I MINA'TRENTAI UNU NA LIHESLATURAN GUÅHAN
2011 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO *I MAGA'LAHEN GUÅHAN*

This is to certify that **Substitute Bill No. 94-31 (COR), "AN ACT TO *ADD* A NEW §3222 TO CHAPTER 3 OF TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO REQUIRING THE DEPARTMENT OF EDUCATION TO ADMINISTER A CAREER INFORMATION DELIVERY SYSTEM PILOT PROGRAM TO MIDDLE AND HIGH SCHOOL STUDENTS,"** was on the 19th day of September, 2011, duly and regularly passed.

Judith T. Won Pat, Ed.D.
Speaker

Attested:

Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 20th day of Sept, 2011, at 4:10 o'clock P.M.

Assistant Staff Officer
Maga'lahi's Office

APPROVED:

EDWARD J.B. CALVO
I Maga'lahen Guåhan

Date: _____

Public Law No. _____

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Bill No. 94-31 (COR)
As amended by the Committee on Education and Public Libraries,
and further amended on the Floor.

Introduced by: Sam Mabini, Ph.D.
Judith T. Won Pat, Ed.D.
Aline A. Yamashita, Ph.D.
T. C. Ada
V. Anthony Ada
F. F. Blas, Jr.
B. J.F. Cruz
Chris M. Dueñas
Judith P. Guthertz, DPA
T. R. Muña Barnes
Adolpho B. Palacios, Sr.
v. c. pangelinan
Dennis G. Rodriguez, Jr.
R. J. Respicio
M. Silva Taijeron

AN ACT TO *ADD* A NEW §3222 TO CHAPTER 3 OF TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO REQUIRING THE DEPARTMENT OF EDUCATION TO ADMINISTER A CAREER INFORMATION DELIVERY SYSTEM PILOT PROGRAM TO MIDDLE AND HIGH SCHOOL STUDENTS.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent. *I Liheslaturan Guåhan* finds that there is a lack of an authentic K-16 career pathway "system" on Guam, supported also by findings in a report by the Guam Community College,

Establishing Guam's CTE Career Pathway System (Fall 2010). To better prepare students for post-secondary direction, the Guam Department of Education (DOE) is advised to conduct an "in-depth assessment of (students') initial career-related skills and interests."

I Liheslatura finds that school districts in the United States conduct career interest inventories to guide students in their transition between secondary and post-secondary education. "Such assessments also help educators and employers better match relevant skills to real job opportunities and areas of immediate workforce needs" (Transition Subcommittee on Education, February 2011).

I Liheslatura finds that the Guam Community College (GCC) is the State Education Agency (SEA) and the Local Education Agency (LEA) under the Carl Perkins Vocational and Technical Education Act 1998. This act outlines the provision for GCC to administer both secondary and post-secondary Career Technical Education (CTE) programs.

I Liheslatura finds that a Memorandum of Agreement (MOA) is maintained between GCC and DOE as the foundation to prepare career and technical education students, including students from the federal definition of special populations, to graduate from secondary schools with a regular high school diploma. The MOA ensures continuous delivery of GCC's career and technical education programs at the secondary level. It also purposely acknowledges that the "Guam Education Board through DOE is required to prepare high school graduates to directly enter the Guam job market upon graduation by providing them with classroom and laboratory programs to develop competency levels at the various skills and that will develop occupational skills, both current and projected, at the job entry level to meet the demands of Guam's social and economic growth", (Public Law 17 GCA §4114.1 and Public Law 21-132 and GEPB Policy Number 351.4)[Appendices 10 and 11]. The MOA clearly describes the responsibilities of

GCC and GDOE to academically and technically prepare career and technical education students, including special populations, for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand careers in current or emerging occupations.

I Liheslatura finds that in October 2008, GCC implemented a College Access Challenge Grant Program (CACGP) for DOE middle and high school students for the purpose of providing information and services to increase access to postsecondary education for underserved populations. Eight (8) middle schools, five (5) high schools, and one (1) alternative high school are offered these services. The college access program is designed to help students and their families to learn about, prepare for, and finance postsecondary education. This program also offers students the opportunity to assess their career interests utilizing computer software such as *Bridges* or *Choices.* These are offered at the schools, colleges and other locations such as the Agency for Human Resource Development. However, student participation in career interest inventories is optional, and has been minimal considering the total number of middle and high school students on island. To date, a small percentage of the approximately nine hundred (900) student participants, or five and three tenths percent (5.3%) of the total DOE middle and high school students have taken a career interest inventory.

I Liheslatura finds that according to a 2002 national study, more than half of high school students share that there are limited resources, services and assistance in advisement on career options or options to further their education. This situation is exacerbated by the national average of 479 to 1 student-to-counselor ratio, with Guam falling in a similar range. The recommended ratio is 250 to 1. Without some insights on their career interests, students become discouraged, drop out of high school, or lose their way between high school, postsecondary education

and the workforce. Students then make career decisions based on inaccurate or incomplete information.

I Liheslatura finds that career explorations set the foundation toward individual student success, developing informed and prepared citizens to meet local and national economic and workforce needs. Students gain a sense of understanding, direction and purpose of their education as it relates to career goals. Students develop self-assurance, self-advocacy skills, and awareness. Career interest inventories is a tool used in a Career Information Delivery System to empower students to be more self-driven to attain their future goals.

I Liheslatura finds that there is a need to help DOE students acquire control and understanding of their education and direction through a Career Information Delivery System, while in middle school and in high school.

I Liheslatura finds that the data collected from the Career Information Delivery System will provide valuable data to DOE, GCC, University of Guam (UOG), other training entities and labor officials. Collected information will guide them in their respective plans and the delivery of education and training initiatives.

Section 2. A new §3222 is *added* to Chapter 3 of Title 17, Guam Code Annotated, to read as follows:

"**§ 3222. Career Information Delivery System.**

(a) The Department of Education (DOE) *shall* establish a Career Information Delivery System pilot program beginning the School Year 2012-2013 for public middle school students upon enrollment to seventh (7^{th}) or eighth (8^{th}) grade, and to public high school students upon enrollment in ninth (9^{th}) or tenth (10^{th}) grade. By November 1, 2011, the Superintendent of Education (Superintendent) *shall* select one (1) public high school to participate in the pilot program, which *shall* include all the public middle schools that feeds into the public high school. The

Superintendent *shall* submit quarterly reports to the Board of Education (Board) regarding the progress of the pilot program, and by January 9, 2015, submit a final report detailing the Superintendent's recommendations on whether the pilot program should be continued, expanded, or terminated, subject to review and approval of the Board.

(b) Development and Implementation. The first meeting *shall* convene *no later than* November 14, 2011. The Superintendent or his/her designee *shall* consult with the President of the Guam Community College or his/her designee and the President of the University of Guam (UOG) or his/her designee to identify and recommend the following:

(1) the appropriate Career Information Delivery System tool to be utilized;

(2) the funding and resources required to support the implementation of the Career Information Delivery System;

(3) the procedures, rules and timeline to conduct the Career Information Delivery System;

(4) the inventory reports to be generated, their purpose and rules for use by students, parents, educators, DOE counselors, DOE administrators and Department of Labor officials; and

(5) the necessity for DOE to enter into a Memorandum of Agreement with other parties to implement the Career Information Delivery System.

(c) The Career Information Delivery System tools and procedures described in Subsection (b) of this Section *shall* be approved by the Superintendent.

(d) A Career Information Delivery System Committee *shall* be established to review the development, implementation, and the

dissemination of the data from the Career Information Delivery System. The Committee *shall* be comprised of the following members: the Superintendent, or his/her designee as Committee chair; a school program consultant of DOE appointed by the Superintendent; the President of GCC, or his/her designee; and the President of UOG, or his/her designee.

(e) The public-schools participating in the program *shall* establish a committee to execute the career interest inventories, and the committee *shall* report to the Career Information Delivery System Committee. The school principal *shall* appoint the following individuals to the committee: a designated representative; a Career Technical Education Counselor, or a DOE Counselor who is familiar with Career Technical Education (CTE); and a certified teacher, preferably one who is certified in CTE or who is familiar with CTE.

(f) Results and Data. DOE *shall* collaborate with GCC and UOG to identify supplemental data that can be collected from the career interest assessments for the planning and development use by education officials and Department of Labor officials.

(1) The results of the assessment *shall* provide a cluster of career interests to the student. The following *shall* be included in the summary of results:

(i) the cluster of career concentrations;

(ii) a list of job options per cluster;

(iii) a summary explaining why these careers will suit the student's interest; and

(iv) guidance and counseling on education and training opportunities related to students' Career Information Delivery System.

(2) The data per age group *shall* reflect the different career options and the number of students who show interest in those career options. The data *shall* be used by GCC, UOG and DOE to determine curriculum improvements for each interest."