

**I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
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.		3/27/26	12/19/25	Author	2/20/26 2:00 p.m.	3/3/26 As Amended.	



COPY

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
Thirty-Eighth Guam Legislature

March 27, 2026

The Honorable Lourdes A. Leon Guerrero
I Maga'hågan Guåhan
Ufisinan I Maga'håga
Hagåtña, Guam 96910

Dear *Maga'håga* Leon Guerrero:

Transmitted herewith is **Resolution No. 127-38 (COR)**, “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 duly and regularly adopted by *I Mina'trentai Ocho Na Liheslaturan Guahan* on March 27, 2026.

Sincerely,

Senator Sabrina Salas Matanane
Legislative Secretary

POM Jessi J. Castro

6:24pm, 3.27.26

Enclosure (1)



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

Resolution No. 127-38 (COR)

As amended by the Author;
and further amended on the Floor.

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
Telo T. Taitague
Sabrina Salas Matanane
Joe S. San Agustin
Christopher M. Dueñas
Eulogio Shawn Gumataotao
Jesse A. Lujan

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 ***GUÁHAN*:**
3 **WHEREAS, the Guam Department of Education (GDOE) is responsible for**

1 ensuring that all students have access to an education that promotes academic
2 achievement, social well-being, and lifelong learning, as set forth in the Guam
3 Education Board’s Strategic Plan and the federal Every Student Succeeds Act (ESSA);
4 and

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

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

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

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

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

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

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

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

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

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

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

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

25 **WHEREAS**, the Guam Department of Education’s Annual State of Public
26 Education Report notes that although graduation rates are improving, significant

1 numbers of students entering high school or graduating continue to need remedial
2 support in literacy and mathematics, demonstrating the need for early and sustained
3 interventions prior to promotion; and

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

8 **WHEREAS**, adopting such a framework within GDOE would allow teachers to
9 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 support 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 disadvantage;
15 now therefore, be it

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

22 **RESOLVED**, that *I Liheslaturan Guåhan* supports the establishment of on- site
23 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 of

1 Education to adopt a comprehensive, evidence-based framework to reduce social
2 promotion by identifying struggling students early, providing timely academic and
3 counseling supports, and using multiple measures to determine readiness for
4 promotion; and be it further

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

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

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

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

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

25 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to, the
26 adoption hereof, and that copies of the same be thereafter transmitted to Dr. Judith

1 Guthertz, Chairperson of the Guam Education Board; Dr. Judith Won Pat,
2 Superintendent of Education; Dr. Anita Enriquez, President of the University of Guam;
3 Dr. Virginia C. Tudela, Interim President of Guam Community College; and Theresa
4 C. Arriola, Director of the Guam Department of Public Health and Social Services; and
5 to the Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*.

DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN* ON THE 27TH DAY OF MARCH 2026.



Frank F. Blas, Jr.
Speaker



Sabrina Salas Matanane
Legislative Secretary