

**I MINA'TRENTAI OCHO NA LIHESLATURAN GUÁHAN
RESOLUTIONS**

Resolution No.	Sponsor	Title	Date Intro	Date of Presentation	Date Adopted	Date Referred	Referred to	PUBLIC HEARING DATE	DATE AUTHORS REPORT FILED	NOTES
127-38 (COR)	Sabina Flores Perez Shelly V. Calvo Chris Barnett Vincent A.V. Borja Frank F. Blas, Jr. V. Anthony Ada Therese M. Terlaje William A. Parkinson Tina Rose Muña-Barnes	Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.	12/15/25 12:01 p.m.			12/19/25	Author	2/20/26 2:00 p.m.	3/3/26 As Amended	



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 27, 2026

The Honorable Frank F. Blas Jr.

Speaker

I Mina'trentai Ocho na Liheslaturan Guåhan

Guam Congress Building

163 Chalan Santo Papa

Hagåtña, Guam 96910

VIA: Honorable Vice Speaker V. Anthony Ada

Chairperson, Committee on Rules

RE: Report on Resolution No. 127-38 (COR) - As amended

Buenas yan Håfa adai, Speaker Blas,

Transmitted herewith for the consideration of the Body is the Report on Resolution No. 127-38 (COR), as amended - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes - **“Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards,”** which was publicly hearing on February 20, 2026.

Sincerely,

Senator Sabina Flores Perez



COMMITTEE ON RULES

RECEIVED:

February 27, 2026 1:58 p.m.

Marie Crisostomo



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guáhan

38th Guam Legislature

AUTHOR'S REPORT

RESOLUTION NO. 127-38 (COR), As Amended

SPONSORED BY:

Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes

“Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.”



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 27, 2026

MEMORANDUM

TO: All Senators

FROM: Senator Sabina Flores Perez
Author

SUBJECT: Author's Report on Resolution No. 127-38 (COR) - As Amended

Transmitted herewith for the consideration of the Body is the Author's Report on Bill No. 127-38 (COR), as amended - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes – **“Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards,”** which was publicly hearing on February 20, 2026.

This report includes the following:

- Copy of COR Referral of Resolution No. 127-38 (COR)
- Notice of Public Hearings
- Public Hearing Agenda
- Public Hearing Sign-in Sheet
- Submitted Testimonies and Supporting Documents
- Author's Report Digest
- Resolution No. 127-38 (COR), As Introduced
- Resolution No. 127-38, As Amended
- Resolution No. 127-38 (COR), Markup

Should you have any questions or concerns, please do not hesitate to contact me.

Si Yu'os ma'åse



COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

December 19, 2025

To: **Rennae V. C. Meno**
Clerk of the Legislature

Attorney Darleen Hiton
Legislative Legal Counsel

From: **Vice Speaker V. Anthony Ada** 
Chairperson, Committee on Rules

Subject: **Referral of Resolution No. 127-38 (COR)**

Håfa Adai,

As per authority as Chairperson of the Committee on Rules and subject to §§ 7.03(e) and 7.04(b) Rule VII of our Standing Rules, I am forwarding the referral of **Resolution No. 127-38 (COR)** – Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes – “Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.”

Please ensure that the subject Resolution is referred to Senator Sabina Flores Perez, Author of the Resolution. I also request that the same be copied to Management Information Services (MIS) for posting on our website.

A copy of the resolution is available on our legislative website.

Should you have any questions or concerns, please feel free to contact Kamarin Nelson, Committee on Rules Director at 671-472-2461.





OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 13, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

Fr: Senator Sabina Flores Perez/*SFP*

Subject: First Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968, no later than **Thursday, February 19, 2026**, for further guidance.

Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, *Hagåtña*, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

The hearing will broadcast on local television, GTA Channel 21, Docomo Channel 117, and stream online via *I Liheslaturan Guåhan's* live feed on YouTube at <https://www.youtube.com/@GuamLegislatureMedia>. A recording of the hearing will be available online via Guam Legislature Media on YouTube after the hearing.

We look forward to your participation.



Senator Sabina Perez <senator.perez@guamlegislature.gov>

FIRST NOTICE of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 8:02 AM

To: phnotice@guamlegislature.gov

Bcc: senator.perez@guamlegislature.gov

February 13, 2026

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We look forward to your participation.

3 attachments

 **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K

 **Res. No. 127-38 (COR).pdf**
892K

 **Res. No. 126-38 (COR).pdf**
886K


First Notice of Public hearing


 PRINT

First Notice of Public hearing

PUBLIC HEARING



 **Posted on:** 02/13/2026 06:00 AM

 **Posted by:** Glenn Meno, Glenn Meno - Policy Analyst

 **Public Hearing Date:** 02/20/2026 02:00 PM

 **Department(s):**
GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):**
OFFICE OF SENATOR SABINA FLORES PEREZ (/notices?division_id=265)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

February 13, 2026

MEMORANDUM

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Fr: Senator Sabina Flores Perez

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New Order	Revised/Add-On	Info. Update
Advertiser Name I Liheslaturan Guahan - 38TH GUAM LEGISLATURE Address 710 Marine Corps Drive *Bell Tower, Ste. 303A Hagatna, Guam 96910 Point of Contact Office of Senator Sabina Perez		

Order Number	GL38.T28
Order Entry Date	2.6.26
Customer PO #	
Product Code	
RECEIVABLES ACCOUNT	
<input checked="" type="checkbox"/> X	Cash <input type="checkbox"/> Trade <input type="checkbox"/> Other <input type="checkbox"/>
ORDER DESCRIPTION	
PRODUCTION INFORMATION	
Cart #	Title: Length:

FOR INTERNAL PURPOSES ONLY		Media Consultant KUAM
Notary Required	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Package <input checked="" type="checkbox"/>
Billing	Per Spot <input checked="" type="checkbox"/>	Trade <input type="checkbox"/>

Station	Inc Acct	Rate	Start Date	End Date	AbsTime/Prog. Event	Length	Spot Type	Cart #	M	T	W	TH	F	SA	SU	Per Wk	Total #	Total \$	
TV8		\$ 160.00	2/10/2026	2/13/2026	07:00-07:30	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/10/2026	2/13/2026	17:30-17:59	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ -
TV8		\$ 160.00	2/13/2026	2/18/2026	07:00-07:30	:30	PH: RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/13/2026	2/18/2026	17:30-17:59	:30	PH:RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ -
PROD		\$ 300.00	2/9/2026	2/9/2026	PROD	:30	Production of PH for Bill & Res	n/a		1	0	0	0	0	0	0	1	1	\$ 300.00

BILL AS INDICATED	SPECIAL INSTRUCTIONS A 4% fee will be added for credit card transactions	ORDER TOTALS Total Spots 8 Total Dollars \$ 940.00
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TV COMMERCIAL FORMAT: We ask that all commercials be formatted to originate in HD 1920x1080 and conform to a 4x3 pillar for Title Safe dimensions for graphics.

RESTRICTIONS: 48-hour deadline is KUAM's quality control to ensure that your advertisement airing meets the highest standards. If there is a rush, KUAM is not responsible for quality and standard concerns on behalf of the client.

PAYMENT IS DUE UPON RECEIPT OF NOTICE. In the event of cancellation of this contract prior to its scheduled expiration date and/or failure to remit payment of invoice[s] within 60 days of invoice date, all spots that have run prior to the cancellation date and/or scheduled air dates will be billed at the rate Card. Client understands and agrees that a finance charge of 1.5% per month shall accrue on all accounts remaining unpaid one [1] month after invoice date. Client agrees to pay a USD\$25.00 service fee per returned check. If payment is not made as required, KUAM may, its option, without notice or demand payment, declare Client's credit account in default, in which case Client's entire balance[s] that are due and payable will be forwarded for collection. Client agrees to accept all consequences and to pay all costs, including attorney's fees, court fees, court costs and other expenses incurred as deemed necessary by KUAM to settle the account.

NON DISCRIMINATION CLAUSE: KUAM/Pacific Telestations, LLC does not discriminate on the basis of race or ethnicity in the placement, scheduling and completion of purchase of advertising. Any order for advertising that includes any such restriction will not be accepted.

Sabina Flores Perez
 ACCEPTED BY CLIENT

[Signature]
 ACCEPTED BY STATION



THE OFFICE OF SENATOR

Sabina Flores Perez



NOTICE OF PUBLIC HEARING

Guam Legislature, Public Hearing Room

Friday, February 20, 2026 beginning at 2:00 P.M.

Resolution No. 127-38 (COR) – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.



THE OFFICE OF SENATOR

Sabina Flores Perez



Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671) 989-2968, no later than Thursday, February 19, 2026, for further guidance. Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagatña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than 5:00pm, Friday, February 27, 2026.

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 18, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

Fr: Senator Sabina Flores Perez *SFP*

Subject: Second Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

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2:00 p.m.

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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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We look forward to your participation.



Senator Sabina Perez <senator.perez@guamlegislature.gov>

SECOND NOTICE of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Wed, Feb 18, 2026 at 8:11 AM

To: phnotice@guamlegislature.gov

Bcc: senator.perez@guamlegislature.gov

February 18, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

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Subject: Second Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

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3 attachments

 **Second Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
438K

 **Res. No. 126-38 (COR).pdf**
886K

 **Res. No. 127-38 (COR).pdf**
892K


Second Notice of Public Hearing


 PRINT

Second Notice of Public Hearing


PUBLIC HEARING



 **Posted on:** 02/18/2026 06:00 AM

 **Posted by:** Glenn Meno, Glenn Meno - Policy Analyst

 **Public Hearing Date:** 02/20/2026 02:00 PM

 **Department(s):**
GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):**
OFFICE OF SENATOR SABINA FLORES PEREZ (/notices?division_id=265)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

February 18, 2026

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New Order	Revised/Add-On	Info. Update
Advertiser Name I Liheslaturan Guahan - 38TH GUAM LEGISLATURE Address 710 Marine Corps Drive *Bell Tower, Ste. 303A Hagatna, Guam 96910 Point of Contact Office of Senator Sabina Perez		

Order Number	GL38.T28
Order Entry Date	2.6.26
Customer PO #	
Product Code	
RECEIVABLES ACCOUNT	
<input checked="" type="checkbox"/> X	Cash <input type="checkbox"/> Trade <input type="checkbox"/> Other <input type="checkbox"/>
ORDER DESCRIPTION	
PRODUCTION INFORMATION	
Cart #	Title: Length:

FOR INTERNAL PURPOSES ONLY		Media Consultant KUAM
Notary Required	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Package <input checked="" type="checkbox"/>
Billing	Per Spot <input checked="" type="checkbox"/>	Trade <input type="checkbox"/>

Station	Inc Acct	Rate	Start Date	End Date	AbsTime/Prog. Event	Length	Spot Type	Cart #	M	T	W	TH	F	SA	SU	Per Wk	Total #	Total \$	
TV8		\$ 160.00	2/10/2026	2/13/2026	07:00-07:30	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/10/2026	2/13/2026	17:30-17:59	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ -
TV8		\$ 160.00	2/13/2026	2/18/2026	07:00-07:30	:30	PH: RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/13/2026	2/18/2026	17:30-17:59	:30	PH:RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ -
PROD		\$ 300.00	2/9/2026	2/9/2026	PROD	:30	Produciton of PH for Bill & Res	n/a		1	0	0	0	0	0	0	1	1	\$ 300.00

BILL AS INDICATED	SPECIAL INSTRUCTIONS	ORDER TOTALS
	A 4% fee will be added for credit card transactions	Total Spots 8 Total Dollars \$ 940.00

TV COMMERCIAL FORMAT: We ask that all commercials be formatted to originate in HD 1920x1080 and conform to a 4x3 pillar for Title Safe dimensions for graphics.

RESTRICTIONS: 48-hour deadline is KUAM's quality control to ensure that your advertisement airing meets the highest standards. If there is a rush, KUAM is not responsible for quality and standard concerns on behalf of the client.

PAYMENT IS DUE UPON RECEIPT OF NOTICE. In the event of cancellation of this contract prior to its scheduled expiration date and/or failure to remit payment of invoice[s] within 60 days of invoice date, all spots that have run prior to the cancellation date and/or scheduled air dates will be billed at the rate Card. Client understands and agrees that a finance charge of 1.5% per month shall accrue on all accounts remaining unpaid one [1] month after invoice date. Client agrees to pay a USD\$25.00 service fee per returned check. If payment is not made as required, KUAM may, its option, without notice or demand payment, declare Client's credit account in default, in which case Client's entire balance[s] that are due and payable will be forwarded for collection. Client agrees to accept all consequences and to pay all costs, including attorney's fees, court fees, court costs and other expenses incurred as deemed necessary by KUAM to settle the account.

NON DISCRIMINATION CLAUSE: KUAM/Pacific Telestations, LLC does not discriminate on the basis of race or ethnicity in the placement, scheduling and completion of purchase of advertising. Any order for advertising that includes any such restriction will not be accepted.

Sabina Flores Perez
 ACCEPTED BY CLIENT

[Signature]
 ACCEPTED BY STATION



THE OFFICE OF SENATOR

Sabina Flores Perez



NOTICE OF PUBLIC HEARING

Guam Legislature, Public Hearing Room

Friday, February 20, 2026 beginning at 2:00 P.M.

Resolution No. 127-38 (COR) – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.



THE OFFICE OF SENATOR

Sabina Flores Perez



Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671) 989-2968, no later than Thursday, February 19, 2026, for further guidance. Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagatña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than 5:00pm, Friday, February 27, 2026.

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

jtwonpat@gdoe.net

Judith T. Won Pat
Superintendent
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Superintendent Won Pat,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 8:56 AM

To: jtwonpat@gdoe.net

Cc: "MaeRose A. Nauta" <manauta@gdoe.net>, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Superintendent Won Pat,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Superintendent]_PH Invite_R126_127.docx.pdf**
463K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 127-38 (COR).pdf**
892K
-  **Res. No. 126-38 (COR).pdf**
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

aclape@gdoe.net

cjfborja@gdoe.net

Angelina-Marie C. Lape
Program Director
Head Start Program
Guam Department of Education
Attn: Guam Head Start Program
501 Mariner Avenue
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Program Director Lape,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)

cc: Superintendent Judith Won Pat



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

3 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:28 AM

To: aclape@gdoe.net, cjfborja@gdoe.net

Cc: jtwonpat@gdoe.net, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Program Director Lape,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Headstart]_PH Invite_R126_127.docx.pdf**
465K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 126-38 (COR).pdf**
886K
-  **Res. No. 127-38 (COR).pdf**
892K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Li Heslaturan Guahan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail



Judith Guthertz
Chair
Education Board, Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Chairperson Guthertz,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

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- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you and other members of the Guam Board of Education attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:03 AM

To: iudi outhertz <[REDACTED]>



Håfa Adai Chairperson Guthertz,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[GDOE Board]_PH Invite_R126_127.docx.pdf**
464K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 127-38 (COR).pdf**
892K
-  **Res. No. 126-38 (COR).pdf**
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

abe@triton.uog.edu

sbamba@triton.uog.edu

ckamm@triton.uog.edu

Anita Borja Enriquez

President

Dr. Sharleen Santos-Bamba

Acting President

UOG Station,

Mangilao, Guam 96923

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Acting President Santos-Bamba,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

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Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez
Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

3 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov> Fri, Feb 13, 2026 at 9:10 AM
 To: "Dr. Anita Enriquez" <abe@triton.uog.edu>, Sharleen Santos-Bamba <sbamba@triton.uog.edu>, Christine Mababayag <ckamm@triton.uog.edu>
 Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai President Enriquez and Acting President Santos-Bamba,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
 - Office of Senator Perez

4 attachments

-  **[UOG]_PH Invite_R126_127.docx.pdf**
465K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 126-38 (COR).pdf**
886K
-  **Res. No. 127-38 (COR).pdf**
892K

Sharleen Santos-Bamba <sbamba@triton.uog.edu> Fri, Feb 13, 2026 at 11:25 AM
 To: Office Senator Perez <office.senatorperez@guamlegislature.gov>, "Dr. Anita Enriquez" <abe@triton.uog.edu>, Christine Mababayag <ckamm@triton.uog.edu>
 Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Hafa adai, Senator Perez.

Thank you for the opportunity to provide testimony on the proposed legislation. We will coordinate and discuss at our end.

Sharleen Santos-Bamba

--
 Si Yu'os ma'åse',



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

aliciaaguon@triton.uog.edu

Alicia C. Aguon
Dean, School of Education
UOG Station,
Mangilao, Guam 96923

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dean Aguon,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

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- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)

cc: President Anita Borja Enriquez
Acting President Sharleen Santos-Bamba



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:16 AM

To: "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Cc: "Dr. Anita Enriquez" <abe@triton.uog.edu>, Sharleen Santos-Bamba <sbamba@triton.uog.edu>, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dean Aguon,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Dean SOE]_PH Invite_R126_127.docx.pdf**
463K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 127-38 (COR).pdf**
892K
-  **Res. No. 126-38 (COR).pdf**
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

Pauline.camacho@dphss.guam.gov

Pauline Camacho
Project Director
Preschool Development Grant Birth-5
Department of Public Health and Social Services
130 Castle Mall University
Drive, Suite 8, Mangilao

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Project Director Camacho,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)

cc: Director Theresa Arriola



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:43 AM

To: Pauline.camacho@dphss.guam.gov

Cc: theresa.c.arriola@dphss.guam.gov, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Project Director Camacho,


Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).


We greatly appreciate your time and attention to this matter, and look forward to hearing from you.


Please confirm receipt of this email.


Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

 [DPHSS]_PH Invite_R126_127.docx.pdf
464K

 First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf
431K

 Res. No. 126-38 (COR).pdf
886K

 Res. No. 127-38 (COR).pdf
892K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guahan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

laura.souder@kumision.guam.gov

souder@betances.com

Dr. Laura Souder

Chairwoman

Kumisión i Fino' CHamoru

710 West Marine Corps Dr., Suite 203

Hagåtña, Guam 96910

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Chairwoman Souder,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

2 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:36 AM

To: laura.souder@kumision.guam.gov, souder@betances.com

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Chairwoman Souder,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

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Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Kumision]_PH Invite_R126_127.docx.pdf**
465K
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886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

mnriviera@gdoe.net

Dr. Matilda Naputi Rivera
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dr. Naputi-Rivera,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

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OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez
Sabina Flores Perez
Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice
Resolution No. 126-38 (COR)
Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:55 AM

To: Matilda Naputi Rivera <mnrivera@gdoe.net>

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dr. Naputi-Rivera,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Dr. Rivera]_PH Invite_R126_127.docx.pdf**
463K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
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892K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

[REDACTED]

William W. Weare
Family Physician
P.O. Box 170103
Inalajan, Guam 96917-0103

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dr. Weare,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:46 AM

To: [REDACTED]

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dr. Weare,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Dr. Weare]_PH Invite_R126_127.docx.pdf**
462K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

youthcongressguam@gmail.com

Austin G. Fortuno
Speaker
Guam Youth Congress
Guam Congress Building
Hagåtña, Guam 96910

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Speaker Fortuno,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:39 AM

To: [REDACTED] youthcongressguam@gmail.com

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Speaker Fortuno,

Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).


We greatly appreciate your time and attention to this matter, and look forward to hearing from you.


Please confirm receipt of this email.


Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

 [GYC]_PH Invite_R126_127.docx.pdf
463K

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OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guáhan
38th Guam Legislature

AGENDA
PUBLIC HEARING
Friday, February 20, 2026, at 2:00 p.m.
Guam Congress Building, Public Hearing Room

The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na LiheSlaturan Guahan
 38th Guam Legislature

Public Hearing Sign-In Sheet
 Friday, February 20, 2026, 2:00 p.m.
 Guam Congress Building, Public Hearing Room

Resolution No. 127-38 (COR) - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes - Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

NAME (please print)	AGENCY/ ORGANIZATION	Oral Testimony	Written Testimony	In Favor	Not In Favor	CONTACT INFORMATION
Dr. Natiza Naguet Rivera	GDDE	✓	✓	✓		
Dr. Samuel Betang	SBA			✓		
Dr. Laura Soudor	SBA/ Commission	✓	✓	✓		



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guahan
38th Guam Legislature

Public Hearing Sign-In Sheet
Friday, February 20, 2026, 2:00 p.m.
Guam Congress Building, Public Hearing Room

Resolution No. 127-38 (COR) - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes - Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

NAME (please print)	AGENCY/ ORGANIZATION	Oral Testimony	Written Testimony	In Favor	Not In Favor	CONTACT INFORMATION
Amanda J. Felton	DPHSS	/	/	/		



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 472-0462/300-1547•Fax: (671)472-5003
Email: jtwonpat@gdoe.net



JUDITH T. WON PAT, Ed.D.
Acting Superintendent of Education

Testimony in Support of Resolution No. 127-38 (COR)

Relative to Empowering the Guam Department of Education to Advance Educational Equity and Academic Success

Håfa Adai Senator Sabina Flores Perez and Members of the Senate:

I respectfully submit this testimony in support of Resolution No. 127-38 (COR), which seeks to empower the Guam Department of Education (GDOE) to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examining the role of artificial intelligence and developing related policies and curriculum, and strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

This resolution reflects a forward-thinking and student-centered approach to education in Guam. First, establishing an early childhood literacy and parenting curriculum for pregnant and parenting students addresses an often-overlooked population. By equipping young parents with literacy skills and evidence-based parenting knowledge, we not only support their academic continuation and graduation, but also strengthen early learning foundations for their children. This dual-generation strategy promotes long-term educational attainment and breaks cycles of intergenerational academic struggle.

Second, examining the role of artificial intelligence (AI) and developing policies and curriculum guidance is both timely and necessary. AI is rapidly transforming education, workforce readiness, and the global economy. Providing clear policies and instructional frameworks will help ensure ethical use, data privacy protection, and responsible integration into teaching and learning. Moreover, thoughtful AI curriculum development aligns with our broader goal of preparing students for college and career pathways in emerging and high-demand fields.

Third, strengthening supports to mitigate social promotion while ensuring mastery of essential learning standards reinforces academic integrity and student success. Students must receive targeted interventions, data-driven instruction, and aligned assessments so that promotion reflects readiness—not merely seat time. Ensuring that every student meets essential learning standards upholds equity and protects the value of a Guam high school diploma.

While I support the intent and direction of this resolution, I respectfully caution the Legislature to carefully consider the fiscal and legal implications of enacting mandates

that may unintentionally jeopardize federal funding. The Guam Department of Education receives substantial federal grant funds under consolidated programs. These funds are governed by strict “supplement, not supplant” provisions. If activities—such as the development of AI policies, early literacy programming, or intervention systems—are currently funded through federal grants and subsequently become statutory requirements under local law, those same expenditures may be deemed supplanting. Once an activity is mandated by local law, it may no longer qualify as a supplemental use of federal funds, thereby placing the Department at risk of losing eligibility to use federal funding for those expenses.

For example, if AI policy development or curriculum design is written into a federal grant application as an allowable activity and later becomes codified in local statute, federal auditors could determine that local funds must now bear that cost. This could result in disallowed costs, repayment obligations, or reduced flexibility in our consolidated grant programs.

Therefore, I respectfully recommend that any implementing legislation include language that preserves federal compliance, protects maintenance-of-effort requirements, and allows GDOE flexibility in funding sources. Close coordination with grant administrators and federal program officers will be essential to ensure alignment without triggering supplanting violations.

In closing, Resolution No. 127-38 (COR) sets a strong vision for equity, innovation, and academic excellence in Guam’s public education system. With careful attention to federal compliance safeguards, this measure can empower GDOE to move forward responsibly and sustainably.

Si Yu’os Ma’åse’ for the opportunity to provide testimony.

Sensaramente,



Judith T. Won Pat, Ed.D.
Acting Superintendent of Education



GOVERNMENT OF GUAM

DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES
DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT



LOURDES A. LEON GUERRERO
MAGA' HĀGAN GUĀHAN
GOVERNOR OF GUAM

JOSHUA F. TENORIO
SEGUNDO MAGA' LAHEN GUĀHAN
LT. GOVERNOR OF GUAM

FEB 19 2026

THERESA C. ARRIOLA, MBA
DIRECTOR

PETERJOHN D. CAMACHO, MPH
DEPUTY DIRECTOR

AMANDA LEE SHELTON, MPA
DEPUTY DIRECTOR

Senator Sabina Flores Perez
Guam Congress Building
163 Chalan Santo Papa
Hagatña Guam, 96910
RE: Testimony of Support

Hāfa Adai, Senator Sabina Flores Perez and Honorable Members of the 38th Guam Legislature, the Division of Children's Wellness (DCW) under the Guam Department of Public Health and Social Services (DPHSS), respectfully submits this testimony in support of Resolution No. 127-38 (COR).

Within the Division of Children's Wellness, the Bureau of Social Services Administration's (BOSSA) mission is simple but vital, to keep children safe and strengthen the families they live in. Child Protective Services (CPS) sees firsthand the challenges that young parents face which is why we support this resolution, which aims to provide school-based support for pregnant and student-parents.

Guam's teen pregnancy rate remains higher than the national average. When a young parent drops out of school due to a lack of childcare or support, it often leads to long-term financial hardship. Resolution 127-38 seeks to create of an early childhood literacy and parenting curriculum for pregnant and parenting students. The implementation of such a curriculum would increase the chances of graduation which would help break the cycle of poverty that often leads to family stress and CPS involvement.

Our goal is always to prevent child neglect before it happens. This resolution provides "wraparound" support, like childcare and academic help, right where students are— in school. When a student-parent feels supported instead of judged, they are better equipped to provide a stable, loving home. This aligns with our mandate under Guam Law to protect children by supporting their parents.

This isn't just about the parents; it's about the children. By focusing on early literacy and stable environments, we are ensuring that the next generation of Guam's children starts life on the right foot.

We respectfully urge the adoption of Resolution No. 127-38 and thank you for your continued leadership in advancing policies that safeguard and promote the health of Guam's children and families.

Si Yu'os Ma'āse' for the opportunity to provide testimony.


THERESA C. ARRIOLA, MBA
Director



UNIVERSITY OF GUAM

OFFICE OF THE PRESIDENT

The Honorable Sabina Flores Perez
Senator, 38th Guam Legislature
Bell Tower Building Suite 304
710 Marine Corps Dr.
Hagåtña, Guam 96910

Håfa adai, Senator Perez:

Thank you for the opportunity to submit testimony on Resolution No. 127-38 (COR), which aims to “[empower] the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.”

As the only four-year higher education institution serving Guam and Micronesia, the University of Guam (UOG) sees the potential in this resolution for a collaborative partnership in the assessment, development, implementation, and/or continuous improvement of policies and curricula pertinent to student-parents, AI usage, and student success.

The following are key considerations we encourage the Legislature to take into account for each initiative:

1. Early Childhood Literacy and Parenting Curriculum for Pregnant and Parenting Students

- **Developmental Appropriateness:** Curriculum must align with evidence-based practices in parenting and early childhood development, including prenatal care and development; responsive caregiving; and cognitive, social, and emotional growth.
- **Cultural and Linguistic Awareness:** Materials and strategies should reflect the diverse cultural and linguistic backgrounds of families in Guam.
- **Trauma-Informed and Strength-Based Approaches:** Because pregnant and parenting students often face significant stressors and stigma, programming should acknowledge their strengths and provide practical,

Tel: +1 671.735.2990 Fax: +1 671.734.2296 Web: www.uog.edu

Mailing Address: 303 University Drive, UOG Station, Mangilao, Guam 96923

The University of Guam is a U.S. Land Grant and Sea Grant Institution accredited by the WASC Senior College and University Commission. UOG is an equal opportunity provider and employer committed to our island wisdom values of inadahi yan inagofli'e: respect, compassion, and community.

OFFICE OF THE PRESIDENT

SUBJECT: Testimony on Resolution No. 127-38 (COR)

accessible tools for managing the changes associated with pregnancy and parenthood.

- **Integration with Existing Services:** Coordination with existing pediatric providers and community-based organizations will be essential to offer comprehensive support to student-parents.
- **Legal and Financial Framework for Childcare Centers:** Matters of risk, liability, regulation compliance, funding, and operational costs associated with setting up and running childcare centers for the children of student-parents must be assessed.
- **Sustainability and Scalability:** Clear implementation guidance, staffing considerations, and evaluation metrics should be built into the curriculum.

2. Examining the Role of AI and Establishing Policies

- **Definition of AI:** A standard definition must be established that expresses what tools and technologies constitute as Artificial Intelligence (e.g., ChatGPT, language translators, virtual assistants like Siri or Alexa).
- **Equitable Access:** Schools must ensure that all students have equitable access to AI tools to avoid widening digital divides.
- **Privacy and Data Security:** Clear policies must be in place to address safeguards to personal information, data usage, storage, and consent, particularly considering that the students are minors.
- **Teacher Capacity:** Educators must receive meaningful professional development to understand various AI tools, their capabilities and limitations, and their appropriate classroom uses.
- **Student Capacity:** Students should be taught to be critical of AI systems and be aware of issues such as bias and misinformation.
- **Academic Integrity:** Assignments and assessments should be redesigned to prioritize critical thinking and applied understanding, with particular emphasis on AI being used as a supplement to, and not a substitution for, learning.

3. Supports for Mitigating Social Promotion While Ensuring Mastery of Essential Learning Standards

- **Establishment of Standards:** A list of essential learning standards for each grade level should be identified.

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OFFICE OF THE PRESIDENT

SUBJECT: Testimony on Resolution No. 127-38 (COR)

- **Intervention Systems:** Early warning systems and subsequent systems of intervention and support should be in place for each grade level
- **Family Engagement:** Clear communication must be established with families regarding expectations, progress, and available supports.
- **Resource Equity:** There must be equitable allocation of staffing and intervention resources among schools based on their at-risk or high-need populations.

Pending further discussions regarding the logistical frameworks of each initiative, the University of Guam may be able to provide support in the following ways:

- **Curriculum Development and Policy Consultation:** For student-parent curriculum, UOG faculty from the social work, nursing, health science, and education programs can provide feedback and support in designing a viable, research-informed parenting and literacy curriculum. Additionally, we can share insight on our institution's own past experiences in providing grant funded childcare services for our faculty and staff. For AI use, UOG staff from the Center of Online Learning with expertise in educational technology, ethics, and curriculum design can support GDOE in drafting guidelines and policies.
- **Professional Development for Educators:** UOG can offer workshops, trainings, certificate programs, and/or micro-credentials relevant to each initiative for GDOE educators and school-based staff.
- **Student Teaching Partnership:** Our education students can support program implementation through supervised practicum placements, providing additional capacity in schools serving pregnant and parenting students.
- **Tutoring Partnership:** UOG can leverage our undergraduate and/or graduate students as trained tutors through structured, supervised programs.
- **Program Assessment:** UOG can support GDOE in analyzing and evaluating data related to intervention effectiveness, retention, and long-term student outcomes for each initiative.

Resolution No. 127-38 (COR) presents an ambitious and highly relevant vision of engaging with GDOE students, from supporting families during the earliest stages of life, to thoughtfully integrating emerging technologies, and to ensuring that promotion reflects

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OFFICE OF THE PRESIDENT

SUBJECT: Testimony on Resolution No. 127-38 (COR)

true readiness for the next stage of learning. The University of Guam commends the Legislature and GDOE for advancing this work in student success and capacity-building, and we look forward to contributing meaningfully to these initiatives throughout the planning and implementation stages.

Si Yu'os Ma'åse,



Dr. Anita B. Enriquez (Feb 23, 2026 10:05:36 GMT+10)

Anita Borja Enriquez, D.B.A.

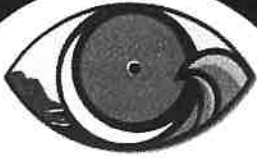
President

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KUMISIÓN I FINO' CHAMORU YAN I FINA'NA'GUEN
I HISTORIA YAN I LINA'LA' I TAOTAO TANO'

*Commission on CHamoru Language and the Teaching of the History
and Culture of the Indigenous People of Guam*



February 20, 2026

I Honoráble Vincent Anthony V. Borja
Sinadót, 38th Liheslaturan Guåhan
Chairperson of Committee on Education, Libraries, and Public Broadcasting
DNA Building Suite 502
238 Archbishop Flores Street
Hagåtña, Guam 96910

RE: Kumisión Testimony at Public Hearing February 20, 2026 on **Resolution No. 127-38 (COR)** Senator Sabina Perez - "Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards."

The Kumisión supports Resolution No 127-38.

Kon Respetu,

Dr. Laura M. Torres Souder,
Gé'helo', I Kumisión i Fino' CHamoru

February 16, 2026

The Honorable
Sabina Flores Perez
Senator, I Mina'trentai Ocho Na Liheslaturan Guåhan
Hagåtña, Guam 96910

Dear Senator Perez,

I am writing to express my strong support for **Resolution No. 126-38 (COR)** and **Resolution No. 127-38 (COR)**. These resolutions collectively aim to strengthen the Guam Department of Education's capacity to promote student wellness, educational equity, and academic success across all grade levels.

As an educator and advocate for lifelong learning and student well-being, I commend these resolutions for addressing critical areas that directly impact our youth and, ultimately, the future of our island.

Resolution No. 126-38 (COR) takes a proactive and holistic approach to student health and safety by expanding anti-drug education and prevention campaigns, enforcing a comprehensive cell phone use policy, and increasing access to mental health supports. These initiatives are essential to fostering safe, focused, and supportive learning environments. In today's world, students face growing pressures from social media, peer influence, and mental health challenges. By equipping schools with the resources and policies to address these issues head-on, we empower students to make healthier choices and thrive academically and emotionally.

Resolution No. 127-38 (COR) complements this mission by advancing educational equity and academic success. Its focus on early childhood literacy and parenting curriculum for pregnant and parenting students demonstrates a compassionate and inclusive vision for education—one that ensures every student, regardless of circumstance, has the opportunity to succeed. Additionally, the resolution's call to examine the role of artificial intelligence in education is both timely and forward-thinking. Integrating AI responsibly into our curriculum can enhance learning experiences, prepare students for a rapidly evolving workforce, and ensure Guam remains competitive in a global, technology-driven society.

Furthermore, the resolution's emphasis on mitigating social promotion while ensuring mastery of essential learning standards underscores the importance of quality over quantity in education. Every student deserves the chance to reach their full potential, and these measures will help ensure that academic progress truly reflects learning and growth.

Together, these resolutions represent a comprehensive commitment to the academic, emotional, and social well-being of Guam's students. By supporting them, we are investing not only in our children's education but also in the long-term health, safety, and prosperity of our island community.

I respectfully urge the Committee to adopt **Resolution No. 126-38 (COR)** and **Resolution No. 127-38 (COR)** in recognition of their shared vision to empower our schools, support our students, and strengthen the foundation of education in Guam.

Si Yu'os Ma'åse',

A handwritten signature in black ink, appearing to read 'M. Rivera'.

Dr. Matilda Naputi Rivera
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913
E-mail: mnriviera@gdoe.net

Legislative Response on Implementation of Resolutions 126-38 and 127-38

Hafa Adai Honorable Senators,

I speak today not in opposition to the goals outlined in Resolutions 126-38 and 127-38, but from experience inside the classroom where these policies must ultimately live or die. Expanding anti-drug education, strengthening mental health supports, improving literacy outcomes, addressing artificial intelligence in curriculum, and mitigating social promotion are all worthy and necessary goals. No educator disputes that.

Early in my career as a teacher, an inspired program coordinator secured federal funding to implement a data driven curriculum to support our teenage population. The program coordinator organized training, secured supplies and materials, and followed-up with periodic tune up training sessions throughout the year ensuring the support of the program. This coordinator's sincerity and competence was infectious - inspiring a few teachers to dedicate off duty hours to ensuring proper classroom articulation. Over time efforts proved successful evidenced by the youth risk behavior survey responses (indicating positive student behavior) and anecdotal information from teachers showing consistent and standard implementation of the curriculum. Our program coordinator tried to ensure long term support from our superiors but was denied. Our programs success was not supported and our capable coordinator felt defeated and transferred to a different government agency and our curriculum suffered. With time, retirement, career changes and the passing away of key teachers the program and curriculum died - magahet. This is a cautionary tale for you and your proposal.

Legislation mandates outcomes but Implementation lives or dies in the classrooms.

And implementation succeeds or fails based on infrastructure.

Policy Without Infrastructure

One of the most common challenges in education reform is the passage of well-intentioned policies without the structural support required to sustain them. When legislation sets expectations but does not clearly provide funding, staffing, training time, and evaluation systems, the responsibility shifts almost entirely to school sites and classroom teachers.

At that point, reform becomes an unfunded mandate executed through teacher goodwill.

Goodwill is not a system. It is not sustainable policy.

If these resolutions are to succeed, they must be paired with:

- a proven curriculum based on solid and measurable evidence
- Dedicated funding streams
- Clear staffing allocations

- Protected professional development time
- Defined accountability structures
- Built-in program evaluation mechanisms

The Curriculum Question

Before adding new mandates, we must ask some questions about practicality, or can we really do this thing you are proposing?

What existing curriculum already addresses these issues? Are we replacing existing curriculum, supplementing it, or duplicating it?

If a new curriculum is adopted:

- Who selects it?
- Is it evidence-based?
- Who funds the materials?
- How is it aligned across grade levels?
- What instructional time will be adjusted to make room?

Curriculum addition without curriculum subtraction leads to overload and superficial compliance. You cannot arm chair quarterback this- that is, observe from where you are at without thinking how your proposals will play out.

Financial Support and Structural Guarantees

A resolution alone does not guarantee execution.

If the Legislature is serious about implementation, funding must be explicit— not conditional.

That means:

- Earmarked, multi-year allocations
- Budget lines for materials
- Paid training stipends
- Release time for professional development

If the policy depends on coordination, then a funded and permanent Program Coordinator position should be codified in law and protected from reassignment.

Responsibility and Accountability

Legislation must clearly answer several questions:

Who is responsible for implementation?

Who evaluates compliance?

What mechanisms ensure standardization across schools? (Every school is like its own fiefdom with their own internal politics and community which also must be navigated to ensure success)

What corrective actions exist for non-compliance?

Without enforcement mechanisms, mandates become symbolic rather than operational.

The Teacher Burden Problem

There is a pattern in education reform:
Legislation defines the goal.
GDOE writes guidance.
Principals communicate expectations.
Teachers absorb the workload.

The risks are predictable:

- Added curriculum without added time
- Added training without compensation
- Added responsibilities without reduced duties
- Added reporting requirements without clerical support

Over time, this leads to burnout, passive compliance, and policy fatigue. Your plans will fail without support. Teachers cannot be the enforcement mechanism for legislative intent. They are implementers, not policymakers. I don't have a solution here as it is never addressed, only glossed over in the hope things will happen properly, this is a hope not grounded in reality.

Sustainability and Institutional Memory

Programs succeed when there is:

- Sustained funding
- Consistent training
- Administrative support
- Clear leadership structure

They fail when support becomes informal and dependent on individual dedication. If new policies depend on the assumption that "dedicated teachers will make it work," they will not survive turnover.

The million dollar question

The main question before this body is not whether these goals are good. They are. I applaud you all for taking such steps. You see a need to support our people which is one reason why I became a teacher, still, the question is whether this is a symbolic commitment or a real structural investment - Because without funding, staffing, evaluation, standardization, and protection of institutional memory, even well-intentioned policies fade as leadership changes and attention shifts.

Policy cannot rest on the goodwill of teachers alone.

If this Legislature is serious about expanding anti-drug education, strengthening mental health supports, and reforming academic standards, then the mandates must be funded, staffed, and evaluated with the same seriousness.

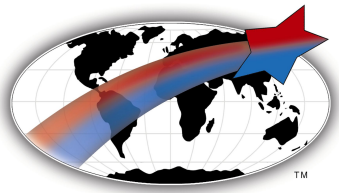
Otherwise, we risk layering responsibility onto educators without building the infrastructure necessary to sustain success.

Si Yu'os Ma'ase



Kenneth Orland

Simon A. Sanchez High School



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February 20, 2026

I Honoráble Sabina Flores Perez
Sinadora, 38th Liheslaturan Guahan
710 West Marine Corps Dr., Bell Tower, Suite 303A
Hagåtña, Guam 96910

RE: Testimony at Public Hearing February 20, 2026 on **Resolution No. 127-38 (COR)** Senator Sabina Perez - “Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.”

My name is Laura M. Torres Souder. Dr. Samuel Betances, my husband and educational consulting and training partner, and I have worked closely with Senator Perez on the need to develop early childhood literacy as a key to transforming the trajectory of students in their educational journey through Guam’s public schools. Many of our children suffer from a lack of authentic literacy skills and are advanced from grade to grade without having grade-level proficiencies. While social promotion is generally viewed as a compassionate solution, students graduate without grade-level skills and are nonetheless expected to perform in the marketplace as if they have mastered these basic skills. If we can mitigate and address this challenge in early childhood, children entering our school system will have a higher rate of success.

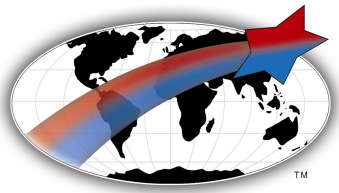
We support Resolution No. 127-38 for GDOE to adopt and advance policies towards supporting academic success of pregnant and parenting students. The literature documents that female students who get pregnant are likely to dropout. One report stated, “young men and young women combined — and one-third of young women — said that becoming a parent was a major factor in their decision to leave school.” This does not have to be the case. Encouraging pregnant and parenting students to continue in school and graduate will provide a positive future for their children and our island community. These young parents can become more economically independent and self-sufficient. Putting together policies to support the journey for future success through education is the solution.

The US Department of Education, provides guidance in their publication on “ Supporting the Academic Success of Pregnant and Parenting Students.” While some of their recommendations have to be adjusted to our Guam reality, the steps for putting in place policies that support pregnant and parenting students are sound and promising. For example:

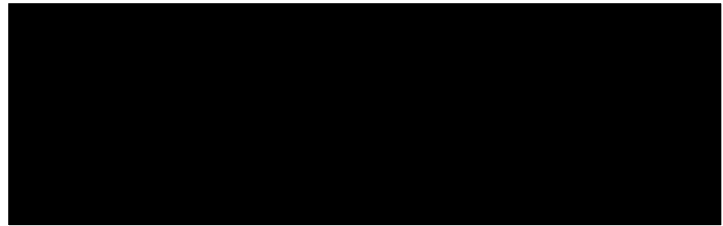
- A school might be required to provide a larger desk, allow frequent trips to the bathroom, or permit temporary access to elevators
- Students can request to participate in workshops, or to hear from speakers who can share information on how to provide support to pregnant and parenting students
- A pregnant student must be allowed to remain in her regular classes and school if she so chooses
- School officials must take prompt and effective steps to end pregnancy-related harassment and eliminate any hostile environment created by the harassment

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- Schools can provide parents with information they can understand in their own language, regarding the availability of programs and services that encourage and assist all students stay in school and maintain their educational progress regardless of pregnancy or parenthood

Early childhood literacy is key to academic success. If young parents become aware of the role they can play in the academic trajectory of their children by engaging them in rich-discussions and early exposure to books and reading, they can learn how to end the cycle of academic failure by becoming their children's first teacher. This is especially important as young parents often depend on their own parents or grandparents to provide childcare, which can set back the literacy development of their young children due to a lack of understanding of the importance of early childhood literacy in the school life of a child.

Teenage pregnancy on Guam has always been exceedingly high. Resolution 127-38 addresses this challenge with pregnant and parenting high school students, who are disproportionately represented in the population. They are often the children of teenage parents themselves, who never knew how to prioritize early childhood literacy. We now have the opportunity to redirect this intergenerational cycle.

Dr. Laura M. Torres Souder



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I Mina'trentai Ocho Na Liheslaturan Guahan

38th Guam Legislature

I. OVERVIEW

Resolution No. 127-38 (COR) was introduced on December 15, 2025, by Senator Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes, and subsequently referred by the Committee on Rules to Senator Sabina Flores Perez, Prime Author, on December 19, 2025. The Author convened a public hearing on February 20, 2026 at 2:06 p.m. in the Guam Congress Building, Public Hearing Room. The public hearing adjourned at 4:05 p.m.

Public Notice Requirement:

In Compliance with Open Government Law, the five (5)-day public notice of this hearing was published on February 13, 2026, and the forty-eight (48) hour notice was published on February 18, 2025 on KUAM-TV and on the Guam Public Notice Website. Notices were also sent to all Senators, stakeholders, and all main media broadcasting outlets via email on the same dates.

Senators Present:

Senator Sabina Flores Perez *Prime Author*

Oral Testimony:

Chris Anderson	<i>Guam Department of Education (GDOE)</i>
Amanda Shelton	<i>Deputy Director, Department of Public Health and Social Services (DPHSS)</i>
Dr. Laura Souder	<i>Chairperson, Kumisión I Fino' CHamoru</i>
Dr. Matilda Naputi Rivera	<i>GDOE</i>
Dr. Laura Torres Souder	<i>Souder, Betances, & Associates Inc.</i>
Dr. Samuel Betances	<i>Souder, Betances, & Associates Inc.</i>

Written Testimony Submitted:

Dr. Judi Won Pat	<i>Acting Superintendent, Guam Department of Education</i>
Theresa C. Arriola	<i>Director, Department of Public Health and Social Services (DPHSS)</i>
Dr. Anita Enriquez	<i>President, University of Guam</i>
Dr. Laura Souder	<i>Chairperson, Kumisión I Fino' CHamoru</i>
Dr. Matilda Naputi Rivera	<i>GDOE</i>
Dr. Laura Souder	<i>Souder, Betances, & Associates Inc.</i>
Kenneth Orland	<i>GDOE, Simon A. Sanchez High Schools</i>

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38th Guam Legislature

II. SUMMARY OF TESTIMONY & DISCUSSION

The Public Hearing was Called-to-Order at 2:06 p.m.

Senator Sabina Flores Perez, Prime Author: This public hearing is called to order. The time is now 2:06 p.m., Friday, February 20th, 2026. In compliance with Open Government Law, notices of today's hearing were noticed on KUAM and provided via email to Senators, stakeholders and the local media, and posted on the Government of Guam Public Notices website on Friday, February 13th for the five-day notice, and Wednesday, February 18th for the 48- hour notice, thus meeting the requirements.

The next item in the agenda is to hear Resolution No. 127-38 (COR) - Relative to empowering the Guam Department of Education to advance education equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence and strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards - by Senator Sabina Flores Perez, Shelley V. Calvo, Chris Barnett, Vincent A. V. Borja, Speaker Frank Blas, Jr., Vice Speaker Tony Ada, and Senators Therese Terlaje, William Parkinson, and Tina Rose Muna-Barnes.

Resolution No. 127-38 (COR) addresses the interrelated priorities, strengthening support for pregnant and parenting students, establishing a thoughtful framework for artificial intelligence in education and mitigating social promotion through evidence-based intervention. First, Guam continues to experience high rates of teenage pregnancy than the national average. The Department of Public Health and Social Service reports that thousands of young mothers, infants, and children are served annually through its Title V Maternal and Child Health Program. Pregnant and parenting students often face stigma, childcare challenges, and interrupted academic progress. Research from jurisdictions such as New York City's Living for the Young Family Through Education Program and Washington State's Graduation Reality and Dual Role Skills Program demonstrates that school-based models integrating childcare, parenting instruction, and literacy coursework significantly improve graduation outcomes and promote healthy early childhood development. Early literacy is one of the strongest predictors of long-term academic achievement. Students who are not proficient readers by the end of the third grade are significantly at greater risk of academic disengagement. Establishing an early childhood literacy and parenting curriculum strengthens intergenerational education equity.

The second major component of this resolution addresses artificial intelligence. Artificial intelligence technologies are rapidly evolving and increasingly embedded in educational tools, research platforms, and conversational systems. However, recent national developments underscore the need for guardrails. Multiple states have enacted or proposed legislation to regulate artificial intelligence chatbots, particularly those offering mental health-related interactions. Several tragic cases have emerged in which young people died by suicide following prolonged interactions with AI chatbots that simulated human relationships.

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38th Guam Legislature

The American Psychological Association has warned that AI chatbots by design are designed to be agreeable and may create a false sense of intimacy and trust. Experts have testified before the United States Senate that such systems may lack true empathy, clinical judgment, and accountability. Vulnerable youth may interpret algorithms and responses as validation rather than guidance toward professional care. The Federal Trade Commission has launched inquiries into companies developing AI-powered chatbots, questioning what safeguards are in place to protect children. States such as New York and Utah have enacted laws requiring chatbots to disclose that they are not human and to detect potential self-harm conversations.

Illinois and Nevada have prohibited certain uses of AI in behavioral health contexts. These legislative efforts reflect four major concerns - professional oversight, harm prevention, patient autonomy, and data governance. Resolution No. 127-38 (COR) does not prohibit AI, instead it encourages the Guam Department of Education to develop policies that guide the responsible, equitable, and transparent use of AI in Guam's public schools. It supports an age-appropriate curriculum that addresses how AI works, its historical development, applications, career pathways, regulation, and social and environmental impacts. This approach ensures that students are not merely consumers of AI technologies, but informed and critical participants in an evolving digital ecosystem.

Third component of this resolution is social promotion. National assessment of educational progress data indicate post-pandemic declines in reading and mathematics proficiency nationwide. Automatic advancement without mastery risks compounding learning gaps. At the same time, research shows that grade retention alone cannot increase dropout risk, particularly among low-income and minority students. So evidence-based multi-tiered systems of support provide early identification of struggling students, targeted tutoring, summer learning opportunities, and progress monitoring using multiple measures.

Resolution No. 127-38(COR) encourages GDOE to adopt such a framework to ensure fairness, consistency, and academic integrity. Together, these three components advance educational equity by supporting vulnerable student populations, ensuring responsible technology integration, and strengthening standard-based promotion policies. So at this time, I would like to receive testimony. I would like to recognize Chris Anderson, representing Guam Department of Education.

Chris Anderson, Guam Department of Education: Thank you, Senator Perez. With the magic of technology, I was sent the testimony for 127-38, so I'll read it from my phone.

Hafa adai, Senator Sabina Flores Perez and members of the Senate, I respectfully submit this testimony in support of Resolution No 127-38, which seeks to empower the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examining the role of artificial intelligence and developing related policies and curriculum, and strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards. This resolution reflects a forward-thinking and student-centered approach to education in Guam, first establishing an early childhood literacy and parenting curriculum for pregnant and parenting students addressed as an often-overlooked population. By equipping young parents with literacy skills and evidence-based parenting knowledge, we not only support their academic

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38th Guam Legislature

continuation and graduation, but also strengthen early learning foundations for their children. This dual-generation strategy promotes long-term educational attainment and breaks cycles of intergenerational academic struggle.

Second, examining the role of artificial intelligence and developing policies and curriculum guidance is both timely and necessary. AI is rapidly transforming education, workforce readiness, and the global economy. Providing clear policies and instructional frameworks will help ensure ethical use, data privacy protection, and responsible integration into teaching and learning. Moreover, thoughtful AI curriculum development aligns with our broader goal of preparing students for college and career pathways in emerging and high-demand fields.

Third, strengthening supports to mitigate social promotion while ensuring mastery of essential learning standards reinforces academic integrity and student success. Students must receive targeted interventions, data-driven instruction, and aligned assessments so that promotion reflects readiness, not merely seat time. Ensuring that every student meets essential learning standards upholds equity and protects the value of a Guam high school diploma.

While I support the intent and direction of this resolution, I respectfully caution the legislature to carefully consider the fiscal and legal implications of enacting mandates that may unintentionally jeopardize federal funding. The Guam Department of Education receives substantial federal grants funds under consolidated programs. These funds are governed by strict supplemental, not supplant provisions. If activities such as the development of AI policies, early literacy programming, or intervention systems are currently funded through federal grants and subsequently become statutory requirements under local law, those same expenditures may be deemed supplanting. Once an activity is mandated by local law, it may longer qualify as a supplemental use of federal funds, thereby placing the department at risk of losing eligibility to use federal funding for those expenses.

For example, if AI policy development or curriculum design is written into a federal grant application as an allowable activity and later becomes codified in local statute, federal auditors could determine that local funds must bear that cost. This could result in disallowed costs, repayment obligations, or reduced flexibility in our consolidated grant programs. Therefore, I respectfully recommend that any implementing legislation include language that preserves federal compliance, protects maintenance of effort requirements, and allows the department flexibility in funding sources. Close coordination with grant administrators and federal programs officers will be essential to ensuring alignment without triggering supplanting violations.

In closing, Resolution No.127-38 sets a strong vision for equity innovation and academic excellence in Guam's public education system. With careful attention to federal compliance safeguards, this measure can empower DOE to move forward responsibly and sustainably. *Si Yu'os Ma'åse'* for the opportunity to provide testimony. Senseramente, Judith Won Pat, Acting Superintendent.

Senator Perez: Thank you so much, Mr. Anderson, on behalf of the Superintendent of DOE. At this point, I'd *like* to recognize Deputy Director Shelton.

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Amanda Shelton, *Deputy Director, Department of Public Health and Social Services*: Thank you very much, Senator Perez. Again, I'm reading testimony on behalf of Director Arriola.

Hafa adai, Senator Sabina Flores Perez and honorable members of the 38th Guam Legislature. The Division of Children's Wellness under the Guam Department of Health, Public Health and Social Services respectfully submits this testimony in support of Resolution No. 127-38 (COR). Within the Division of Children's Wellness, the Bureau of Social Services Administration's, BOSSA, mission is simple but vital, to keep children safe and strengthen the family they live in. Child Protective Services sees firsthand the challenges that young parents face, which is why we support this resolution, which aims to provide school-based support for pregnant and student parents. Guam's teen pregnancy rate remains higher than the national average.

When a young parent drops out of school due to a lack of childcare or support, it often leads to long-term financial hardship. Resolution No. 127-38 (COR) seeks to create an early childhood literacy and parenting curriculum for pregnant and parenting students. The implementation of such a curriculum would increase the chances of graduation, which would help break the cycle of poverty that often leads to family stress and CPS involvement. Our goal is always to prevent child neglect before it happens. This resolution provides a wraparound support like childcare and academic help right where students are, in school.

When a student parent feels supported instead of judged, they are better equipped to provide a stable, loving home. This aligns with our mandate under Guam law to protect children by supporting their parents. This isn't just about the parents, it's about the children. By focusing on early literacy and stable environments, we are ensuring that the next generation of Guam's children starts life on the right foot. We respectfully urge the adoption of Resolution No. 127-38, and thank you for your continued leadership in advancing policies that safeguard and promote the health of Guam's children and families. Si Yu'os Ma'åse' for the opportunity to provide testimony. Signed, Teresa C. Arriola, Director.

Senator Perez: Thank you so much, Deputy Shelton, for that testimony. At this time, I'd like to recognize Dr. Naputi. I know you provided testimony earlier, so there's no need, unless you wanted to add.

Dr. Matilda Naputi-Rivera: I'm an early childhood educator, as well. I believe in early childhood literacy, and it's not just beneficial for children and families. It is also a wise investment in our island's future. Studies indicate that for every dollar invested in early childhood programs, there is a significant return in the form of reduced social costs, higher graduation rates, and a more skilled workforce. So by supporting our youngest learners, we are building a stronger, healthier, and more prosperous Guam for generations to come, and that's the bottom line. We want to ensure that we empower our families and have that early intervention that enables them to be equipped with what they need to be able to be productive citizens. It starts as early as in the womb. Si Yu'os Ma'åse'.

Senator Perez: Si Yu'os Ma'åse' for your supplemental testimony and your commitment to this lifelong passion for early childhood education. At this time, I'd like to recognize Dr. Laura Souder.

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38th Guam Legislature

Dr. Laura Souder: Dang'kulo na Si Yu'os Ma'åse', Senator. My name is Laura M. Torres Souder. My husband and educational consulting and training partner, Dr. Samuel Betances, and I have worked closely with Senator Perez on the need to develop early childhood literacy as a key to transforming the trajectory of students in their educational journey through Guam's public schools. Many of our children suffer from a lack of authentic literacy skills and are advanced from grade to grade without having grade-level proficiencies.

While social promotion is generally viewed as a compassionate solution, students graduate without grade-level skills and are nonetheless expected to perform in the marketplace as if they had mastered those basic skills. If we can mitigate and address this challenge in early childhood, children entering our school system will have a higher rate of success. We support Resolution No. 127-38 for GDOE to adopt and advance policies towards supporting academic success of pregnant and parenting students.

The literature documents that female students who get pregnant are likely to drop out. One report stated young men and young women combined, and one-third of young women, said that becoming a parent was a major factor in their decision to leave school. This does not have to be the case. Encouraging pregnant and parenting students to continue in school and graduate will provide a positive future for their children and our island community. These young parents can become more economically independent and self-sufficient. Putting together policies to support the journey for future success through education is the solution.

The U.S. Department of Education provides guidance in their publication on supporting the academic success of pregnant and parenting students. While some of their recommendations are a little outdated and have to be adjusted to our Guam reality, the steps for putting in place policies that support pregnant and parenting students are sound and promising. I'll just share a few examples. These might seem trivial, but they're essential to the well-being of pregnant and parenting students. A school might require, for example, to provide a larger desk, allow frequent trips to the bathroom, or permit temporary access to elevators. Pregnant girls will say they quit school because they couldn't reach the bathrooms, yes.

So that's a practical, very small, but significant set of actions that could be taken. Students can request to participate in workshops or to hear from speakers who can share information on how to provide support to pregnant and parenting students. And using previous students who have graduated successfully who were pregnant when they were in school or who were parents when they were in school are very valuable resources because they have real life experience on these matters. A pregnant student might be allowed to remain in her regular classes and school if she chooses. I know that in public schools, they are allowed to remain, and so that's good.

School officials must take prompt and effective steps to end pregnancy-related harassment. You know, you wouldn't think that young pregnant girls get harassed, but their testimonies themselves attest to this fact that they do get harassed. And the hostile environment created by that harassment needs to be focused on and removed. Schools can provide parents with information they can understand in their own language regarding the availability of programs and services that encourage and assist all students to stay in school and maintain their educational progress regardless of pregnancy or parenthood. The cultural stigma of becoming

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pregnant while you're unwed also contributes to the shame that then drives young girls to quit school.

Early childhood literacy is key to academic success. If young parents become aware of the role they can play in the academic trajectory of their children by engaging them in rich discussions and early exposure to books and reading, they can learn how to end the cycle of academic failure by becoming their children's first teacher. This is especially important as young parents often depend on their own parents or grandparents to provide childcare, which can set back the literacy development of their young children due to a lack of understanding of the importance of early childhood literacy in the school life of a child. Teenage pregnancy on Guam has always been exceedingly high. Resolution No. 127-38 (COR) addresses this challenge with pregnant and parenting high school students who are disproportionately represented in our school population. They are often the children of teenage parents themselves who never knew how to prioritize early childhood literacy. We now have the opportunity to redirect this intergenerational cycle and break it. Thank you.

Senator Perez: Si Yu'os Ma'åse', Dr. Souder. I appreciate everyone's testimony today. There is one question I have for Dr. Betances, regarding social promotion. If you can provide some sort of history on how this was used and why it's so important to address it today. I know many teachers have spoken to me about how social promotion's really impacting their classrooms. Perhaps if you can provide that background of how it was used after the war.

Dr. Samuel Betances: Yes, Senator. There have always been a couple of tracking strategies used in school. There were people who were basically developed to exercise leadership as accomplished professionals in the complexity of systems and organizations. And then there were people who needed a strong back and a willingness to work. And they can still get into the economy and take care of their families.

And eventually we went from going from the agricultural, industrial to complex society, which require additional skills. World War II in particular became very important because most of the world experienced destruction. Japan was in ashes. Europe was basically destroyed. There were a lot of countries in the world that needed to rebuild. The United States of America was the most powerful and most productive country that took a role in rebuilding that world, rebuilding the, it took 40 years, for example, to get Germany back to become functional as a high productive society. During that time, there was a lot of work. You simply were sent to trade schools. You were able to participate in learning how, you didn't need a high school diploma. You needed to be able to follow instructions.

As the society got more complex and the economy became more global and became more technological, there were greater needs for people to get more education and so on. So what happened is that while before, when the immigrants came, they could take several generations from the time they set foot in the United States, enter the economy with a strong back and willingness to work and eventually made more progress. Social promotion meant that there were students who could go to school but did not have to finish. We now have a situation where we do a lot of the cheap work gets done in other countries. So you don't, so in a sense, you don't really need people to be working being very productive in a society that at this particular moment, we get a lot of our work done, for example, in many other countries overseas.

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So what happens now is that in terms of education, people needed a college degree if they were going to become competent professionals or they could actually work in a factory and for example, if you went to Detroit, you were able to work in those factories, systems and lines of production and you didn't need a lot of college education. Today, if you go to the, I think it's in South Carolina, North Carolina, where there are German automobile companies there and you need more than high school diploma. You need a college degree because today when you put a car together, they're computers talking to each other and related. So the society needs more complex people that are educated. So if you have a lot of people that basically are not getting that education but you don't want to hold them back, you practice social promotion. Social promotion means that you can get a high school diploma but not be qualified for high tech responsibilities that require sometimes not a college degree but more than a high school diploma at grade level.

So we are living in a situation where here's the way the public school system works. If you are a student in public schools or in one of the charter schools, less so than the private, more elite schools, okay? The idea is that the reason, if your parents have graduated from college and high school, they're middle income families and they have an abundance of social capital, they will help you. If your teacher gives you homework, your parents can help you at home. And without that help, you can't get through. But if you then go to school and your parents can't give you what they don't have, like my father came from poverty and we lost our grandfather and so on, he just couldn't help me with homework. My mother couldn't help me with the homework. And the teachers gave me tests that were made with the assumption that there was somebody always there to help. So what happens is that we are providing high school diplomas to young people that never received the help to make it possible for them to graduate at grade level.

Social promotion then is a kind way of making the students not feel bad because you don't want them to fail, but you give them a high school diploma that doesn't really qualify them to knock on the door of greater opportunities, either at college or community college or high technology education. And in that respect, social promotion is not good because you won't be able to find the opportunities to get there. It's a bit complex, but the fact of the matter is that we need more than just giving a young person a high school diploma. Right now, only 14% of the students in Guam graduate at grade level, 14% on average. So that means that while they're getting diplomas, they're not getting the education they need for their next chapter in their development in a high-tech society and for a global economy.

Senator Perez: Yes, thank you for that. I think in our discussions, there was talk about social capital. There's literate poor and literate rich households, where the literate rich households come school-ready, but the literate poor households are not school-ready, and so they're ready behind when they enter school, which is so important that we approach literacy at younger ages. I feel that's going to be transformative for parenting pregnant student-mothers. The other thing was tier one and tier two English skills and how do we address students that are not ready for school? Maybe you can talk about that, Dr. Betances, what that means, because we want students to be at grade level and there are interventions, if you can kind of highlight what it means to be tier one versus tier two.

Dr. Betances: My partner can do that better than me, I think.

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Dr. Souder: Okay, very often we think that children who don't know how to speak English have a greater disadvantage than any English-speaking student, and that is not the case. Research, evidence-based research shows us without a doubt that the greatest gap, the achievement gap, is most pronounced among English speakers, children who speak tier one English, which is the English of just basic communication. You don't have to know how to say it grammatically correctly. You can speak in all kinds of short hands and shortcuts, and still get your message across. So basic communication in English is tier one.

The situation is that all schools, all classrooms have teachers who teach in tier two language. All tests are based on tier two language skills. All textbooks are written in tier two language level framework. So if I speak tier one English, and my parents speak tier one English, and that's all I know, I come to school, I'm able to communicate basically, but I can't absorb what's being taught me because I don't understand what the teacher is saying. I don't understand what the textbook, what I'm reading in the textbooks, and then how can I perform well in a test? So the biggest achievement, the biggest achievement gap exists between tier one speakers and tier two speakers.

And that's hopeful, because if we can move tier one speakers into tier two level capacity, they will perform. They do perform. The other thing that research tells us is that children who speak more than one language always outperform monolingual students. So we have to get rid of the notion that speaking another language interferes with English. That's what screwed us up with Chamorro, right?

Because our parents were told that if you want your children to succeed in school, speak only English to them and Chamorro was lost. But what we've learned in the literature is that different parts of the brain are used when you use a different language. And consequently, the brain develops, you grow your intelligence, and you grow your capacity to learn at an exponential level. So we need to stop discouraging people from speaking other languages, because it enhances their capacity to learn. So there are lots of little things, or they're not so little, but there are lots of insights that we've gained from current literature that can help us.

The most fundamental thing that we have learned in our work, Senator, and in our research is that the achievement gap is well-pronounced by age three, well before the time a child enters the kindergarten classroom. If that is the case, we need to focus on those pre-kinder, that pre-kinder age group, and that's why that early learning, the early childhood literacy program is so critical. If we could get universal early childhood education on Guam, it would really transform the trajectory of our children, and they will perform. They will perform if they are literate, you know? And so that's the key.

We need to help pregnant girls, young parents, older parents, to understand the role that they need to play in the development of their children prior to their going to school. It's a crying shame. We hear this from teachers all the time as we conduct training. These kids in the third grade, fourth grade don't know their alphabet and yet they're supposed to learn how to read and read to learn by third grade. How is this possible if you don't even, if you can't recognize the letters?

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And these are our children. That's the other thing that we need to pay attention to. Yes, children who come from other islands, from other areas that don't speak English, English is not their first language, they do have a challenge, but the greatest challenge exists with our kids, Chamorro kids, Filipino kids, kids who were born on Guam, who live on Guam. That's where, I mean, you know, this is not someone else's kid's problem. This is our kid's problem, you know? And Micronesian children are our kids too because we're Micronesians all. So we just have to get over some of these ideas that prevent us, or these blinders that prevent us from seeing the reality because there's a lot that we can do to change that trajectory.

Senator Perez: Yes, thank you so much, Dr. Souder.

Dr. Betances: Let me just add value, if I may. Currently, there are no teacher training programs that prepares our educators to educate children who do not have an abundance of social capital from parents, from middle-income families who graduated from high school and college, who know how to prepare them to be learning-ready, to learn in the way that teachers teach. And consequently, when they go to school and they have not that help at home, they fail for not knowing what they haven't been taught.

Here's the deal. We now have enough information. For example, here on Guam, we've been working with a small group, evidence-based, in Simon Sanchez High School. We were taking these students who basically are tier-one speakers whose parents have not graduated from college or high school and who may not even know how to speak English very well. And they do very well on a voluntary basis despite what's going on in the classrooms, because we meet with them on a voluntary basis. We have opportunities for them to practice what is called close reading, to collaborate with each other, to help each other, and to become interdependent with each other so that the very young people themselves in the school who know it, we team them up with the students that don't know it as well. And one of the outcomes is there is an amazing set of evidence from the very few that we now have evidence that it will work.

We do not know, and right now with the dismantling of the United States Office of Education, there's going to be fewer amounts of resources. So we have to be very strategic. If we can get them in preschool and we can get them reading, and one last comment, if a student watches a video on media of any type or any program that they do not discuss with a human being about what they're learning and what it says and how to think and what are the new words, they will forget. We have to figure out how to get students to dedicate multiple senses to educating and understanding what's going on so that they can develop their minds. Every new word that a student learns by growing their vocabulary increases their intelligence, and we need to pay more attention to that because the future is ahead of schedule and we can get it done.

I was a high school dropout, abandoned as a child, tier one Spanish and tier one English, and I was able to get the kind of coaching and mentoring that I needed that eventually allowed me to continue to graduate from high school, college, and earn two graduate degrees from Harvard University and publish several books. My point is that we now have the talent on the island, we have the greatest need in our homeland, and we can get this thing done, but learning must never cease, even when schools are not in session. What we do in the summer to promote learning and reading and et cetera will help us greatly to achieve those goals. Thank you very much.



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Senator Perez: Thank you so much, Dr. Betances. That's very amazing. Every time I hear you talk, I feel like we can solve this problem. I don't have any further questions, but I do look forward to further collaborations with DOE and all the stakeholders.

So, first of all, thank you for taking the time on Friday to come and provide testimony. Resolution 127-38 recognizes that educational equity in the modern era requires thoughtful action across multiple fronts.

Supporting pregnant and parenting students strengthens families and improves literacy outcomes. Developing clear policies around artificial intelligence protects students from harm while preparing them for future careers. Implementing evidence-based intervention frameworks ensures that great advancement reflects meaningful learning. Testimony from public health leaders reinforced the importance of wraparound school-based supports for student parents as a strategy to break intergenerational cycles of hardship and strengthen early childhood development. Educators further affirmed the need for responsible forward-looking guidance on the use of artificial intelligence in classrooms.

At the same time, testimony emphasizes sustainable implementation requires funding, staffing, training time, and accountability mechanisms. And these considerations will inform ongoing oversight and coordination as this resolution progresses. National developments regarding AI therapy, chatbots, and youth mental health demonstrates that emerging technologies require proactive governance, particularly when minors are involved. And by encouraging responsible policy development rather than reactive crisis management, this resolution positions Guam to act with foresight. By empowering the Guam Department of Education to implement these initiatives, this resolution strengthens educational outcomes across all grade levels and promotes long-term economic and social stability for our community.

Thank you again for being here and providing testimony, and I would like to encourage others to continue to submit testimony. Please address Senator Sabina Flores Perez, 710 Marine Corps Drive, Suite 303A, Hagatña, Guam, 96910, or the testimonies can be hand-delivered to the Guam Congress Building or emailed to office.senatorperez@guamlegislature.gov. If there are no further testimonies or questions, Resolution No. 127-38 (COR) is duly heard. This public hearing is now adjourned. The time is 4.05 p.m. Si Yu'os Ma'åse' and take care. Thank you.

III. FINDINGS & RECOMMENDATIONS

The Committee finds the following with respect to Resolution No. 127-38 (COR), based on testimony received at the public hearing held on February 20, 2026.

Legislative Intent

Resolution No. 127-38 (COR) empowers GDOE to:

- Develop an early childhood literacy and parenting curriculum for pregnant and parenting students.

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- Examine and develop policies and/or curriculum pertaining to artificial intelligence.
- Strengthen support to mitigate social promotion while ensuring mastery of essential learning standards.

Testimony Summary and Individual Findings

Dr. Judi Won Pat, Acting Superintendent

Guam Department of Education

Written Testimony

- Expressed support for Resolution 127-38.
- Reflects forward thinking and student-centered approach through a dual-generation strategy that promotes early childhood literacy with the student-parent that breaks the cycle of intergenerational academic struggle.
- Is timely and necessary in examining the role of artificial intelligence and developing policies and curriculum.
- Reinforces academic integrity by mitigating social promotion through targeted interventions and data-driven instruction.
- Cautioned local mandates may unintentionally affect federal funds governed by strict “supplement, no supplant” provisions.

Finding: Dual-generation early childhood literacy curriculum, examining the role of AI and developing policies for its use and curriculum, and using data-driven interventions in mitigating social promotion are forward thinking and student-centered. As these curriculum and policies are developed, attention must be given to ensure compliance with “supplement, no supplant” provisions in order to safeguard federal funds.

Theresa C. Arriola, MBA, Director

Department of Public Health and Social Services

Written Testimony

- Expressed strong support for Resolution 127-38.
- Highlighted Guam’s higher than national average teen pregnancy rate.
- Emphasized that young parents who leave school due to lack of childcare or support face long term financial hardship.
- Framed the resolution as a wraparound support model combining childcare and academic assistance.
- Aligned the resolution with CPS prevention goals and Guam law protecting children by supporting families.
- Stressed that early literacy and stable environments benefit the next generation of Guam’s children.

Finding: Establishing school based parenting and early literacy supports functions as preventative child welfare policy that strengthens family stability and long term outcomes.

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Dr. Anita Borja Enriquez, DBA, President

University of Guam

Written Testimony

- Expressed support for Resolution 127-38 and offered institutional collaboration.

Early Childhood Literacy and Parenting Curriculum

- Emphasized developmentally appropriate, culturally responsive, trauma informed curriculum design.
- Stressed integration with pediatric providers and community organizations.
- Raised legal and financial considerations regarding establishment of childcare centers.
- Called for sustainability planning, staffing structures, and evaluation metrics.

Artificial Intelligence Policy

- Recommended establishing a clear definition of AI.
- Stressed equitable access to avoid digital divides.
- Emphasized privacy and data protection safeguards.
- Called for professional development for educators and critical AI literacy for students.
- Stated that AI should supplement rather than replace learning.

Mitigating Social Promotion

- Stressed identification of essential learning standards.
- Recommended early warning and intervention systems.
- Emphasized family engagement and equitable resource allocation.
- Offered support in curriculum development, professional development, tutoring partnerships, and program evaluation.

Finding: Successful implementation of Resolution 127-38 requires evidence based curriculum design, AI governance safeguards, equitable resource allocation, and sustained institutional partnerships.

Dr. Laura M. Torres Souder, Chairperson

Kumisión I Fino' CHamoru

Summary of Testimony:

Dr. Souder expressed support on behalf of the Commission and emphasized:

- Inclusive programming for student-parents.
- Responsible, culturally responsive AI integration.
- The importance of mastery over automatic promotion.

Finding: The Committee finds that AI policy development must be proactive, transparent, and aligned with Guam's educational goals and cultural context.

Dr. Matilda Naputi Rivera

Guam Department of Education

Oral/Written Testimony

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- Expressed strong support for Resolution 127-38.
- Supported early childhood literacy and parenting curriculum for pregnant and parenting students as an inclusive and compassionate measure.
- Supported responsible AI integration to prepare students for a technology driven workforce.
- Supported mitigating social promotion while ensuring mastery of essential learning standards.
- Framed the resolution as a long term investment in Guam's educational and economic future.

Finding: Resolution 127-38 supporting early childhood literacy, responsible AI integration, and mitigating social promotion while ensuring mastery of essential learning standards ensures academic progress reflects learning and growth.

Kenneth Orland

Simon A. Sanchez High School

Written Testimony

- Expressed support for the goals of Resolution 127-38 but raised significant concerns about implementation feasibility.
- Warned against policy without infrastructure.
- Argued that legislation often mandates outcomes without providing funding, staffing, training time, and evaluation systems.
- Outlined necessary conditions for success including dedicated funding streams, staffing allocations, evidence based curriculum, protected professional development time, accountability structures, and program evaluation mechanisms.
- Raised concerns about added curriculum without time adjustments and added responsibilities without compensation.
- Emphasized that sustainability requires institutional memory, permanent coordination, and structural guarantees.

Finding: Without explicit funding, staffing, and accountability systems, Resolution 127-38 risks becoming an unfunded mandate that burdens teachers and undermines long term sustainability.

Dr. Laura M. Torres Souder

Souder, Betances and Associates

Written Testimony

- Expressed support for Resolution 127-38.
- Strongly supported early childhood literacy and parenting curriculum for pregnant and parenting students.
- Stated that social promotion alone does not address literacy deficits.

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- Cited federal guidance recommending accommodations for pregnant and parenting students including flexible scheduling, protection from harassment, and access to information.
- Emphasized that early literacy begins before kindergarten and that parenting education can break intergenerational cycles of disadvantage.
- Highlighted disproportionate representation of teenage parents among struggling students.

Finding: Early literacy and structured parenting supports are essential to disrupting intergenerational educational disadvantage and improving long term academic outcomes.

Senator Telo Taitague

Summary of Remarks:

Senator Taitague expressed support and highlighted:

- International developments restricting youth social media.
- The need to prepare students for AI-driven environments.
- Concerns regarding digital overexposure.

Finding: The Committee finds that AI governance and digital literacy require timely and deliberate policy development.

Synthesis of Findings

Testimony reflects strong support for the resolution dual generation early childhood literacy approach, its forward looking integration of AI and mastery based progression.

1. Multiple testimonies emphasized Guam's elevated teen pregnancy rate and the risk of intergenerational disadvantage when young parents lack structured academic and childcare support.
2. Testifiers stressed that literacy development begins prior to kindergarten and that structured parenting education can disrupt long term academic disparities.
3. The resolution functions as preventative child welfare policy by combining childcare, academic continuity, and family engagement within a coordinated framework.
4. Testimony emphasized the need for AI Governance Requires Clarity and Safeguards:
 - a. Clear definitions of artificial intelligence
 - b. Privacy and data protection for minors
 - c. Equitable access to prevent widening digital divides
 - d. Professional development for educators
 - e. Critical digital literacy for students
5. Stakeholders supported mitigating automatic promotion practices and prioritizing clearly defined essential learning standards supported by early warning and intervention systems.
6. Successful implementation requires defined staffing structures, evaluation metrics, legal and financial feasibility assessments for childcare centers, and institutional partnerships such as collaboration with the University of Guam.

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Overall Finding: Resolution 127-38 advances a comprehensive educational agenda integrating early childhood support, technological preparedness, and academic rigor. The measure is widely supported but requires phased implementation, clear standards, and structured resource allocation.

Recommendation

Based on the foregoing findings, the Office of Senator Sabina Flores Perez finds that Resolution No. 127-38 (COR) establishes a forward looking approach to strengthen educational opportunity, promote mastery based progression, and responsibly integrate emerging technologies within the Guam Department of Education.

By empowering GDOE to develop structured supports and policy guidance, the resolution:










- Establishes early childhood literacy and parenting curriculum for pregnant and parenting students.
- Supports wraparound services that promote student retention and long term family stability.
- Encourages development of clear artificial intelligence policies grounded in privacy and instructional integrity.
- Strengthens mastery of essential learning standards and mitigates automatic social promotion.
- Promotes culturally responsive, trauma informed, and evidence based curriculum development.
- Supports institutional collaboration and structured evaluation to ensure sustainability and accountability.

Senator Sabina Flores Perez, Prime Author, hereby reports out of **Resolution No. 127-38 (COR) - As Amended** - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes – **“Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.”**

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2025 (FIRST) Regular Session

Resolution No. 127-38 (COR)

Introduced by:

Sabina Flores Perez 
Shelly V. Calvo 
Chris Barnett 
Vincent A.V. Borja 
Frank F. Blas, Jr. 
V. Anthony Ada 
Therese M. Terlaje 
William A. Parkinson 
Tina Rose Muña Barnes 

Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

1 **BE IT RESOLVED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN***

2 ***GUÅHAN*:**

3 **WHEREAS**, the Guam Department of Education (GDOE) is responsible for
4 ensuring that all students have access to an equitable education that promotes
5 academic achievement, social well-being, and lifelong learning, as set forth in the

1 Guam Education Board’s Strategic Plan and the federal Every Student Succeeds Act
2 (ESSA); and

3 **WHEREAS**, Guam continues to experience higher rates of teenage
4 pregnancy than the United States national average, creating barriers to high school
5 completion, long-term economic stability, and early literacy development among
6 children born to young parents; and

7 **WHEREAS**, the Department of Public Health and Social Services reports
8 through its Title V Maternal and Child Health Program that thousands of young
9 mothers, infants, and children are served annually in Guam, underscoring the need
10 for stronger school-based supports to help student-parents stay enrolled and
11 complete their education while promoting early childhood literacy; and

12 **WHEREAS**, pregnant and parenting students often face stigma, childcare
13 responsibilities, and gaps in academic and emotional support, which may lead to
14 school withdrawal or chronic absenteeism; and

15 **WHEREAS**, research and experience from other jurisdictions demonstrate
16 that school-based programs designed for student-parents can significantly improve
17 graduation rates, promote healthy child development, and break intergenerational
18 cycles of poverty; and

19 **WHEREAS**, model programs such as New York City’s LYFE (Living for the
20 Young Family through Education) and Washington State’s GRADS (Graduation,
21 Reality, and Dual-Role Skills) have shown that integrating early childhood
22 education, on-site childcare, and parenting and literacy coursework within schools
23 can help student-parents continue their education while supporting their children’s
24 cognitive development; and

25 **WHEREAS**, a locally adapted version of these models could be implemented
26 through a partnership among GDOE, the University of Guam, Guam Community
27 College, and the Department of Public Health and Social Services, thereby creating

1 pathways to postsecondary training and workforce participation for young parents;
2 and

3 **WHEREAS**, artificial intelligence (AI) is reshaping education systems,
4 workplaces, and civic life worldwide, and its integration into schools requires
5 deliberate, values-driven policy development; and

6 **WHEREAS**, Guam’s educators, students, and families must be equipped to
7 navigate both the opportunities and the risks of AI technologies, including their
8 social, economic, and environmental implications; and

9
10 **WHEREAS**, AI education should be culturally responsive, grounded in
11 critical thinking, and inclusive of diverse perspectives on technology, labor, power,
12 and planetary sustainability; and

13 **WHEREAS**, this initiative aligns with the Guam Department of Education’s
14 2025–2030 Strategic Plan, which calls for comprehensive supports addressing the
15 academic, social, and emotional needs of diverse student populations, including
16 those balancing family responsibilities with their studies; and

17 **WHEREAS**, at the same time, the issue of “social promotion,” or the
18 automatic advancement of students to the next grade level without meeting learning
19 benchmarks, remains a concern among educators and parents, as it can undermine
20 academic confidence and long-term achievement; and

21 **WHEREAS**, while grade retention has sometimes been used to address
22 learning gaps, studies show that retention alone can harm student self-esteem and
23 increase dropout risk, especially among low-income and minority students; and

24 **WHEREAS**, the Guam Department of Education’s Annual State of Public
25 Education Report notes that although graduation rates are improving, significant
26 numbers of students entering high school or graduating continue to need remedial

1 support in literacy and mathematics, demonstrating the need for early and sustained
2 interventions prior to promotion; and

3 **WHEREAS**, education systems across the United States are moving toward
4 evidence-based “multi-tiered systems of support” (MTSS) and standards-based
5 promotion frameworks that emphasize early intervention, individualized instruction,
6 and continuous progress monitoring rather than automatic promotion or retention;
7 and

8 **WHEREAS**, adopting such a framework within GDOE would allow teachers
9 to intervene early, provide targeted tutoring and summer learning opportunities, and
10 document progress through multiple measures, ensuring fairness and consistency
11 across schools; and

12 **WHEREAS**, strengthening educational equity for student-parents and
13 mitigating social promotion both serve Guam’s broader goal of improving literacy,
14 graduation rates, and workforce readiness while reducing intergenerational
15 disadvantage; now therefore, be it

16 **RESOLVED**, that *I Mina'trentai Ocho Na Liheslaturan Guåhan* does hereby,
17 on behalf of the People of Guam, empower the Guam Department of Education to
18 develop and implement an early childhood literacy and parenting curriculum
19 designed for pregnant and parenting students, in collaboration with the University
20 of Guam, Guam Community College, and the Department of Public Health and
21 Social Services; and be it further

22 **RESOLVED**, that *I Liheslaturan Guåhan* supports the establishment of on-
23 site or school-linked childcare centers at designated high schools and adult education
24 programs to enable student-parents to complete their studies while promoting early
25 literacy and developmental readiness among their children; and be it further

26 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department
27 of Education to adopt a comprehensive, evidence-based framework to reduce social

1 promotion by identifying struggling students early, providing timely academic and
2 counseling supports, and using multiple measures to determine readiness for
3 promotion; and be it further

4 **RESOLVED**, that *I Liheslaturan Guåhan* supports the development of
5 districtwide intervention policies that require documentation of remedial supports
6 such as tutoring, summer learning, and parental involvement before any decision on
7 promotion or retention is made; and be it further

8 **RESOLVED**, that I Liheslaturan Guåhan encourages the Guam Department
9 of Education to develop policies that guide the responsible, equitable, and
10 transparent use of AI technologies in Guam’s public schools; and it be further

11 **RESOLVED**, that I Liheslaturan Guåhan encourages the Guam Department
12 of Education make recommendations for the development of age-appropriate
13 curriculum related to artificial intelligence, which may include topics such as its
14 historical development, how it works, its applications in various fields, associated
15 career pathways, its regulation, and its social and environmental impacts; and it be
16 further

17 **RESOLVED**, that I Liheslaturan Guåhan ensures that any integration of AI
18 tools or content aligns with Guam’s educational goals, protects student privacy, and
19 advances equitable access to emerging technologies; and it be further

20 **RESOLVED**, that *I Liheslaturan Guåhan* further supports the creation of an
21 Educational Equity and Literacy Task Force within GDOE to coordinate these
22 initiatives, monitor outcomes, and recommend policy updates that strengthen student
23 success across all grade levels; and be it further

24 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to,
25 the adoption hereof, and that copies of the same be thereafter transmitted to the
26 Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*; Angel R. Sablan,
27 Chairperson of the Guam Education Board; Kenneth Erik Swanson, Superintendent

- 1 of Education; Dr. Anita Enriquez, President of the University of Guam; Dr. Mary
- 2 A.Y. Okada, President of Guam Community College; and Theresa C. Arriola,
- 3 Director of the Guam Department of Public Health and Social Services.

DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN* ON THE DAY OF MONTH 2025.

FRANK BLAS, JR
Speaker

V. ANTHONY ADA
Chairperson, Committee on Rules

SABRINA SALAS MATANANE
Legislative Secretary

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2025 (FIRST) Regular Session

Resolution No. 127-38 (COR)

As amended by the Author.

Introduced by:

Sabina Flores Perez
Shelly V. Calvo
Chris Barnett
Vincent A.V. Borja
Frank F. Blas, Jr
V. Anthony Ada
Therese M. Terlaje
William A. Parkinson
Tina Rose Muña Barnes

Relative to empowering the Guam Department of Education to advance academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

1 **BE IT RESOLVED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN***
2 ***GUÅHAN***:

3 **WHEREAS**, the Guam Department of Education (GDOE) is responsible for
4 ensuring that all students have access to an education that promotes academic
5 achievement, social well-being, and lifelong learning, as set forth in the Guam
6 Education Board's Strategic Plan and the federal Every Student Succeeds Act (ESSA);
7 and

8 **WHEREAS**, Guam continues to experience higher rates of teenage pregnancy
9 than the United States national average, creating barriers to high school completion,

1 long-term economic stability, and early literacy development among children born to
2 young parents; and

3 **WHEREAS**, the Department of Public Health and Social Services reports
4 through its Title V Maternal and Child Health Program that thousands of young
5 mothers, infants, and children are served annually in Guam, underscoring the need for
6 stronger school-based supports to help student-parents stay enrolled and complete
7 their education while promoting early childhood literacy; and

8 **WHEREAS**, pregnant and parenting students often face stigma, childcare
9 responsibilities, and gaps in academic and emotional support, which may lead to
10 school withdrawal or chronic absenteeism; and

11 **WHEREAS**, research and experience from other jurisdictions demonstrate that
12 school-based programs designed for student-parents can significantly improve
13 graduation rates, promote healthy child development, and break intergenerational
14 cycles of poverty; and

15 **WHEREAS**, model programs such as New York City’s LYFE (Living for the
16 Young Family through Education) and Washington State’s GRADS (Graduation,
17 Reality, and Dual-Role Skills) have shown that integrating early childhood
18 education, on-site childcare, and parenting and literacy coursework within schools can
19 help student-parents continue their education while supporting their children’s
20 cognitive development; and

21 **WHEREAS**, a locally adapted version of these models could be implemented
22 through a partnership among GDOE, the University of Guam, Guam Community
23 College, and the Department of Public Health and Social Services, thereby creating
24 pathways to postsecondary training and workforce participation for young parents; and

25 **WHEREAS**, artificial intelligence (AI) is reshaping education systems,
26 workplaces, and civic life worldwide, and its integration into schools requires

1 deliberate, values-driven policy development; and

2 **WHEREAS**, Guam’s educators, students, and families must be equipped to
3 navigate both the opportunities and the risks of AI technologies, including their
4 social, economic, and environmental implications; and

5 **WHEREAS**, AI education should be culturally responsive, grounded in
6 critical thinking, and inclusive of diverse perspectives on technology, labor, power, and
7 planetary sustainability; and

8 **WHEREAS**, this initiative aligns with the Guam Department of Education’s
9 2025–2030 Strategic Plan, which calls for comprehensive supports addressing the
10 academic, social, and emotional needs of diverse student populations, including
11 those balancing family responsibilities with their studies; and

12 **WHEREAS**, at the same time, the issue of “social promotion,” or the
13 automatic advancement of students to the next grade level without meeting learning
14 benchmarks, remains a concern among educators and parents, as it can undermine
15 academic confidence and long-term achievement; and

16 **WHEREAS**, while grade retention has sometimes been used to address
17 learning gaps, studies show that retention alone can harm student self-esteem and
18 increase dropout risk, especially among low-income and minority students; and

19 **WHEREAS**, the Guam Department of Education’s Annual State of Public
20 Education Report notes that although graduation rates are improving, significant
21 numbers of students entering high school or graduating continue to need remedial
22 support in literacy and mathematics, demonstrating the need for early and sustained
23 interventions prior to promotion; and

24 **WHEREAS**, education systems across the United States are moving toward
25 evidence-based “multi-tiered systems of support” (MTSS) and standards-based
26 promotion frameworks that emphasize early intervention, individualized instruction, and

1 continuous progress monitoring rather than automatic promotion or retention; and

2 **WHEREAS**, adopting such a framework within GDOE would allow teachers to
3 intervene early, provide targeted tutoring and summer learning opportunities, and
4 document progress through multiple measures, ensuring fairness and consistency
5 across schools; and

6 **WHEREAS**, strengthening educational support for student-parents and
7 mitigating social promotion both serve Guam’s broader goal of improving literacy,
8 graduation rates, and workforce readiness while reducing intergenerational disadvantage;
9 now therefore, be it

10 **RESOLVED**, that *I Mina'trentai Ocho Na Liheslaturan Guåhan* does hereby, on
11 behalf of the People of Guam, empower the Guam Department of Education to develop
12 and implement an early childhood literacy and parenting curriculum designed for
13 pregnant and parenting students, in collaboration with the University of Guam, Guam
14 Community College, and the Department of Public Health and Social Services; and
15 be it further

16 **RESOLVED**, that *I Liheslaturan Guåhan* supports the establishment of on- site
17 or school-linked childcare centers at designated high schools and adult education
18 programs to enable student-parents to complete their studies while promoting early
19 literacy and developmental readiness among their children; and be it further

20 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
21 Education to adopt a comprehensive, evidence-based framework to reduce social
22 promotion by identifying struggling students early, providing timely academic and
23 counseling supports, and using multiple measures to determine readiness for
24 promotion; and be it further

25 **RESOLVED**, that *I Liheslaturan Guåhan* supports the development of
26 districtwide intervention policies that require documentation of remedial supports such

1 as tutoring, summer learning, and parental involvement before any decision on
2 promotion or retention is made; and be it further

3 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
4 Education to develop policies that guide the responsible and transparent use of AI
5 technologies in Guam’s public schools; and it be further

6 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
7 Education make recommendations for the development of age-appropriate
8 curriculum related to artificial intelligence, which may include topics such as its
9 historical development, how it works, its applications in various fields, associated
10 career pathways, its regulation, and its social and environmental impacts; and it be
11 further

12 **RESOLVED**, that *I Liheslaturan Guåhan* ensures that any integration of AI tools
13 or content aligns with Guam’s educational goals, protects student privacy, and advances
14 access to emerging technologies; and it be further

15 **RESOLVED**, that *I Liheslaturan Guåhan* further supports the creation of an
16 Educational Support and Literacy Task Force within GDOE to coordinate these
17 initiatives, monitor outcomes, and recommend policy updates that strengthen student
18 success across all grade levels; and be it further

19 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to, the
20 adoption hereof, and that copies of the same be thereafter transmitted to the
21 Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*; Dr. Judith Gutherz,
22 Chairperson of the Guam Education Board; Dr. Judi Won Pat, Acting Superintendent of
23 Education; Dr. Anita Enriquez, President of the University of Guam; Dr. Mary A.Y.
24 Okada, President of Guam Community College; and Theresa C. Arriola, Director
25 of the Guam Department of Public Health and Social Services.

DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN GUÁHAN* ON THE DAY OF MONTH 2026.

FRANK BLAS, JR.
Speaker

SABRINA SALAS MATANANE
Legislative Secretary

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2025 (FIRST) Regular Session

Resolution No. 127-38 (COR)

As amended by the Author.

Introduced by:

Sabina Flores Perez
Shelly V. Calvo
Chris Barnett
Vincent A.V. Borja
Frank F. Blas, Jr
V. Anthony Ada
Therese M. Terlaje
William A. Parkinson
Tina Rose Muña Barnes

Relative to empowering the Guam Department of Education to advance ~~educational equity and~~ academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

1 **BE IT RESOLVED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN***
2 ***GUÅHAN*:**

3 **WHEREAS**, the Guam Department of Education (GDOE) is responsible for
4 ensuring that all students have access to an ~~equitable~~ education that promotes
5 academic achievement, social well-being, and lifelong learning, as set forth in the
6 Guam Education Board's Strategic Plan and the federal Every Student Succeeds Act
7 (ESSA); and

8 **WHEREAS**, Guam continues to experience higher rates of teenage pregnancy

1 than the United States national average, creating barriers to high school completion,
2 long-term economic stability, and early literacy development among children born to
3 young parents; and

4 **WHEREAS**, the Department of Public Health and Social Services reports
5 through its Title V Maternal and Child Health Program that thousands of young
6 mothers, infants, and children are served annually in Guam, underscoring the need for
7 stronger school-based supports to help student-parents stay enrolled and complete
8 their education while promoting early childhood literacy; and

9 **WHEREAS**, pregnant and parenting students often face stigma, childcare
10 responsibilities, and gaps in academic and emotional support, which may lead to
11 school withdrawal or chronic absenteeism; and

12 **WHEREAS**, research and experience from other jurisdictions demonstrate that
13 school-based programs designed for student-parents can significantly improve
14 graduation rates, promote healthy child development, and break intergenerational
15 cycles of poverty; and

16 **WHEREAS**, model programs such as New York City's LYFE (Living for the
17 Young Family through Education) and Washington State's GRADS (Graduation,
18 Reality, and Dual-Role Skills) have shown that integrating early childhood
19 education, on-site childcare, and parenting and literacy coursework within schools can
20 help student-parents continue their education while supporting their children's
21 cognitive development; and

22 **WHEREAS**, a locally adapted version of these models could be implemented
23 through a partnership among GDOE, the University of Guam, Guam Community
24 College, and the Department of Public Health and Social Services, thereby creating
25 pathways to postsecondary training and workforce participation for young parents; and

26 **WHEREAS**, artificial intelligence (AI) is reshaping education systems,

1 workplaces, and civic life worldwide, and its integration into schools requires
2 deliberate, values-driven policy development; and

3 **WHEREAS**, Guam’s educators, students, and families must be equipped to
4 navigate both the opportunities and the risks of AI technologies, including their
5 social, economic, and environmental implications; and

6 **WHEREAS**, AI education should be culturally responsive, grounded in
7 critical thinking, and inclusive of diverse perspectives on technology, labor, power, and
8 planetary sustainability; and

9 **WHEREAS**, this initiative aligns with the Guam Department of Education’s
10 2025–2030 Strategic Plan, which calls for comprehensive supports addressing the
11 academic, social, and emotional needs of diverse student populations, including
12 those balancing family responsibilities with their studies; and

13 **WHEREAS**, at the same time, the issue of “social promotion,” or the
14 automatic advancement of students to the next grade level without meeting learning
15 benchmarks, remains a concern among educators and parents, as it can undermine
16 academic confidence and long-term achievement; and

17 **WHEREAS**, while grade retention has sometimes been used to address
18 learning gaps, studies show that retention alone can harm student self-esteem and
19 increase dropout risk, especially among low-income and minority students; and

20 **WHEREAS**, the Guam Department of Education’s Annual State of Public
21 Education Report notes that although graduation rates are improving, significant
22 numbers of students entering high school or graduating continue to need remedial
23 support in literacy and mathematics, demonstrating the need for early and sustained
24 interventions prior to promotion; and

25 **WHEREAS**, education systems across the United States are moving toward
26 evidence-based “multi-tiered systems of support” (MTSS) and standards-based

1 promotion frameworks that emphasize early intervention, individualized instruction, and
2 continuous progress monitoring rather than automatic promotion or retention; and

3 **WHEREAS**, adopting such a framework within GDOE would allow teachers to
4 intervene early, provide targeted tutoring and summer learning opportunities, and
5 document progress through multiple measures, ensuring fairness and consistency
6 across schools; and

7 **WHEREAS**, strengthening educational equity-support for student-parents and
8 mitigating social promotion both serve Guam’s broader goal of improving literacy,
9 graduation rates, and workforce readiness while reducing intergenerational disadvantage;
10 now therefore, be it

11 **RESOLVED**, that *I Mina'trentai Ocho Na Liheslaturan Guåhan* does hereby, on
12 behalf of the People of Guam, empower the Guam Department of Education to develop
13 and implement an early childhood literacy and parenting curriculum designed for
14 pregnant and parenting students, in collaboration with the University of Guam, Guam
15 Community College, and the Department of Public Health and Social Services; and
16 be it further

17 **RESOLVED**, that *I Liheslaturan Guåhan* supports the establishment of on- site
18 or school-linked childcare centers at designated high schools and adult education
19 programs to enable student-parents to complete their studies while promoting early
20 literacy and developmental readiness among their children; and be it further

21 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
22 Education to adopt a comprehensive, evidence-based framework to reduce social
23 promotion by identifying struggling students early, providing timely academic and
24 counseling supports, and using multiple measures to determine readiness for
25 promotion; and be it further

26 **RESOLVED**, that *I Liheslaturan Guåhan* supports the development of

1 districtwide intervention policies that require documentation of remedial supports such
2 as tutoring, summer learning, and parental involvement before any decision on
3 promotion or retention is made; and be it further

4 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
5 Education to develop policies that guide the responsible, ~~equitable~~, and
6 transparent use of AI technologies in Guam’s public schools; and it be further

7 **RESOLVED**, that *I Liheslaturan Guåhan* encourages the Guam Department of
8 Education make recommendations for the development of age-appropriate
9 curriculum related to artificial intelligence, which may include topics such as its
10 historical development, how it works, its applications in various fields, associated
11 career pathways, its regulation, and its social and environmental impacts; and it be
12 further

13 **RESOLVED**, that *I Liheslaturan Guåhan* ensures that any integration of AI tools
14 or content aligns with Guam’s educational goals, protects student privacy, and advances
15 ~~equitable~~ access to emerging technologies; and it be further

16 **RESOLVED**, that *I Liheslaturan Guåhan* further supports the creation of an
17 Educational ~~Equity-Support~~ and Literacy Task Force within GDOE to coordinate
18 these initiatives, monitor outcomes, and recommend policy updates that strengthen
19 student success across all grade levels; and be it further

20 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to, the
21 adoption hereof, and that copies of the same be thereafter transmitted to the
22 Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*; ~~Angel R. Sablan~~Dr.
23 Judith Gutherz, Chairperson of the Guam Education Board; ~~Kenneth Erik Swanson~~Dr.
24 Judi Won Pat, Acting Superintendent of Education; Dr. Anita Enriquez, President of
25 the University of Guam; Dr. Mary A.Y. Okada, President of Guam Community
26 College; and Theresa C. Arriola, Director of the Guam Department of Public Health

1 and Social Services.

DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN* ON THE DAY OF MONTH ~~2025~~2026.

FRANK BLAS, JR.
~~ANTHONY ADA~~
Speaker
~~Chairperson, Committee on Rules~~

~~**SABRINA SALAS MATANANE V.**~~
Legislative Secretary

~~**SABRINA SALAS MATANANE**~~
~~Legislative Secretary~~