be undertaken to enlarge programmatic opportunities at UOG and GCC for degrees in math, science, engineering, and a variety of technology fields, and to achieve specific goals for increasing the number of Pacific Island and women degree holders in theses fields.	August 1996	as identified by UOG and GCC	UOG/GCC	number of Pacific Island and woman degree holders increases
3.5 Guam DOE will provide opportunities for these new and expanded programs to be coordinated with Guam's elementary and secondary schools to enhance the visibility (e.g., career awareness) and technical support needed by the schools in these areas.	August 1996	DOE support	DOE	visibility increases
3.6 Guam DOE will develop annual reports of progress in developing new professional resources in these fields, and of the community outreach and opportunity that they provide, will be shared widely with all stakeholders.	March 1997	requested documents, community contracts, clerical support	DOE	reports produced and documented

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 4: MATHEMATICS AND SCIENCE**

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.7 Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	August 1996	DOE staffing, school reports clerical support	DOE, school principals	Review completed
3.8 Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing of the above action steps.	August 1996	Grant writer	DOE	Funds received

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 5: ADULT LITERACY AND LIFELONG LEARNING****Objective 1: Every major island business will be involved in strengthening the connection between education and work.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Gov. create a task force on school to work represented mostly by island businesses	December 1996	N/A	Governor	Attendance, Creation of opportunities
1.2 Students can get credit towards graduation by working in the private sector as apprentices helping to operate businesses. (Community Based Education)	December 1996	Money for announcements of positions.	Department of Education Chamber of Commerce Board of Education	School monitors performance for credit
1.3 Teachers will act as vocational advisors. Vocational advisors are awarded incentives for students (they advise) who get an after school job, summer job, or job upon graduation and get a permanent position.	December 1996	Money for awards	Department of Education Territorial Board of Education	School monitor students' accomplishments

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 5: ADULT LITERACY AND LIFELONG LEARNING**

Objective 2: All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical needed to adopt to emerging new technologies, work methods; and markets through public and private educational, vocational, technical, workplace or other programs.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.1 Every adult employee can get credit from accredited universities through correspondence courses facilitated by a local educational institution.	December 1996	Money for publication of opportunities.	Educational Institutions	Degrees earned recorded and technical knowledge certified
2.2 Design a program to advance workers through alternative methods of creating expansion of programs for professional growth.	December 1996	N/A.	DOE	Program designed

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 5: ADULT LITERACY AND LIFELONG LEARNING

Objective 3: The number of quality programs including those at libraries that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.1 Adult employees may earn credit from accredited universities through correspondence courses facilitated by on- island institutions.	December 1996	Money for publication of opportunities	Library Educational Institutions	Degrees earned should be recorded.
3.2 All work places will be encouraged to have on-line Internet access to employees during their off hours.	December 1996	Money for equipment and on line service	Chamber of Commerce	Identify businesses that comply
3.3 Tax incentives for businesses complying with providing computer access to employees at work sites	December 1996	Money for applications of tax incentive.	Legislature	Identify business that comply.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 5: ADULT LITERACY AND LIFELONG LEARNING**

Objective 4: The proportion of the qualified students, especially students of need, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.1 Implement business adoption programs for students who need and assist these students through their graduation.	December 1996	Money for Surveys.	Chamber of Commerce, University of Guam, Guam Community College	Surveys to identify students and monitor students progress
4.2 Design jointly developed programs (e.g UOG-GCC-DOE and the business community) that provide assistance and incentives for students to complete their college education.	December 1996	Money for program designers and planners Chamber of Commerce	Chamber of Commerce, University of Guam, Guam Community College, DOE	College graduation rate

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 5: ADULT LITERACY AND LIFELONG LEARNING**

Objective 5: The proportion of college students who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.1 Initiate the identification of advanced students and encourage their growth through various incentives.	December 1996	Money to gather information on students	Chamber of Commerce University of Guam ,Guam Community School	Data supply accomplishments to be given to businesses at a resource pool
5.2 Regularly assess these skills and develop instructional improvement plans accordingly	December 1996	Money for assessing skills	GCC, UOG	Report of student gains
5.3 Chamber of Commerce, UOG, and GCC will develop a plan interfacing w/ the Territorial Economic	December 1996	Money to pay planners.	GCC, UOG, Chamber of Commerce	Data of actual needs met relative to the Territorial Economic Development Plan

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 5: ADULT LITERACY AND LIFELONG LEARNING

Objective 6: Schools in implementing comprehensive parent involvement programs will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents work and home life.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
6.1 Home intervention and family involvement programs will be developed and implemented. (Also refer to parental community involvement strategies)	December 1996	Money to fund trainers in the communities, Personnel, Mentors	DOE Territorial Board of Education Government Agencies (e.g. Public Health Non-profit organizations)	Parents survey before and after intervention

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Objective 1: Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol;

Objective 2: Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

Objective 3: Every local educational agency will develop a sequential comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Community based intervention and support programs will be made available to all students	June 1996	Interagency efforts such as DOE, Public Health, etc.	Department of Education	Drug testing random for all offenders.
2. Develop policies and procedures to comply with existing Public Laws: "Drug Free School Zone"	June 1996	Communication directly with Guam Police and school campus	Department of Education, Guam Police Department	DOE documents all results
3. Develop Affective Education Curriculum to be implemented at all grade levels.	June 1996	Photocopy existing curriculum materials	Curriculum and Instruction Department of Education	Affective Education measurement tools are present in the curriculum.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

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Objective 2: Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

Objective 3: Every local educational agency will develop a sequential comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4. Establish standards for maximum school building and classroom student capacity that are conducive to learning.	January 2000	Money to build more schools	Department of Education Territorial Board of Education, Legislature	Increased student achievement and graduation rate; decreased dropout rates

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Objective 4: Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment And are a safe haven for children;

Objective 5: Every local education agency will develop and implement a policy to insure that all schools are free of violence and the unauthorized presence of weapons;

Objective 6: Community based teams should be organized to provide students and teachers with needed support.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Develop a pilot program to establish Cooperative Nurseries on high school campuses to help young parents stay in school	August 1996	Available rooms and equipment	Public Health School Nurse	Monitor population of students with children
2. Encourage schools to implement school uniforms for all grade levels (k-12)	August 1996	Parents Fund-raisers Business Adoption of Schools	DOE, Parents	Trend at the drop in violence act.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Pre-service teachers education programs at UOG will be reviewed and revised for breadth and depth of teachers knowledge and skill development needed to teach <u>diverse</u> student population with varying educational, health, and social needs.	August 1996	UOG Teacher Education Program Descriptions; UOG Program Reviews of Teacher Education Programs; DOE evaluations of teachers service to the diverse student population	DOE C&I, Elementary or Secondary Administrative Services, Research, Planning, & Evaluation, Counseling, Special Education	DOE & UOG evaluations
1.2 Seek non-local funds to supplement funding for or for supporting activities 1.	August 1996	Collaborative grant writing involving UOG/COE and DOE	UOG/COE and DOE	Funding proposals; proposal outcomes; reviewer comments.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.3 The DOE plan for in service professional development activities for teachers will be reviewed and revised to insure; adequacy of needs assessment input from all teachers; quality of planning relative to student diversity in educational, health, and social needs; history of legal compliance; accessibility of all teachers to these professional development opportunities; support of school site and central administration for teacher participation and utilization of skills and knowledge gained.	August 1996	Annual all-teacher needs assessment, Comprehensive in-service provider information	DOE	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.4 The revised DOE in service professional development plan will be implemented.	March 1997	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPS, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	DOE	Teacher outcomes documented by in-service providers; Evidence of school site/classroom implementation by participating teachers.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Objective 2: All teachers will have access to continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.1 The DOE plan for in service professional development activities for teachers will be reviewed and revised to insure: adequacy of needs assessment input from all teachers; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility of all teachers to these professional development opportunities; support of school site and central administration and <u>utilization</u> of skills and knowledge gained.	August 1996	Annual all-teacher needs assessment, Comprehensive in-service provider information	DOE	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Objective 2: All teachers will have access to continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.2 The revised DOE in-service professional development plan will be implemented.	March 1997	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPS, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	DOE	Teacher outcomes documented by in-service providers (e.g., learning log; assessments; school implementation projects); Evidence of school site/classroom implementation by participating teachers.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.1 The DOE plan for in service professional development for administrators and other educators will be reviewed and revised to insure: integrated coordination with the plan for teachers; adequacy of needs assessment input from all such educators; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility and actual participation of all such educators to these professional development opportunities; support of school site and central administration for administrator and other educator participation and <u>utilization</u> of skills and knowledge gained.	August 1996	Annual administrator/ other educator needs assessment; Professional and parent community groups; Comprehensive in-service provider information	DOE	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.2 The revised DOE in service professional administrator, teacher, development plan will be other educators leadership implemented.	August 1996	Local and Federal (e.g.,DOD, PREL, SLIPS, SEA Bilingual) funding	DOE	Participant outcomes documented by in-service providers (e.g., learning logs; assessments; school implementation projects);
3.3 DOE will develop and implement professional standards of conduct for teachers, administrators, other educators, and support staff.	August 1997	N/A	DOE	DOE reports
3.4 Department of Education will develop a systematic method of accountability for action step 3.	August 1997	N/A	DOE	DOE reports

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 7: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

Objective 4: Partnerships will be established, where ever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.1 Organize a professional developing council consisting of Goals 2000 Panel Member, additional Institute of Higher Learning, Central and School site educators, and parent-community leaders to review, revise, and monitor professional development needs assessments, plans training implementation, and <u>actual use</u> of new skills/knowledge for addressing student diversity and challenging instruction.	August 1996	Volunteer IHE, DOE, GFT and community representatives; honorariums, Council supplies and copying.	DOE-TBOE, UOG, GCC, GFT, Goals 2000 Panel	Twice annual Council conclusions and recommendations
4.2 Develop a plan between UOG and DOE for aligning in-service and pre-service training programs with adopted student and professional performance standards. The plan should include procedures for communicating results of student assessment and professional performance evaluation.	August 1996	Staff support Civil Service Commission Consulting Services on Personnel Matters	Department of Education Territorial Board of Education University of Guam	Plan developed and implemented

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 8: PARENTAL PARTICIPATION

Objective 1: Each school will develop policies to assist the school and educational agencies establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.

Objective 2: Every school will actively engage parents and families in a partnership Which supports the academic work and co-curricular activities of children at home and shared educational decision making at school.

Objective 3: Parent and families will help to insure that school standards are adequately supported and will hold schools and teachers to high standards of accountability.

PROPOSAL C: COMMUNITY IN THE SCHOOLS

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3. Network high schools and feeder schools	August 1996	Students, teachers and schools willing to take part	Schools, principals, teachers	Increased interaction between feeder schools Transition between elementary, middle and high school eased - because students are aware of expectations. Placement of students in classes and programs to meet their needs.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 8: PARENTAL PARTICIPATION

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Objective 2: Every school will actively engage parents and families in a partnership Which supports the academic work and co-curricular activities of children at home and shared educational decision making at school.

Objective 3: Parent and families will help to insure that school standards are adequately supported and will hold schools and teachers to high standards of accountability.

PROPOSAL D: EXPAND EXTRA-CURRICULAR PROGRAMS TO PROVIDE AFTER SCHOOL OPPORTUNITIES THAT STIMULATE POSITIVE ACTIVITY AND ROLE MODELS, ESPECIALLY FOR CHILDREN IN HOMES THAT ARE UNSUPERVISED BETWEEN THE END OF THE SCHOOL DAY AND PARENTS RETURN HOME FROM WORK.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Survey children of all levels to determine areas of interest, such as clubs, choirs, dance groups, scouting, sports, debate, drama, etc.	August 1996	Survey forms school cooperation Recruit adult advisors, coaches, facilitators, for groups. Provide meeting space in schools.	Principals and PTO	Survey results, Calendar of activities lists of students and adults participating

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 8: PARENTAL PARTICIPATION

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Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2. Provide activity busing for children staying after school for extra-curricular activities.	March 1997	Creative bus scheduling, and some extra funding for busing.	PWC / DOE, Mayors Council	Activity busing in place

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 8: PARENTAL PARTICIPATION

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Objective 2: Every school will actively engage parents and families in a partnership Which supports the academic work and co-curricular activities of children at home and shared educational decision making at school.

Objective 3: Parent and families will help to insure that school standards are adequately supported and will hold schools and teachers to high standards of accountability.

PROPOSAL E: INCREASE PUBLIC AWARENESS OF SERVICES AVAILABLE

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1. Increase the number of news releases concerning programs in the schools	August 1996	Information from the schools	Principals, DOE Public Information Office	Copies of press releases and news stories
2. Increase information to the community being served by each school.	August 1996	paper, photographer, photo equipment, lists of people and places that need to receive the Information	School principals, teachers, parent organizations	Copies of newsletters newspaper articles, letters home pamphlets, etc.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 1: The educational system will be organized to support the achievement of the education goals.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.1 Director appoints Task Force	August 1997	N/A	Director of Education	Appointment of Task Force members approved and accepted
1.2 Task Force review System wide Reform & Governance / Accountability / Management recommendations	August 1997	N/A	Task Force	Review completed
1.3 Task Force aligns, revise, delete duplicity in both committees' recommendations.	August 1997	N/A	Task Force	Recommended structure submitted
1.4 Task Force identifies and delineates functions & responsibilities at three (3) levels: System wide, Regional, School levels	August 1997	N/A	Task Force	Functions and responsibilities identified and described at 3 levels

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 1: The educational system will be organized to support the achievement of the education goals.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.5 Task Force develops implementation strategies:	April 1997	N/A	Task Force	Personnel analysis completed
a. Review existing administrative and support personnel that can best be implemented at three levels	June 1997	N/A	Task Force	New position descriptions in consultation with Civil Service completed
b. Write new position descriptions with Civil Service Commission	September 1997	N/A	Task Force	Final reform structure and implementation strategies completed and submitted to DOE
c. Complete and submit final structure & implementation strategies to DOE.	December 1997	N/A	Task Force	Final reform structure and implementation strategies completed and submitted to DOE
1.6 Make inventory of existing legislation and make recommendations for revisions, deletions, additions where needed.	November 1997	DOE Legislative Committee on Education	Task Force	Inventory and analysis of existing legislation completed and submitted to DOE

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 1: The educational system will be organized to support the achievement of the education goals.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.7 Submit total reform package	January 1998	N/A	Director of Education Territorial Board of Education	TBOE acts on reform package
1.8 Implementation phases delineated / accepted	June 1998	N/A	Territorial Board of Education Director of Education	Implementation phases identified
1.9 Budget / reform package submitted to Legislature	September 1998	Legislature	Territorial Board of Education	Budget package submitted to Legislature
1.10 Public Hearing	September 1998		DOE / Legislature	Testimonies compiled; DOE budget mark up begins

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 1: The educational system will be organized to support the achievement of the education goals.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
1.11 Implementation begins	June 2000	budget package	Governor of Guam Legislature DOE	First phase of implementation begins

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE**

Objective 2: Design a reorganization of the Department of Education which will allow decision-making authority closer to those affected.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
2.1 Develop an implementation plan for school based management based on adopted TBOE policy and procedures and recommended action steps by System wide Reform Committee	August 1997	N/A	DOE	DOE report of plan develop
2.2 Establish an Implementation Committee made up of all levels of the school community to review and recommend an organizational structure utilizing all previously developed and researched efforts by various committees and studies and coordinate with System Wide Reform Committee.	June 1996	Studies made available	Director and Deputy Director of Education DOE Realignment Task Force Implementation Committee	Director to submit reorganization plan to Territorial Board of Education for approval Territorial Board of Education submits plan to Guam Legislature for legislative action

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 3: Identify and propose necessary changes to Public Law, Territorial Board of Education Policy, Operating Instructions, and any other such policies throughout the government that hinders the implementation of Objective 1.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
3.1 The Implementation Committee will recommend the necessary changes to identified laws and policies for submission and approval to the appropriate body, i.e., Director of Education, and and/or TBOE, and/or Legislature.	December 1997	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to TBOE, submitted to Civil Service Commission promulgated by Governor.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 4: Establish a system of accountability that holds employees to high standards of professional, moral, and ethical conduct.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
4.1 In concert with the development of Objective 2, changes to existing Personnel Rules and Regulation to allow for the implementation Committee of performance standards will be recommended to the appropriate body, i.e. Director, TBOE, Civil Service Commission, Legislature and Governor.	June 1998	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to TBOE, submitted to Civil Service Commission promulgated by Governor.

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE**

Objective 5: Develop and implement a five-year Guam Department of Education Technology in Education Plan for submission and approval by the TBOE.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.1 Institute a standing Technology in Education Committee	September 1996	Committee description listing of responsibilities	Director of Education, Board of Education	Formation of committee Selection of Chairman
5.2 Develop specific technology implementation guidelines for schools	January 1997	equipment inventories descriptions of successful local programs funding	Technology in Education Committee	Plan written and approved by Board of Education
5.3 Develop district-wide time lines	June 1997	school technology plans district technology plan	Committee Schools - School Improvement Committees	Time lines written and published
5.4 Develop district-wide assessment benchmarks	January 1997	district and school technology plans current research	Technology in Education Committee	Benchmarks published

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 5: Develop and implement a five-year Guam Department of Education Technology in Education Plan for submission and approval by the TBOE.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
5.5 Research and develop district-wide acceptable use policy (AUP)	September 1996	Current Research Other AUP's Legal Opinions	Technology in Education Committee	AUP published and adopted by Board of Education

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 6: Promote an active role of teachers in planning the use of instructional technology within their classroom.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
6.1 Publish goals, timetables and review dates of the Technology in Education Action Plan	September 1996	district and school technology plans current research	Technology in Education Committee	copy of publication that has been disseminated
6.2 Provide opportunities for teachers to attend ed. tech conferences at the national level	January 1997	Schedule of National Conferences Funding	Committee, Director of Education	Number of teachers who attended ed tech conferences Training / Briefing provided by teachers attending conferences

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 7: Increase equipment access for teachers and students.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.1 Establish a partnership committee to investigate developing a long term business partner interested in committing major resources.	January 1997	Models of school /community partnerships for the enhancement of educational technology	Governor Director of Education Board of Education Technology in Education Committee	Partnership Committee Formed
7.2 Establish a "lend-lease" computer program to get computers to teachers	December 1997	funding corporate sponsorship model "lend-lease programs"	Director of Education	Establishment of "lend-lease" Program Computers in hands of teachers
7.3 Establish a "best-use" policy for equipment, software use, upgrades and donations	January 1997	Equipment Inventory	Director of Education Board of Education Technology in Education Committee	"Best-use" policy published and approved by Board of Education

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 7: Increase equipment access for teachers and students.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
7.4 Investigate leasing computer equipment instead of purchasing it (expensive pieces)	January 1997	equipment inventory district-wide and school technology plans leasing proposals from businesses	Director of Education Board of Education	Report published by Department of Education
7.5 Establish a strong working relationship with the Guam Public Library to bring public access to Information Super Highway to Public	August 1996	Funding	Governor's Office Board of Education University of Guam	Publish Cooperative Working Guide Increased Usage statistics
7.6 Encourage individual schools to include a technology segment in their school level Improvement Plans (SLIP)	August 1996	Individual school improvement plans current research	DOE Federal Programs School Level Improvement Plans (SLIP)	Technology segments are included in individual school (SLIP) plans

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE

GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

Objective 8: Upgrade and improve school facilities for use of electronic equipment.

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
8.1 Rewire schools to the limit to handle data, voice and video transmissions and additional phone lines	December 1999	Funding input from experts including building engineers	Governor , Public Works, Board of Education, Director of Education	DOE publish upgrade plan
8.2 Assess school needs re: security, electrical outlets, air-conditioned storage areas	December 1997	Funding , school technology plans, inventories, input from experts including building engineers	Director of Education, School principals, Administrative Services	Publish needs assessment, upgrade underway

Task Force: EDUCATION 2001 STRATEGIC PLANNING TASK FORCE**GOAL 9: SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE****Objective 9: Provide technical support to schools and teachers.**

Key Results/Action Items	Time Table	Resources Needed	Accountability	Feedback Mechanism
9.1 Develop needs assessment for on and off site service contracts and routine maintenance work	December 1996	equipment inventory school technology plans funding proposals form contractors	Director of Education Technology Program Coordinator	Service Contract specifications are published, bids are accepted
9.2 Develop and implement a routine maintenance schedule	September 1996	Equipment Inventory, Personnel	Director of Education, School principals	Decrease in the length of equipment downtime
9.3 Establish the position of "Media Specialist Teaching Position" Goal is 1 per school	October 1996	funding job description	Director of Education	positions established qualified people hired

Strategic Planning Objectives Matrix - Task Force

VISION 2001

Description	Early Start	Early Finish	1996				1997				1998				1999				2000				2001				2002				2003				2004				2005				2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4								
EDUCATION																																														
SCHOOL READINESS																																														
Islandwide																																														
ALL CHILDREN WILL START SCHOOL READY TO LEARN	01JAN96	01JAN96	ALL CHILDREN WILL START SCHOOL READY TO LEARN																																											
Access to high quality preschool programs	02JAN96 A	31JAN01 A	Access to high quality preschool programs																																											
Motivate parents of preschool children	02JAN96 A	31JAN98 A	Motivate parents of preschool children																																											
Provide parents with needed training & support	02JAN96 A	31JAN98 A	Provide parents with needed training & support																																											
Ensure each child receives proper health care	02JAN96 A	31JAN98 A	Ensure each child receives proper health care																																											
A: Improve day care and preschool programs	01JAN96	01JAN96	A: Improve day care and preschool programs																																											
Bring together day care & other organizations	01JAN96	01JAN96	Bring together day care & other organizations																																											
Determine what services are available	02JAN96 A	31AUG96 A	Determine what services are available																																											
Determine regulations & standard guide policies	02JAN96 A	31AUG96 A	Determine regulations & standard guide policies																																											
Provide opportunities for stakeholders	02JAN96 A	31AUG96 A	Provide opportunities for stakeholders																																											
Review current regulations and standards	02JAN96 A	31MAR97 A	Review current regulations and standards																																											
Make written & oral recommendations for changes	02JAN96 A	31AUG97 A	Make written & oral recommendations for changes																																											
Publish & disseminate information	02JAN96 A	31AUG96 A	Publish & disseminate information																																											
Encourage parental participation in Day Care ctr	02JAN96 A	31AUG96 A	Encourage parental participation in Day Care ctr																																											
B: Expand present preschool & day care programs	01JAN96	01JAN96	B: Expand present preschool & day care programs																																											
Create avenues to provide services	01JAN96	01JAN96	Create avenues to provide services																																											
Expanding the Head Start Program	02JAN96 A	31AUG97 A	Expanding the Head Start Program																																											
Utilizing community programs	02JAN96 A	31AUG97 A	Utilizing community programs																																											
Encourage businesses & government agencies	02JAN96 A	31AUG97 A	Encourage businesses & government agencies																																											
C: Preschool learning prgm at home for parents	01JAN96	01JAN96	C: Preschool learning prgm at home for parents																																											
Provide all parents with needed information	01JAN96	01JAN96	Provide all parents with needed information																																											
Materials concerning infant care to parents	02JAN96 A	31AUG96 A	Materials concerning infant care to parents																																											
Providing additional information as child grows	02JAN96 A	31AUG96 A	Providing additional information as child grows																																											
Providing parents of special needs children	02JAN96 A	31AUG96 A	Providing parents of special needs children																																											
Gathering & dessimenating materials for parents	02JAN96 A	31AUG96 A	Gathering & dessimenating materials for parents																																											
Encourage PTOs include parents of preschool	02JAN96 A	31AUG96 A	Encourage PTOs include parents of preschool																																											
Conduct workshops & conferences	02JAN96 A	31AUG96 A	Conduct workshops & conferences																																											
D: Provide high school students with parent info	02JAN96 A	31AUG96 A	D: Provide high school students with parent info																																											
SCHOOL COMPLETION																																														
Islandwide																																														
HIGH SCHOOL GRADUATION RATE INCREASE 95% OR MORE	01JAN96	01JAN96	HIGH SCHOOL GRADUATION RATE INCREASE 95% OR MORE																																											
Enrollment date for kindergarten date changes	02JAN96 A	31AUG96 A	Enrollment date for kindergarten date changes																																											

VISION 2001

Description	Early Start	Early Finish	1996		1997				1998				1999				2000				2001				2002				2003				2004				2005				2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4						
High schools modeled after university environmen	02JAN96 A	31AUG96 A	High schools modeled after university environmen																																									
Teachers act as academic advisors	02JAN96 A	31AUG96 A	Teachers act as academic advisors																																									
Empowerment of teachers in student attendance	02JAN96 A	31AUG96 A	Empowerment of teachers in student attendance																																									
Counselors monitor student emotional growth	02JAN96 A	31AUG96 A	Counselors monitor student emotional growth																																									
6-year student completion deadline removed	02JAN96 A	31AUG96 A	6-year student completion deadline removed																																									
High schools are open 7 AM to 10 PM	02JAN96 A	31AUG96 A	High schools are open 7 AM to 10 PM																																									
Test students for interest and develop magnetism	02JAN96 A	31AUG96 A	Test students for interest and develop magnetism																																									
Encourage alternative schools and programs	02JAN96 A	31AUG96 A	Encourage alternative schools and programs																																									
Stop social promotion	02JAN96 A	31AUG96 A	Stop social promotion																																									
Early intervention of "at risk students"	02JAN96 A	31AUG96 A	Early intervention of "at risk students"																																									
Greater diversity of course offerings	02JAN96 A	31AUG96 A	Greater diversity of course offerings																																									
Students have same teacher for 3 consecutive yrs	02JAN96 A	31AUG96 A	Students have same teacher for 3 consecutive yrs																																									
Implement competency based education HS level	02JAN96 A	31AUG96 A	Implement competency based education HS level																																									
STUDENT ACHIEVEMENT AND CITIZENSHIP																																												
Islandwide																																												
DOE WILL DEVELOP WORLD CLASS CONTENT STANDARDS	01JAN96	01JAN96	DOE WILL DEVELOP WORLD CLASS CONTENT STANDARDS																																									
Review current content standards	02JAN96 A	31MAR97 A	Review current content standards																																									
Review current regionally content standards	02JAN96 A	31MAR97 A	Review current regionally content standards																																									
Develop draft set of content standards	02JAN96 A	31MAR97 A	Develop draft set of content standards																																									
Document feedback of standards from community	02JAN96 A	31MAR97 A	Document feedback of standards from community																																									
Obtain community consensus of content standards	02JAN96 A	31MAR97 A	Obtain community consensus of content standards																																									
Plan for continuous review of content standards	02JAN96 A	31MAR97 A	Plan for continuous review of content standards																																									
DOE WILL DEVELOP STUDENT PERFORMACE STANDARDS	01JAN96	01JAN96	DOE WILL DEVELOP STUDENT PERFORMACE STANDARDS																																									
Create a task force	02JAN96 A	31AUG97 A	Create a task force																																									
Review current student performance standards	02JAN96 A	31AUG97 A	Review current student performance standards																																									
Review current regionally performance standards	02JAN96 A	31AUG97 A	Review current regionally performance standards																																									
Develop draft set of performance standards	02JAN96 A	31AUG97 A	Develop draft set of performance standards																																									
Document feedback of standards from community	02JAN96 A	31AUG97 A	Document feedback of standards from community																																									
Obtain community consensus of content standards	02JAN96 A	31AUG97 A	Obtain community consensus of content standards																																									
Plan for continuous review of content standards	02JAN96 A	31AUG97 A	Plan for continuous review of content standards																																									
Submit performance standards to TBE for adoption	02JAN96 A	31OCT97 A	Submit performance standards to TBE for adoption																																									
DOE WILL DEVELOP STUDENT ASSESSMENT TOOLS	01JAN96	01JAN96	DOE WILL DEVELOP STUDENT ASSESSMENT TOOLS																																									
Create a task force	02JAN96 A	31MAR98 A	Create a task force																																									
Review current student assessment tools	02JAN96 A	31MAR98 A	Review current student assessment tools																																									

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Review current regionally assessment tools	02JAN96 A	31MAR98 A	▼ Review current regionally assessment tools																							
Develop draft set of assessment tools	02JAN96 A	31MAR98 A	▼ Develop draft set of assessment tools																							
Document feedback of assessment from community	02JAN96 A	31MAR98 A	▼ Document feedback of assessment from community																							
Obtain community consensus of assessment tools	02JAN96 A	31MAR98 A	▼ Obtain community consensus of assessment tools																							
Plan for continuous review of assessment tools	02JAN96 A	31MAR98 A	▼ Plan for continuous review of assessment tools																							
Submit assessment tools to TBE for adoption	02JAN96 A	31MAY98 A	▼ Submit assessment tools to TBE for adoption																							
DOE WILL ALIGN SCHOOL CURRICULUM, ETC.	01JAN96	01JAN98	▶ DOE WILL ALIGN SCHOOL CURRICULUM, ETC.																							
Create a task force	02JAN96 A	31AUG97 A	▼ Create a task force																							
Review current alignment practices	02JAN96 A	31MAR98 A	▼ Review current alignment practices																							
Develop draft set of alignment policies	02JAN96 A	31MAR98 A	▼ Develop draft set of alignment policies																							
Document feedback of alignment practices	02JAN96 A	31MAR98 A	▼ Document feedback of alignment practices																							
Obtain community consensus of alignment practice	02JAN96 A	31MAR98 A	▼ Obtain community consensus of alignment practice																							
Plan for continuous review of alignment practice	02JAN96 A	31MAR98 A	▼ Plan for continuous review of alignment practice																							
Submit alignment practices to TBE for adoption	02JAN96 A	31MAY98 A	▼ Submit alignment practices to TBE for adoption																							
STUDENT ACADEMIC PERFORMANCE WILL INCREASE	01JAN96	01JAN96	▶ STUDENT ACADEMIC PERFORMANCE WILL INCREASE																							
Collect annual student achievement data	02JAN96 A	31MAR97 A	▼ Collect annual student achievement data																							
Develop a longitudinal islandwide database	02JAN96 A	31MAR97 A	▼ Develop a longitudinal islandwide database																							
Analyze test results from annual quartile result	02JAN96 A	31MAR98 A	▼ Analyze test results from annual quartile result																							
Develop annual plan for increasing academic perf	02JAN96 A	31AUG98 A	▼ Develop annual plan for increasing academic perf																							
Annual quartile results will be shared	02JAN96 A	31MAR98 A	▼ Annual quartile results will be shared																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	▼ Seek non-local funds to enhance budget																							
STUDENT OVERALL LEARNING ABILITIES WILL INCREASE	01JAN96	01JAN96	▶ STUDENT OVERALL LEARNING ABILITIES WILL INCREASE																							
Design & develop assessment tools	02JAN96 A	31AUG98 A	▼ Design & develop assessment tools																							
Develop a longitudinal islandwide database	02JAN96 A	31MAR98 A	▼ Develop a longitudinal islandwide database																							
Analyze test results from annual quartile result	02JAN96 A	31MAR98 A	▼ Analyze test results from annual quartile result																							
Develop annual plan for increasing academic perf	02JAN96 A	31AUG98 A	▼ Develop annual plan for increasing academic perf																							
Annual CRT results will be shared	02JAN96 A	31AUG98 A	▼ Annual CRT results will be shared																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																							
Develop plan for continuous review of assessment	02JAN96 A	31AUG98 A	▼ Develop plan for continuous review of assessment																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	▼ Seek non-local funds to enhance budget																							
ALL STUDENTS WILL BE INVOLVED IN ACTIVITIES	01JAN96	01JAN96	▶ ALL STUDENTS WILL BE INVOLVED IN ACTIVITIES																							
Create a task force	02JAN96 A	31AUG96 A	▼ Create a task force																							

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006					
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Plan to require minimum community service hours	02JAN96 A	31MAR97 A	▼ Plan to require minimum community service hours																									
Develop a force system of credits & awards	02JAN96 A	31MAR97 A	▼ Develop a force system of credits & awards																									
Develop a system of academic credit	02JAN96 A	31MAR97 A	▼ Develop a system of academic credit																									
Develop plan to promote good citizenship	02JAN96 A	31MAR97 A	▼ Develop plan to promote good citizenship																									
Schools provide annual plan of opportunities	02JAN96 A	31MAR97 A	▼ Schools provide annual plan of opportunities																									
School site plans results will be shared	02JAN96 A	31MAR97 A	▼ School site plans results will be shared																									
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																									
Develop continuous review plan for citizenship	02JAN96 A	31AUG97 A	▼ Develop continuous review plan for citizenship																									
Seek non-local funds to enhance budget	02JAN96 A	30JUN97 A	▼ Seek non-local funds to enhance budget																									
ACCESS TO PHYSICAL AND HEALTH EDUCATION	01JAN96	01JAN96	▶ ACCESS TO PHYSICAL AND HEALTH EDUCATION																									
Student will receive physical & health education	02JAN96 A	31MAR97 A	▼ Student will receive physical & health education																									
Schools provide annual plan of opportunities	02JAN96 A	31MAR97 A	▼ Schools provide annual plan of opportunities																									
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	▼ School plans will be shared with stakeholders																									
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																									
Continuous review plan for health & fitness	02JAN96 A	31MAR97 A	▼ Continuous review plan for health & fitness																									
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	▼ Seek non-local funds to enhance budget																									
STUDENTS COMPETENT IN MORE THAN ONE LANGUAGE	01JAN96	01JAN96	▶ STUDENTS COMPETENT IN MORE THAN ONE LANGUAGE																									
Review current language assessment resources	02JAN96 A	31MAR97 A	▼ Review current language assessment resources																									
Requirement to study English & Chamorro	02JAN96 A	31AUG97 A	▼ Requirement to study English & Chamorro																									
Plan progress reports on enrollment in Chamorro	02JAN96 A	31AUG96 A	▼ Plan progress reports on enrollment in Chamorro																									
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	▼ School plans will be shared with stakeholders																									
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																									
Continuous review plan for language assessment	02JAN96 A	31MAR97 A	▼ Continuous review plan for language assessment																									
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	▼ Seek non-local funds to enhance budget																									
CULTURAL HERITAGE OF CHAMORROS & OTHER GROUPS	01JAN96	01JAN96	▶ CULTURAL HERITAGE OF CHAMORROS & OTHER GROUPS																									
Review current cultural heritage programs	02JAN96 A	31AUG96 A	▼ Review current cultural heritage programs																									
Develop & implement a comprehensive enhance plan	02JAN96 A	31MAR97 A	▼ Develop & implement a comprehensive enhance plan																									
Plan progress reports on access to opportunities	02JAN96 A	31MAR97 A	▼ Plan progress reports on access to opportunities																									
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	▼ School plans will be shared with stakeholders																									
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	▼ Conduct annual review of resources & systemic																									
Continuous review plan for cultural programs	02JAN96 A	31MAR97 A	▼ Continuous review plan for cultural programs																									
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	▼ Seek non-local funds to enhance budget																									
FAIR OPPORTUNITY TO ACHIEVE KNOWLEDGE & SKILLS	01JAN96	01JAN96	▶ FAIR OPPORTUNITY TO ACHIEVE KNOWLEDGE & SKILLS																									
Develop standards to assure academic access	01JAN96	01JAN96	▶ Develop standards to assure academic access																									

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Monitor equitable financial formulas	02JAN96 A	31MAR97 A	▼ Monitor equitable financial formulas																							
Coordinate equitable health & human services	02JAN96 A	31MAR97 A	▼ Coordinate equitable health & human services																							
Provide equal access to curriculum materials,etc	02JAN96 A	31MAR97 A	▼ Provide equal access to curriculum materials,etc																							
Devlp standards to assure high level instruction	01JAN96	01JAN98	▼ Devlp standards to assure high level instruction																							
Provide a safe & orderly drug-free environment	02JAN96 A	31MAR97 A	▼ Provide a safe & orderly drug-free environment																							
District support for student's equal access	02JAN96 A	31MAR97 A	▼ District support for student's equal access																							
Equal access to teacher professional training	02JAN96 A	31MAR97 A	▼ Equal access to teacher professional training																							
Equal access to all students to DOE programs	02JAN96 A	31MAR97 A	▼ Equal access to all students to DOE programs																							
Standards to assure school physical resources	01JAN96	01JAN96	▼ Standards to assure school physical resources																							
Establish equal and adequate facilities	02JAN96 A	31MAR97 A	▼ Establish equal and adequate facilities																							
Ensure facilities provide access to students	02JAN96 A	31MAR97 A	▼ Ensure facilities provide access to students																							
Create an Opportunity To Learn (OTL) task force	02JAN96 A	31AUG96 A	▼ Create an Opportunity To Learn (OTL) task force																							
Review of draft plan for opportunity to learn	02JAN96 A	31MAR97 A	▼ Review of draft plan for opportunity to learn																							
DECREASE IN STUDENT GRADE RETENTION	01JAN96	01JAN96	▼ DECREASE IN STUDENT GRADE RETENTION																							
Ensure students to master academic skills	02JAN96 A	31MAR97 A	▼ Ensure students to master academic skills																							
Identify students who are academically at risk	02JAN96 A	31MAR98 A	▼ Identify students who are academically at risk																							
Develop a system for low cost tutoring	02JAN96 A	31MAR98 A	▼ Develop a system for low cost tutoring																							
Determine unique learning needs of students	02JAN96 A	31MAR97 A	▼ Determine unique learning needs of students																							
Individual instructional plans for students	02JAN96 A	31MAR98 A	▼ Individual instructional plans for students																							
Special supportive services for students	02JAN96 A	31MAR98 A	▼ Special supportive services for students																							
School site to develop annual plan	02JAN96 A	31MAR98 A	▼ School site to develop annual plan																							
Each school site will share school plans	02JAN96 A	31MAR98 A	▼ Each school site will share school plans																							
DOE provide necessary resources to implement	02JAN96 A	31MAR98 A	▼ DOE provide necessary resources to implement																							
Review of draft plan for academic mastery	02JAN96 A	30JUN97 A	▼ Review of draft plan for academic mastery																							
Seek non-local funds to enhance budget	02JAN96 A	30AUG97 A	▼ Seek non-local funds to enhance budget																							
MATHEMATICS AND SCIENCE																										
Islandwide																										
MATHEMATICS & SCIENCE WILL BE STRENGTHENED	01JAN96	01JAN96	▼ MATHEMATICS & SCIENCE WILL BE STRENGTHENED																							
Increase time spent studying math & science	02JAN96 A	31AUG98 A	▼ Increase time spent studying math & science																							
Provide all science classrooms material,trng,etc	02JAN96 A	31AUG97 A	▼ Provide all science classrooms material,trng,etc																							
Provide an appropriate set of math manipulative	02JAN96 A	31AUG97 A	▼ Provide an appropriate set of math manipulative																							
Conduct review of math & science standards	02JAN96 A	31MAR97 A	▼ Conduct review of math & science standards																							
Provide yearly teacher training	02JAN96 A	31AUG97 A	▼ Provide yearly teacher training																							
Share information with all stakeholders	02JAN96 A	31MAR97 A	▼ Share information with all stakeholders																							

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Description	Early Start	Early Finish	1996		1997				1998				1999				2000				2001				2002				2003				2004				2005				2006	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2						
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	▼ Conduct review of systemic & resources issues																																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	▼ Seek non-local funds to enhance budget																																							
INCREASE NUMBER OF MATH & SCIENCE TEACHERS	01JAN96	01JAN96	▶ INCREASE NUMBER OF MATH & SCIENCE TEACHERS																																							
Review background of current employed teachers	02JAN96 A	31AUG96 A	▼ Review background of current employed teachers																																							
Develop in service training & professional plan	02JAN96 A	31AUG96 A	▼ Develop in service training & professional plan																																							
Review all teacher cerification requirements	02JAN96 A	31MAR98 A	▼ Review all teacher cerification requirements																																							
Internal & external review of UOG teacher prep	02JAN96 A	31MAR98 A	▼ Internal & external review of UOG teacher prep																																							
Improve pre-service teacher training programs	02JAN96 A	31AUG98 A	▼ Improve pre-service teacher training programs																																							
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	▼ Conduct review of systemic & resources issues																																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	▼ Seek non-local funds to enhance budget																																							
INCREASE IN MATH & SCIENCE DEGREE GRADUATES	01JAN96	01JAN96	▶ INCREASE IN MATH & SCIENCE DEGREE GRADUATES																																							
Create funded scholarship programs	02JAN96 A	31AUG97 A	▼ Create funded scholarship programs																																							
Improve access to scholarship information	02JAN96 A	31AUG96 A	▼ Improve access to scholarship information																																							
Develop partnership between school & business	02JAN96 A	31AUG96 A	▼ Develop partnership between school & business																																							
Develop plans for fund acquisition	02JAN96 A	31AUG96 A	▼ Develop plans for fund acquisition																																							
Enhance visibility & technical support needed	02JAN96 A	31AUG96 A	▼ Enhance visibility & technical support needed																																							
Develop annual report of progress	02JAN96 A	31MAR97 A	▼ Develop annual report of progress																																							
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	▼ Conduct review of systemic & resources issues																																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	▼ Seek non-local funds to enhance budget																																							
ADULT LITERACY AND LIFELONG LEARNING																																										
Islandwide																																										
STRENGTHENING THE BOND BETWEEN EDUCATION &	01JAN96	01JAN96	▶ STRENGTHENING THE BOND BETWEEN EDUCATION & WORK																																							
Create a task force on school to work	02JAN96 A	31DEC96 A	▼ Create a task force on school to work																																							
Get graduation credits working in private sector	02JAN96 A	31DEC96 A	▼ Get graduation credits working in private sector																																							
Teachers will act as Vocational advisors	02JAN96 A	31DEC96 A	▼ Teachers will act as Vocational advisors																																							
OPPORTUNITY FOR WORKERS TO ACQUIRE SKILLS	01JAN96	01JAN96	▶ OPPORTUNITY FOR WORKERS TO ACQUIRE SKILLS																																							
Credit through correspondence courses	02JAN96 A	31DEC96 A	▼ Credit through correspondence courses																																							
Program to advance workers through alt methods	02JAN96 A	31DEC96 A	▼ Program to advance workers through alt methods																																							
INCREASE IN QUALITY PROGRAMS FOR STUDENT WORKERS	01JAN96	01JAN96	▶ INCREASE IN QUALITY PROGRAMS FOR STUDENT WORKERS																																							
Credit through correspondence courses	02JAN96 A	31DEC96 A	▼ Credit through correspondence courses																																							
Internet access at work places	02JAN96 A	31DEC96 A	▼ Internet access at work places																																							
Tax incentives for businesses	02JAN96 A	31DEC96 A	▼ Tax incentives for businesses																																							
PROPORTION OF QUALIFIED STUDENTS WILL INCREASE	01JAN96	01JAN96	▶ PROPORTION OF QUALIFIED STUDENTS WILL INCREASE																																							

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Implement business adoption programs	02JAN96 A	31DEC96 A	Implement business adoption programs																							
Provide incentives to complete college education	02JAN96 A	31DEC96 A	Provide incentives to complete college education																							
COLLEGE STUDENTS DEMONSTRATE ADVANCE ABILITY	01JAN96	01JAN96	COLLEGE STUDENTS DEMONSTRATE ADVANCE ABILITY																							
Indentification of advance students	02JAN96 A	31DEC96 A	Indentification of advance students																							
Develop instructional improvement plans	02JAN96 A	31DEC96 A	Develop instructional improvement plans																							
Interface COC, UOG & GCC w/ Territorial Economic	02JAN96 A	31DEC96 A	Interface COC, UOG & GCC w/ Territorial Economic																							
INCREASE OPPORTUNITIES	01JAN96	01JAN96	INCREASE OPPORTUNITIES																							
Develop home intervention & family involvement	02JAN96 A	31DEC96 A	Develop home intervention & family involvement																							
SAFE, DISCIPLINED, & ALCOHOL & DRUG-FREE SCHOOL																										
Islandwide																										
OBJECTIVES 1, 2, 3 (See table)	01JAN96	01JAN96	OBJECTIVES 1, 2, 3 (See table)																							
Community based intervention and support program	02JAN96 A	30JUN96 A	Community based intervention and support program																							
Develop policies and procedures	02JAN96 A	30JUN96 A	Develop policies and procedures																							
Develop Affective Education Curriculum	02JAN96 A	31DEC96 A	Develop Affective Education Curriculum																							
Establish standards for school building	02JAN96 A	31JAN00 A	Establish standards for school building																							
OBJECTIVES 4, 5, 6 (See table)	01JAN96	01JAN96	OBJECTIVES 4, 5, 6 (See table)																							
Establish Cooperative Nurseries on high school	02JAN96 A	31AUG96 A	Establish Cooperative Nurseries on high school																							
Encourage schools to implement school uniforms	02JAN96 A	31AUG96 A	Encourage schools to implement school uniforms																							
TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT																										
Islandwide																										
TEACHER ACCESS TO PRESERVICE TRAINING ACTIVITIES	01JAN96	01JAN96	TEACHER ACCESS TO PRESERVICE TRAINING ACTIVITIES																							
Review UOG pre-service teachers educ programs	02JAN96 A	30AUG96 A	Review UOG pre-service teachers educ programs																							
Seek non-local funds to supplement funding	02JAN96 A	30AUG96 A	Seek non-local funds to supplement funding																							
Review DOE pre-service teachers educ programs	02JAN96 A	31AUG96 A	Review DOE pre-service teachers educ programs																							
Revise DOE in-service professional development	02JAN96 A	31MAR97 A	Revise DOE in-service professional development																							
TEACHER ACCESS TO CONTINUING OPPORTUNITIES	01JAN96	01JAN96	TEACHER ACCESS TO CONTINUING OPPORTUNITIES																							
In-service professional development activities	02JAN96 A	30AUG96 A	In-service professional development activities																							
Implementation of in-service professional devlp	02JAN96 A	30MAR97 A	Implementation of in-service professional devlp																							
STRATEGIES DEVELOPMENT FOR ADMINISTRATORS	01JAN96	01JAN96	STRATEGIES DEVELOPMENT FOR ADMINISTRATORS																							
In-service professional development activities	02JAN96 A	30AUG96 A	In-service professional development activities																							
Implementation of in-service professional devlp	02JAN96 A	30MAR97 A	Implementation of in-service professional devlp																							
Professional standards of conduct development	02JAN96 A	30AUG97 A	Professional standards of conduct development																							
Develop a systematic method of accountability	02JAN96 A	30AUG97 A	Develop a systematic method of accountability																							
PARTNERSHIP DEVELOPMENT	01JAN96	01JAN96	PARTNERSHIP DEVELOPMENT																							

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organize professional development council	02JAN96 A	30AUG96 A	Organize professional development council																							
Align DOE & UOG pre & in-service training prgms	02JAN96 A	30AUG96 A	Align DOE & UOG pre & in-service training prgms																							
PARENTAL PARTICIPATION																										
Islandwide																										
OBJECTIVES 1 , 2 , 3 (See Table)	01JAN96	01JAN96	OBJECTIVES 1 , 2 , 3 (See Table)																							
Establish a parent, teacher, student contract	01JAN96	01JAN96	Establish a parent, teacher, student contract																							
Parent, teacher, student responsibilities	02JAN96 A	30AUG96 A	Parent, teacher, student responsibilities																							
Parents in school programs	01JAN96	01JAN96	Parents in school programs																							
Revise PTOs for greater parent participation	02JAN96 A	30AUG96 A	Revise PTOs for greater parent participation																							
Implement present FAST programs	02JAN96 A	30AUG96 A	Implement present FAST programs																							
Community in schools	01JAN96	01JAN96	Community in schools																							
Joint ventures between mayors & schools	02JAN96 A	30AUG96 A	Joint ventures between mayors & schools																							
Encourage community involvement	02JAN96 A	30AUG96 A	Encourage community involvement																							
Network high schools and feeder schools	02JAN96 A	30AUG96 A	Network high schools and feeder schools																							
Expand extra-curricular activities	01JAN96	01JAN96	Expand extra-curricular activities																							
Survey for interest of children of all levels	02JAN96 A	30AUG96 A	Survey for interest of children of all levels																							
Activity busing for children staying aft school	02JAN96 A	30AUG96 A	Activity busing for children staying aft school																							
Increase public awareness of services available	01JAN96	01JAN96	Increase public awareness of services available																							
Increase news releases of school programs	02JAN96 A	30AUG96 A	Increase news releases of school programs																							
Increase information to community being served	02JAN96 A	30AUG96 A	Increase information to community being served																							
SYSTEM-WIDE REFORM/ORGANIZATIONAL GOVERNANCE																										
Islandwide																										
EDUCATIONAL SYSTEM WILL BE ORGANIZED	01JAN96	01JAN96	EDUCATIONAL SYSTEM WILL BE ORGANIZED																							
DOE director appoints a task force	02JAN96 A	31AUG97 A	DOE director appoints a task force																							
Review System-wide Reform & Gov / Acct / Mgmt	02JAN96 A	31AUG97 A	Review System-wide Reform & Gov / Acct / Mgmt																							
Task force revise committees' recommendations	02JAN96 A	31AUG97 A	Task force revise committees' recommendations																							
Identify responsibilities at three levels	02JAN96 A	31AUG97 A	Identify responsibilities at three levels																							
Implement strategies	01JAN96	01JAN96	Implement strategies																							
Review existing administrative & support pers	02JAN96 A	30JUN97 A	Review existing administrative & support pers																							
Write new position descriptions with CSC	02JAN96 A	30SEP97 A	Write new position descriptions with CSC																							
Complete & submit final structure to DOE	02JAN96 A	31AUG97 A	Complete & submit final structure to DOE																							
Inventory of existing legislation	02JAN96 A	30NOV97 A	Inventory of existing legislation																							
Submit total reform package	30JUN97 A	31JAN98 A	Submit total reform package																							
Implementation phases delineated/accepted	31JAN98 A	30JUN98 A	Implementation phases delineated/accepted																							
Budget/reform package submitted to legislature	01AUG98 A	30SEP98 A	Budget/reform package submitted to legislature																							

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006					
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Public hearing on reform package	01AUG98 A	30SEP98 A	Public hearing on reform package																									
Implementation phase	01OCT98 A	03JUN00 A	Implementation phase																									
REORGANIZATION OF DOE	01JAN96	01JAN96	REORGANIZATION OF DOE																									
Develop a school based management plan	02JAN96 A	31AUG97 A	Develop a school based management plan																									
Establish implementation committee to review	02JAN96 A	30JUN98 A	Establish implementation committee to review																									
PUBLIC LAWS & POLICIES	01JAN96	01JAN96	PUBLIC LAWS & POLICIES																									
Identify & recommend changes to laws & policies	02JAN96 A	31DEC97 A	Identify & recommend changes to laws & policies																									
SYSTEM OF ACCOUNTABILITY	01JAN96	01JAN96	SYSTEM OF ACCOUNTABILITY																									
Identify & make changes to rules & regulations	02JAN96 A	30JUN98 A	Identify & make changes to rules & regulations																									
5-YEAR DOE TECHNOLOGY IN EDUCATION PLAN	01JAN96	01JAN96	5-YEAR DOE TECHNOLOGY IN EDUCATION PLAN																									
Institute a Technology in Education committee	02JAN96 A	30SEP96 A	Institute a Technology in Education committee																									
Develop technology implementation guidelines	02JAN96 A	30JAN97 A	Develop technology implementation guidelines																									
Develop district wide time lines	02JAN96 A	30JUN97 A	Develop district wide time lines																									
Develop district-wide assessment benchmarks	02JAN96 A	30JAN97 A	Develop district-wide assessment benchmarks																									
Develop district-wide acceptable use policy	02JAN96 A	30SEP96 A	Develop district-wide acceptable use policy																									
PROMOTE ACTIVE ROLE OF TEACHERS	01JAN96	01JAN96	PROMOTE ACTIVE ROLE OF TEACHERS																									
Publish the Technology in Education Action Plan	02JAN96 A	30SEP96 A	Publish the Technology in Education Action Plan																									
Teachers attend technology conferences	02JAN96 A	30JAN97 A	Teachers attend technology conferences																									
INCREASE EQUIPMENT ACCESS FOR TEACHERS & STUDENT	01JAN96	01JAN96	INCREASE EQUIPMENT ACCESS FOR TEACHERS & STUDENT																									
Establish a partnership committee	02JAN96 A	30JAN97 A	Establish a partnership committee																									
Establish a "lend-lease" computer program	02JAN96 A	30DEC97 A	Establish a "lend-lease" computer program																									
Establish a best-use policy for equipment	02JAN96 A	30JAN97 A	Establish a best-use policy for equipment																									
Investigate leasing computer equipment	02JAN96 A	30JAN97 A	Investigate leasing computer equipment																									
Bring public access to Information Super Hwy	02JAN96 A	30AUG96 A	Bring public access to Information Super Hwy																									
Include technology segment in high schools	02JAN96 A	30AUG96 A	Include technology segment in high schools																									
UPGRADE AND IMPROVE SCHOOL FACILITIES	01JAN96	01JAN96	UPGRADE AND IMPROVE SCHOOL FACILITIES																									
Rewire schools to the limit to handle data	02JAN96 A	30DEC99 A	Rewire schools to the limit to handle data																									
Assess school needs	02JAN96 A	30DEC97 A	Assess school needs																									
PROVIDE TECHNICAL SUPPORT TO SCHOOLS & TEACHERS	01JAN96	01JAN96	PROVIDE TECHNICAL SUPPORT TO SCHOOLS & TEACHERS																									
Needs assessment for maint service contracts	02JAN96 A	30DEC96 A	Needs assessment for maint service contracts																									
Develop routine maintenance schedule	02JAN96 A	30SEP98 A	Develop routine maintenance schedule																									
Establish a media specialist teaching position	02JAN96 A	30DEC98 A	Establish a media specialist teaching position																									

Strategic Planning Objectives Matrix - Responsibility by Government Agency

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Description	Early Start	Early Finish	1996		1997				1998				1999				2000				2001				2002				2003				2004				2005				2006	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2						
EDUCATION																																										
Islandwide																																										
ALL CHILDREN WILL START SCHOOL READY TO LEARN	01JAN96	01JAN96	ALL CHILDREN WILL START SCHOOL READY TO LEARN																																							
Access to high quality preschool programs	02JAN96 A	31JAN01 A	Access to high quality preschool programs																																							
Motivate parents of preschool children	02JAN96 A	31JAN98 A	Motivate parents of preschool children																																							
Provide parents with needed training & support	02JAN96 A	31JAN98 A	Provide parents with needed training & support																																							
Ensure each child receives proper health care	02JAN96 A	31JAN98 A	Ensure each child receives proper health care																																							
A: Improve day care and preschool programs	01JAN96	01JAN96	A: Improve day care and preschool programs																																							
Bring together day care & other organizations	01JAN96	01JAN96	Bring together day care & other organizations																																							
Determine what services are available	02JAN96 A	31AUG96 A	Determine what services are available																																							
Determine regulations & standard guide policies	02JAN96 A	31AUG96 A	Determine regulations & standard guide policies																																							
Provide opportunities for stakeholders	02JAN96 A	31AUG96 A	Provide opportunities for stakeholders																																							
Review current regulations and standards	02JAN96 A	31MAR97 A	Review current regulations and standards																																							
Make written & oral recommendations for changes	02JAN96 A	31AUG97 A	Make written & oral recommendations for changes																																							
Publish & disseminate information	02JAN96 A	31AUG96 A	Publish & disseminate information																																							
Encourage parental participation in Day Care ctr	02JAN96 A	31AUG96 A	Encourage parental participation in Day Care ctr																																							
B: Expand present preschool & day care programs	01JAN96	01JAN96	B: Expand present preschool & day care programs																																							
Create avenues to provide services	01JAN96	01JAN96	Create avenues to provide services																																							
Expanding the Head Start Program	02JAN96 A	31AUG97 A	Expanding the Head Start Program																																							
Utilizing community programs	02JAN96 A	31AUG97 A	Utilizing community programs																																							
Encourage businesses & government agencies	02JAN96 A	31AUG97 A	Encourage businesses & government agencies																																							
C: Preschool learning prgm at home for parents	01JAN96	01JAN96	C: Preschool learning prgm at home for parents																																							
Provide all parents with needed information	01JAN96	01JAN96	Provide all parents with needed information																																							
Materials concerning infant care to parents	02JAN96 A	31AUG96 A	Materials concerning infant care to parents																																							
Providing additional information as child grows	02JAN96 A	31AUG96 A	Providing additional information as child grows																																							
Providing parents of special needs children	02JAN96 A	31AUG96 A	Providing parents of special needs children																																							
Gathering & dessiminating materials for parents	02JAN96 A	31AUG96 A	Gathering & dessiminating materials for parents																																							
Encourage PTOs include parents of preschool	02JAN96 A	31AUG96 A	Encourage PTOs include parents of preschool																																							
Conduct workshops & conferences	02JAN96 A	31AUG96 A	Conduct workshops & conferences																																							
D: Provide high school students with parent info	02JAN96 A	31AUG96 A	D: Provide high school students with parent info																																							
HIGH SCHOOL GRADUATION RATE INCREASE 95% OR MORE	01JAN96	01JAN96	HIGH SCHOOL GRADUATION RATE INCREASE 95% OR MORE																																							
Enrollment date for kindergarten date changes	02JAN96 A	31AUG96 A	Enrollment date for kindergarten date changes																																							
High schools modeled after university environmen	02JAN96 A	31AUG96 A	High schools modeled after university environmen																																							
Teachers act as academic advisors	02JAN96 A	31AUG96 A	Teachers act as academic advisors																																							
Empowerment of teachers in student attendance	02JAN96 A	31AUG96 A	Empowerment of teachers in student attendance																																							

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Description	Early Start	Early Finish	1996				1997				1998				1999				2000				2001				2002				2003				2004				2005				2006	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2								
Counselors monitor student emotional growth	02JAN96 A	31AUG96 A	Counselors monitor student emotional growth																																									
6-year student completion deadline removed	02JAN96 A	31AUG96 A	6-year student completion deadline removed																																									
High schools are open 7 AM to 10 PM	02JAN96 A	31AUG96 A	High schools are open 7 AM to 10 PM																																									
Test students for interest and develop magnetism	02JAN96 A	31AUG96 A	Test students for interest and develop magnetism																																									
Encourage alternative schools and programs	02JAN96 A	31AUG96 A	Encourage alternative schools and programs																																									
Stop social promotion	02JAN96 A	31AUG96 A	Stop social promotion																																									
Early intervention of "at risk students"	02JAN96 A	31AUG96 A	Early intervention of "at risk students"																																									
Greater diversity of course offerings	02JAN96 A	31AUG96 A	Greater diversity of course offerings																																									
Students have same teacher for 3 consecutive yrs	02JAN96 A	31AUG96 A	Students have same teacher for 3 consecutive yrs																																									
Implement competency based education HS level	02JAN96 A	31AUG96 A	Implement competency based education HS level																																									
DOE WILL DEVELOP WORLD CLASS CONTENT STANDARDS	01JAN96	01JAN96	DOE WILL DEVELOP WORLD CLASS CONTENT STANDARDS																																									
Review current content standards	02JAN96 A	31MAR97 A	Review current content standards																																									
Review current regionally content standards	02JAN96 A	31MAR97 A	Review current regionally content standards																																									
Develop draft set of content standards	02JAN96 A	31MAR97 A	Develop draft set of content standards																																									
Document feedback of standards from community	02JAN96 A	31MAR97 A	Document feedback of standards from community																																									
Obtain community consensus of content standards	02JAN96 A	31MAR97 A	Obtain community consensus of content standards																																									
Plan for continuous review of content standards	02JAN96 A	31MAR97 A	Plan for continuous review of content standards																																									
DOE WILL DEVELOP STUDENT PERFORMANCE STANDARDS	01JAN96	01JAN96	DOE WILL DEVELOP STUDENT PERFORMANCE STANDARDS																																									
Create a task force	02JAN96 A	31AUG97 A	Create a task force																																									
Review current student performance standards	02JAN96 A	31AUG97 A	Review current student performance standards																																									
Review current regionally performance standards	02JAN96 A	31AUG97 A	Review current regionally performance standards																																									
Develop draft set of performance standards	02JAN96 A	31AUG97 A	Develop draft set of performance standards																																									
Document feedback of standards from community	02JAN96 A	31AUG97 A	Document feedback of standards from community																																									
Obtain community consensus of content standards	02JAN96 A	31AUG97 A	Obtain community consensus of content standards																																									
Plan for continuous review of content standards	02JAN96 A	31AUG97 A	Plan for continuous review of content standards																																									
Submit performance standards to TBE for adoption	02JAN96 A	31OCT97 A	Submit performance standards to TBE for adoption																																									
DOE WILL DEVELOP STUDENT ASSESSMENT TOOLS	01JAN96	01JAN96	DOE WILL DEVELOP STUDENT ASSESSMENT TOOLS																																									
Create a task force	02JAN96 A	31MAR98 A	Create a task force																																									
Review current student assessment tools	02JAN96 A	31MAR98 A	Review current student assessment tools																																									
Review current regionally assessment tools	02JAN96 A	31MAR98 A	Review current regionally assessment tools																																									
Develop draft set of assessment tools	02JAN96 A	31MAR98 A	Develop draft set of assessment tools																																									
Document feedback of assessment from community	02JAN96 A	31MAR98 A	Document feedback of assessment from community																																									
Obtain community consensus of assessment tools	02JAN96 A	31MAR98 A	Obtain community consensus of assessment tools																																									
Plan for continuous review of assessment tools	02JAN96 A	31MAR98 A	Plan for continuous review of assessment tools																																									

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Submit assessment tools to TBE for adoption	02JAN96 A	31MAY98 A	Submit assessment tools to TBE for adoption																							
DOE WILL ALIGN SCHOOL CURRICULUM, ETC.	01JAN96	01JAN96	DOE WILL ALIGN SCHOOL CURRICULUM, ETC.																							
Create a task force	02JAN96 A	31AUG97 A	Create a task force																							
Review current alignment practices	02JAN96 A	31MAR98 A	Review current alignment practices																							
Develop draft set of alignment policies	02JAN96 A	31MAR98 A	Develop draft set of alignment policies																							
Document feedback of alignment practices	02JAN96 A	31MAR98 A	Document feedback of alignment practices																							
Obtain community consensus of alignment practice	02JAN96 A	31MAR98 A	Obtain community consensus of alignment practice																							
Plan for continuous review of alignment practice	02JAN96 A	31MAR98 A	Plan for continuous review of alignment practice																							
Submit alignment practices to TBE for adoption	02JAN96 A	31MAY98 A	Submit alignment practices to TBE for adoption																							
STUDENT ACADEMIC PERFORMANCE WILL INCREASE	01JAN96	01JAN96	STUDENT ACADEMIC PERFORMANCE WILL INCREASE																							
Collect annual student achievement data	02JAN96 A	31MAR97 A	Collect annual student achievement data																							
Develop a longitudinal islandwide database	02JAN96 A	31MAR97 A	Develop a longitudinal islandwide database																							
Analyze test results from annual quartile result	02JAN96 A	31MAR98 A	Analyze test results from annual quartile result																							
Develop annual plan for increasing academic perf	02JAN96 A	31AUG98 A	Develop annual plan for increasing academic perf																							
Annual quartile results will be shared	02JAN96 A	31MAR98 A	Annual quartile results will be shared																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	Seek non-local funds to enhance budget																							
STUDENT OVERALL LEARNING ABILITIES WILL INCREASE	01JAN96	01JAN96	STUDENT OVERALL LEARNING ABILITIES WILL INCREASE																							
Design & develop assessment tools	02JAN96 A	31AUG98 A	Design & develop assessment tools																							
Develop a longitudinal islandwide database	02JAN96 A	31MAR98 A	Develop a longitudinal islandwide database																							
Analyze test results from annual quartile result	02JAN96 A	31MAR98 A	Analyze test results from annual quartile result																							
Develop annual plan for increasing academic perf	02JAN96 A	31AUG98 A	Develop annual plan for increasing academic perf																							
Annual CRT results will be shared	02JAN96 A	31AUG98 A	Annual CRT results will be shared																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																							
Develop plan for continuous review of assessment	02JAN96 A	31AUG98 A	Develop plan for continuous review of assessment																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	Seek non-local funds to enhance budget																							
ALL STUDENTS WILL BE INVOLVED IN ACTIVITIES	01JAN96	01JAN96	ALL STUDENTS WILL BE INVOLVED IN ACTIVITIES																							
Create a task force	02JAN96 A	31AUG96 A	Create a task force																							
Plan to require minimum community service hours	02JAN96 A	31MAR97 A	Plan to require minimum community service hours																							
Develop a force system of credits & awards	02JAN96 A	31MAR97 A	Develop a force system of credits & awards																							
Develop a system of academic credit	02JAN96 A	31MAR97 A	Develop a system of academic credit																							
Develop plan to promote good citizenship	02JAN96 A	31MAR97 A	Develop plan to promote good citizenship																							
Schools provide annual plan of opportunities	02JAN96 A	31MAR97 A	Schools provide annual plan of opportunities																							
School site plans results will be shared	02JAN96 A	31MAR97 A	School site plans results will be shared																							

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Description	Early Start	Early Finish	1996		1997				1998				1999				2000				2001				2002				2003				2004				2005				2006	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2						
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																																							
Develop continuous review plan for citizenship	02JAN96 A	31AUG97 A	Develop continuous review plan for citizenship																																							
Seek non-local funds to enhance budget	02JAN96 A	30JUN97 A	Seek non-local funds to enhance budget																																							
ACCESS TO PHYSICAL AND HEALTH EDUCATION	01JAN96	01JAN96	ACCESS TO PHYSICAL AND HEALTH EDUCATION																																							
Student will receive physical & health education	02JAN96 A	31MAR97 A	Student will receive physical & health education																																							
Schools provide annual plan of opportunities	02JAN96 A	31MAR97 A	Schools provide annual plan of opportunities																																							
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	School plans will be shared with stakeholders																																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																																							
Continuous review plan for health & fitness	02JAN96 A	31MAR97 A	Continuous review plan for health & fitness																																							
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	Seek non-local funds to enhance budget																																							
STUDENTS COMPETENT IN MORE THAN ONE LANGUAGE	01JAN96	01JAN96	STUDENTS COMPETENT IN MORE THAN ONE LANGUAGE																																							
Review current language assessment resources	02JAN96 A	31MAR97 A	Review current language assessment resources																																							
Requirement to study English & Chamorro	02JAN96 A	31AUG97 A	Requirement to study English & Chamorro																																							
Plan progress reports on enrollment in Chamorro	02JAN96 A	31AUG96 A	Plan progress reports on enrollment in Chamorro																																							
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	School plans will be shared with stakeholders																																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																																							
Continuous review plan for language assessment	02JAN96 A	31MAR97 A	Continuous review plan for language assessment																																							
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	Seek non-local funds to enhance budget																																							
CULTURAL HERITAGE OF CHAMORROS & OTHER GROUPS	01JAN96	01JAN96	CULTURAL HERITAGE OF CHAMORROS & OTHER GROUPS																																							
Review current cultural heritage programs	02JAN96 A	31AUG96 A	Review current cultural heritage programs																																							
Develop & implement a comprehensive enhance plan	02JAN96 A	31MAR97 A	Develop & implement a comprehensive enhance plan																																							
Plan progress reports on access to opportunities	02JAN96 A	31MAR97 A	Plan progress reports on access to opportunities																																							
School plans will be shared with stakeholders	02JAN96 A	31MAR97 A	School plans will be shared with stakeholders																																							
Conduct annual review of resources & systemic	02JAN96 A	31AUG96 A	Conduct annual review of resources & systemic																																							
Continuous review plan for cultural programs	02JAN96 A	31MAR97 A	Continuous review plan for cultural programs																																							
Seek non-local funds to enhance budget	02JAN96 A	30AUG96 A	Seek non-local funds to enhance budget																																							
FAIR OPPORTUNITY TO ACHIEVE KNOWLEDGE & SKILLS	01JAN96	01JAN96	FAIR OPPORTUNITY TO ACHIEVE KNOWLEDGE & SKILLS																																							
Develop standards to assure academic access	01JAN96	01JAN96	Develop standards to assure academic access																																							
Monitor equitable financial formulas	02JAN96 A	31MAR97 A	Monitor equitable financial formulas																																							
Coordinate equitable health & human services	02JAN96 A	31MAR97 A	Coordinate equitable health & human services																																							
Provide equal access to curriculum materials,etc	02JAN96 A	31MAR97 A	Provide equal access to curriculum materials,etc																																							
Devlp standards to assure high level instruction	01JAN96	01JAN96	Devlp standards to assure high level instruction																																							
Provide a safe & orderly drug-free environment	02JAN96 A	31MAR97 A	Provide a safe & orderly drug-free environment																																							
District support for student's equal access	02JAN96 A	31MAR97 A	District support for student's equal access																																							

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Description	Early Start	Early Finish	1996		1997				1998				1999				2000				2001				2002				2003				2004				2005				2006	
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2						
Equal access to teacher professional training	02JAN96 A	31MAR97 A	Equal access to teacher professional training																																							
Equal access to all students to DOE programs	02JAN96 A	31MAR97 A	Equal access to all students to DOE programs																																							
Standards to assure school physical resources	01JAN96	01JAN96	Standards to assure school physical resources																																							
Establish equal and adequate facilities	02JAN96 A	31MAR97 A	Establish equal and adequate facilities																																							
Ensure facilities provide access to students	02JAN96 A	31MAR97 A	Ensure facilities provide access to students																																							
Create an Opportunity To Learn (OTL) task force	02JAN96 A	31AUG96 A	Create an Opportunity To Learn (OTL) task force																																							
Review of draft plan for opportunity to learn	02JAN96 A	31MAR97 A	Review of draft plan for opportunity to learn																																							
DECREASE IN STUDENT GRADE RETENTION	01JAN96	01JAN96	DECREASE IN STUDENT GRADE RETENTION																																							
Ensure students to master academic skills	02JAN96 A	31MAR97 A	Ensure students to master academic skills																																							
Identify students who are academically at risk	02JAN96 A	31MAR98 A	Identify students who are academically at risk																																							
Develop a system for low cost tutoring	02JAN96 A	31MAR98 A	Develop a system for low cost tutoring																																							
Determine unique learning needs of students	02JAN96 A	31MAR97 A	Determine unique learning needs of students																																							
Individual instructional plans for students	02JAN96 A	31MAR98 A	Individual instructional plans for students																																							
Special supportive services for students	02JAN96 A	31MAR98 A	Special supportive services for students																																							
School site to develop annual plan	02JAN96 A	31MAR98 A	School site to develop annual plan																																							
Each school site will share school plans	02JAN96 A	31MAR98 A	Each school site will share school plans																																							
DOE provide necessary resources to implement	02JAN96 A	31MAR98 A	DOE provide necessary resources to implement																																							
Review of draft plan for academic mastery	02JAN96 A	30JUN97 A	Review of draft plan for academic mastery																																							
Seek non-local funds to enhance budget	02JAN96 A	30AUG97 A	Seek non-local funds to enhance budget																																							
MATHEMATICS & SCIENCE WILL BE STRENGTHENED	01JAN96	01JAN96	MATHEMATICS & SCIENCE WILL BE STRENGTHENED																																							
Increase time spent studying math & science	02JAN96 A	31AUG98 A	Increase time spent studying math & science																																							
Provide all science classrooms material, trng, etc	02JAN96 A	31AUG97 A	Provide all science classrooms material, trng, etc																																							
Provide an appropriate set of math manipulative	02JAN96 A	31AUG97 A	Provide an appropriate set of math manipulative																																							
Conduct review of math & science standards	02JAN96 A	31MAR97 A	Conduct review of math & science standards																																							
Provide yearly teacher training	02JAN96 A	31AUG97 A	Provide yearly teacher training																																							
Share information with all stakeholders	02JAN96 A	31MAR97 A	Share information with all stakeholders																																							
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	Conduct review of systemic & resources issues																																							
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	Seek non-local funds to enhance budget																																							
INCREASE NUMBER OF MATH & SCIENCE TEACHERS	01JAN96	01JAN96	INCREASE NUMBER OF MATH & SCIENCE TEACHERS																																							
Review background of current employed teachers	02JAN96 A	31AUG96 A	Review background of current employed teachers																																							
Develop in service training & professional plan	02JAN96 A	31AUG96 A	Develop in service training & professional plan																																							
Review all teacher cerification requirements	02JAN96 A	31MAR98 A	Review all teacher cerification requirements																																							
Internal & external review of UOG teacher prep	02JAN96 A	31MAR98 A	Internal & external review of UOG teacher prep																																							

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Description	Early Start	Early Finish	1996				1997				1998				1999				2000				2001				2002				2003				2004				2005				2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4								
Improve pre-service teacher training programs	02JAN96 A	31AUG98 A	Improve pre-service teacher training programs																																											
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	Conduct review of systemic & resources issues																																											
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	Seek non-local funds to enhance budget																																											
INCREASE IN MATH & SCIENCE DEGREE GRADUATES	01JAN96	01JAN96	INCREASE IN MATH & SCIENCE DEGREE GRADUATES																																											
Create funded scholarship programs	02JAN96 A	31AUG97 A	Create funded scholarship programs																																											
Improve access to scholarship information	02JAN96 A	31AUG96 A	Improve access to scholarship information																																											
Develop partnership between school & business	02JAN96 A	31AUG96 A	Develop partnership between school & business																																											
Develop plans for fund acquisition	02JAN96 A	31AUG96 A	Develop plans for fund acquisition																																											
Enhance visibility & technical support needed	02JAN96 A	31AUG96 A	Enhance visibility & technical support needed																																											
Develop annual report of progress	02JAN96 A	31MAR97 A	Develop annual report of progress																																											
Conduct review of systemic & resources issues	02JAN96 A	31AUG96 A	Conduct review of systemic & resources issues																																											
Seek non-local funds to enhance budget	02JAN96 A	31AUG96 A	Seek non-local funds to enhance budget																																											
STRENGTHENING THE BOND BETWEEN EDUCATION & WORK	01JAN96	01JAN96	STRENGTHENING THE BOND BETWEEN EDUCATION & WORK																																											
Create a task force on school to work	02JAN96 A	31DEC96 A	Create a task force on school to work																																											
Get graduation credits working in private sector	02JAN96 A	31DEC96 A	Get graduation credits working in private sector																																											
Teachers will act as Vocational advisors	02JAN96 A	31DEC96 A	Teachers will act as Vocational advisors																																											
OPPORTUNITY FOR WORKERS TO ACQUIRE SKILLS	01JAN96	01JAN96	OPPORTUNITY FOR WORKERS TO ACQUIRE SKILLS																																											
Credit through correspondence courses	02JAN96 A	31DEC96 A	Credit through correspondence courses																																											
Program to advance workers through alt methods	02JAN96 A	31DEC96 A	Program to advance workers through alt methods																																											
INCREASE IN QUALITY PROGRAMS FOR STUDENT WORKERS	01JAN96	01JAN96	INCREASE IN QUALITY PROGRAMS FOR STUDENT WORKERS																																											
Credit through correspondence courses	02JAN96 A	31DEC96 A	Credit through correspondence courses																																											
Internet access at work places	02JAN96 A	31DEC96 A	Internet access at work places																																											
Tax incentives for businesses	02JAN96 A	31DEC96 A	Tax incentives for businesses																																											
PROPORTION OF QUALIFIED STUDENTS WILL INCREASE	01JAN96	01JAN96	PROPORTION OF QUALIFIED STUDENTS WILL INCREASE																																											
Implement business adoption programs	02JAN96 A	31DEC96 A	Implement business adoption programs																																											
Provide incentives to complete college education	02JAN96 A	31DEC96 A	Provide incentives to complete college education																																											
COLLEGE STUDENTS DEMONSTRATE ADVANCE ABILITY	01JAN96	01JAN96	COLLEGE STUDENTS DEMONSTRATE ADVANCE ABILITY																																											
Indentification of advance students	02JAN96 A	31DEC96 A	Indentification of advance students																																											
Develop instructional improvement plans	02JAN96 A	31DEC96 A	Develop instructional improvement plans																																											
Interface COC, UOG & GCC w/ Territorial Economic	02JAN96 A	31DEC96 A	Interface COC, UOG & GCC w/ Territorial Economic																																											
INCREASE OPPORTUNITIES	01JAN96	01JAN96	INCREASE OPPORTUNITIES																																											
Develop home intervention & family involvement	02JAN96 A	31DEC96 A	Develop home intervention & family involvement																																											

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Description	Early Start	Early Finish	1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006																											
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJECTIVES 1, 2, 3 (See table)	01JAN96	01JAN96	OBJECTIVES 1, 2, 3 (See table)																											
Community based intervention and support program	02JAN96 A	30JUN96 A	Community based intervention and support program																											
Develop policies and procedures	02JAN96 A	30JUN96 A	Develop policies and procedures																											
Develop Affective Education Curriculum	02JAN96 A	31DEC96 A	Develop Affective Education Curriculum																											
Establish standards for school building	02JAN96 A	31JAN00 A	Establish standards for school building																											
OBJECTIVES 4, 5, 6 (See table)	01JAN96	01JAN96	OBJECTIVES 4, 5, 6 (See table)																											
Establish Cooperative Nurseries on high school	02JAN96 A	31AUG96 A	Establish Cooperative Nurseries on high school																											
Encourage schools to implement school uniforms	02JAN96 A	31AUG96 A	Encourage schools to implement school uniforms																											
TEACHER ACCESS TO PRESERVICE TRAINING ACTIVITIES	01JAN96	01JAN96	TEACHER ACCESS TO PRESERVICE TRAINING ACTIVITIES																											
Review UOG pre-service teachers educ programs	02JAN96 A	30AUG96 A	Review UOG pre-service teachers educ programs																											
Seek non-local funds to supplement funding	02JAN96 A	30AUG96 A	Seek non-local funds to supplement funding																											
Review DOE pre-service teachers educ programs	02JAN96 A	31AUG96 A	Review DOE pre-service teachers educ programs																											
Revise DOE in-service professional development	02JAN96 A	31MAR97 A	Revise DOE in-service professional development																											
TEACHER ACCESS TO CONTINUING OPPORTUNITIES	01JAN96	01JAN96	TEACHER ACCESS TO CONTINUING OPPORTUNITIES																											
In-service professional development activities	02JAN96 A	30AUG96 A	In-service professional development activities																											
Implementation of in-service professional devlp	02JAN96 A	30MAR97 A	Implementation of in-service professional devlp																											
STRATEGIES DEVELOPMENT FOR ADMINISTRATORS	01JAN96	01JAN96	STRATEGIES DEVELOPMENT FOR ADMINISTRATORS																											
In-service professional development activities	02JAN96 A	30AUG96 A	In-service professional development activities																											
Implementation of in-service professional devlp	02JAN96 A	30MAR97 A	Implementation of in-service professional devlp																											
Professional standards of conduct development	02JAN96 A	30AUG97 A	Professional standards of conduct development																											
Develop a systematic method of accountability	02JAN96 A	30AUG97 A	Develop a systematic method of accountability																											
PARTNERSHIP DEVELOPMENT	01JAN96	01JAN96	PARTNERSHIP DEVELOPMENT																											
Organize professional development council	02JAN96 A	30AUG96 A	Organize professional development council																											
Align DOE & UOG pre & in-service training prgms	02JAN96 A	30AUG96 A	Align DOE & UOG pre & in-service training prgms																											
OBJECTIVES 1 , 2 , 3 (See Table)	01JAN96	01JAN96	OBJECTIVES 1 , 2 , 3 (See Table)																											
Establish a parent, teacher, student contract	01JAN96	01JAN96	Establish a parent, teacher, student contract																											
Parent, teacher, student responsibilities	02JAN96 A	30AUG96 A	Parent, teacher, student responsibilities																											
Parents in school programs	01JAN96	01JAN96	Parents in school programs																											
Revise PTOs for greater parent participation	02JAN96 A	30AUG96 A	Revise PTOs for greater parent participation																											
Implement present FAST programs	02JAN96 A	30AUG96 A	Implement present FAST programs																											
Community in schools	01JAN96	01JAN96	Community in schools																											
Joint ventures between mayors & schools	02JAN96 A	30AUG96 A	Joint ventures between mayors & schools																											
Encourage community involvement	02JAN96 A	30AUG96 A	Encourage community involvement																											
Network high schools and feeder schools	02JAN96 A	30AUG96 A	Network high schools and feeder schools																											

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Description	Early Start	Early Finish	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Expand extra-curricular activities	01JAN96	01JAN96	Expand extra-curricular activities																							
Survey for interest of children of all levels	02JAN96 A	30AUG96 A	Survey for interest of children of all levels																							
Activity busing for children staying aft school	02JAN96 A	30AUG96 A	Activity busing for children staying aft school																							
Increase public awareness of services available	01JAN96	01JAN96	Increase public awareness of services available																							
Increase news releases of school programs	02JAN96 A	30AUG96 A	Increase news releases of school programs																							
Increase information to community being served	02JAN96 A	30AUG96 A	Increase information to community being served																							
EDUCATIONAL SYSTEM WILL BE ORGANIZED	01JAN96	01JAN96	EDUCATIONAL SYSTEM WILL BE ORGANIZED																							
DOE director appoints a task force	02JAN96 A	31AUG97 A	DOE director appoints a task force																							
Review System-wide Reform & Gov / Acct / Mgmt	02JAN96 A	31AUG97 A	Review System-wide Reform & Gov / Acct / Mgmt																							
Task force revise committees' recommendations	02JAN96 A	31AUG97 A	Task force revise committees' recommendations																							
Identify responsibilities at three levels	02JAN96 A	31AUG97 A	Identify responsibilities at three levels																							
Implement strategies	01JAN96	01JAN96	Implement strategies																							
Review existing administrative & support pers	02JAN96 A	30JUN97 A	Review existing administrative & support pers																							
Write new position descriptions with CSC	02JAN96 A	30SEP97 A	Write new position descriptions with CSC																							
Complete & submit final structure to DOE	02JAN96 A	31AUG97 A	Complete & submit final structure to DOE																							
Inventory of existing legislation	02JAN96 A	30NOV97 A	Inventory of existing legislation																							
Submit total reform package	30JUN97 A	31JAN98 A	Submit total reform package																							
Implementation phases delineated/accepted	31JAN98 A	30JUN98 A	Implementation phases delineated/accepted																							
Budget/reform package submitted to legislature	01AUG98 A	30SEP98 A	Budget/reform package submitted to legislature																							
Public hearing on reform package	01AUG98 A	30SEP98 A	Public hearing on reform package																							
Implementation phase	01OCT98 A	03JUN00 A	Implementation phase																							
REORGANIZATION OF DOE	01JAN96	01JAN96	REORGANIZATION OF DOE																							
Develop a school based management plan	02JAN96 A	31AUG97 A	Develop a school based management plan																							
Establish implementation committee to review	02JAN96 A	30JUN96 A	Establish implementation committee to review																							
PUBLIC LAWS & POLICIES	01JAN96	01JAN96	PUBLIC LAWS & POLICIES																							
Identify & recommend changes to laws & policies	02JAN96 A	31DEC97 A	Identify & recommend changes to laws & policies																							
SYSTEM OF ACCOUNTABILITY	01JAN96	01JAN96	SYSTEM OF ACCOUNTABILITY																							
Identify & make changes to rules & regulations	02JAN96 A	30JUN98 A	Identify & make changes to rules & regulations																							
5-YEAR DOE TECHNOLOGY IN EDUCATION PLAN	01JAN96	01JAN96	5-YEAR DOE TECHNOLOGY IN EDUCATION PLAN																							
Institute a Technology in Education committee	02JAN96 A	30SEP96 A	Institute a Technology in Education committee																							
Develop technology implementation guidelines	02JAN96 A	30JAN97 A	Develop technology implementation guidelines																							
Develop district wide time lines	02JAN96 A	30JUN97 A	Develop district wide time lines																							
Develop district-wide assessment benchmarks	02JAN96 A	30JAN97 A	Develop district-wide assessment benchmarks																							
Develop district-wide acceptable use policy	02JAN96 A	30SEP96 A	Develop district-wide acceptable use policy																							
PROMOTE ACTIVE ROLE OF TEACHERS	01JAN96	01JAN96	PROMOTE ACTIVE ROLE OF TEACHERS																							

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Description	Early Start	Early Finish	1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006																											
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Publish the Technology in Education Action Plan	02JAN96 A	30SEP96 A	Publish the Technology in Education Action Plan																											
Teachers attend technology conferences	02JAN96 A	30JAN97 A	Teachers attend technology conferences																											
INCREASE EQUIPMENT ACCESS FOR TEACHERS & STUDENT	01JAN96	01JAN96	INCREASE EQUIPMENT ACCESS FOR TEACHERS & STUDENT																											
Establish a partnership committee	02JAN96 A	30JAN97 A	Establish a partnership committee																											
Establish a "lend-lease" computer program	02JAN96 A	30DEC97 A	Establish a "lend-lease" computer program																											
Establish a best-use policy for equipment	02JAN96 A	30JAN97 A	Establish a best-use policy for equipment																											
Investigate leasing computer equipment	02JAN96 A	30JAN97 A	Investigate leasing computer equipment																											
Bring public access to Information Super Hwy	02JAN96 A	30AUG96 A	Bring public access to Information Super Hwy																											
Include technology segment in high schools	02JAN96 A	30AUG96 A	Include technology segment in high schools																											
UPGRADE AND IMPROVE SCHOOL FACILITIES	01JAN96	01JAN96	UPGRADE AND IMPROVE SCHOOL FACILITIES																											
Rewire schools to the limit to handle data	02JAN96 A	30DEC99 A	Rewire schools to the limit to handle data																											
Assess school needs	02JAN96 A	30DEC97 A	Assess school needs																											
PROVIDE TECHNICAL SUPPORT TO SCHOOLS & TEACHERS	01JAN96	01JAN96	PROVIDE TECHNICAL SUPPORT TO SCHOOLS & TEACHERS																											
Needs assessment for maint service contracts	02JAN96 A	30DEC96 A	Needs assessment for maint service contracts																											
Develop routine maintenance schedule	02JAN96 A	30SEP96 A	Develop routine maintenance schedule																											
Establish a media specialist teaching position	02JAN96 A	30OCT96 A	Establish a media specialist teaching position																											