

PC



EDDIE BAZA CALVO
Governor

RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam

January 5, 2012

Honorable Judith T. Won Pat, Ed.D.
Speaker
I Mina'trentai Unu Na Liheslaturan Guåhan
155 Hesler Street
Hagåtña, Guam 96910

31-11-1218
Office of the Speaker
Judith T. Won Pat, Ed. D.
Date: 1/5/12
Time: 3:40 PM
Received by: [Signature]

Dear Madame Speaker:

Transmitted herewith is Substitute Bill No. 239-31 (COR), "AN ACT TO REPEAL AND REENACT §4114.1 OF CHAPTER 4 OF TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION'S BASIC CURRICULA; AND TO BE KNOWN AS THE "COLLEGE AND CAREER READINESS (CCaRe) ACT", which I signed into law on January 4, 2012 as Public Law 31-156.

Senseramente,

EDDIE BAZA CALVO

2012 JUN -5 PM 4:27

Attachment: copy of Bill

1218

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. 239-31 (COR), "AN ACT TO REPEAL AND REENACT §4114.1 OF CHAPTER 4 OF TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION'S BASIC CURRICULA; AND TO BE KNOWN AS THE "COLLEGE AND CAREER READINESS (CCaRe) ACT", was on the 22nd day of December, 2011, duly and regularly passed.



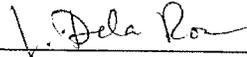
Judith T. Won Pat, Ed.D.
Speaker

Attested:



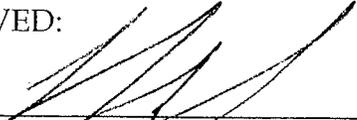
Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 23rd day of Dec., 2011, at 10:35 o'clock A.M.



Assistant Staff Officer
Maga'lahi's Office

APPROVED:


EDWARD J.B. CALVO

I Maga'lahen Guåhan

JAN 04 2012

Date: _____

Public Law No. 31-156

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

Bill No. 239-31 (COR)

As substituted by the Committee on Committee on Education
and Public Libraries; and amended on the Floor.

Introduced by:

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

**AN ACT TO REPEAL AND REENACT §4114.1 OF
CHAPTER 4 OF TITLE 17, GUAM CODE ANNOTATED,
RELATIVE TO INTEGRATING ACADEMIC
CURRICULUM AND CAREER AND TECHNICAL
EDUCATION INTO THE GUAM DEPARTMENT OF
EDUCATION'S BASIC CURRICULA; AND TO BE
KNOWN AS THE "COLLEGE AND CAREER
READINESS (CCaRe) ACT" .**

1 **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2 **Section 1. Legislative Findings and Intent.** *I Mina'Trentai Unu Na*
3 *Liheslaturan* finds that, as mandated by the Guam Code Annotated, the Guam

1 Department of Education (DOE) is tasked to implement programs that, “shall
2 teach and develop competency levels at the various skills, both current and
3 projected, to meet the demands of Guam’s social and economic growth.”

4 *I Mina'Trentai Unu Na Liheslaturan* finds that the 2008 Guam DOE
5 District Action Plan established the direction and details for improving academic
6 performance in reading, math, and language arts, by using the provisions of the
7 “No Child Left Behind Act” as a framework. The “Curricular Reform, Rigor, and
8 Relevance” section of the 2008 DOE District Action Plan outlines efforts that
9 “will emphasize both academic courses and modern career and technical studies to
10 prepare students for a broad career field and higher education. The goals under
11 Guam DOE Curricular Reform, Rigor, and Relevance are: 1. To increase the
12 mathematics science, communication, problem solving and technical achievement
13 and the application; 2. To blend the essential content of traditional college-
14 preparatory studies -- mathematics, science and language arts -- with quality
15 vocational and technical studies, by creating conditions that support school leaders
16 and teachers in carrying out the key practices; (and) 3. To advance state and local
17 policies and leadership initiatives necessary to sustain a continuous school-
18 improvement effort.”

19 *I Mina'Trentai Unu Na Liheslaturan* finds that the Guam Department of
20 Education has Career and Technical Education (CTE) programs in the high
21 schools that provide courses and work-based learning experiences. Proper
22 integration of academic subjects and CTE will provide the skills and knowledge to
23 prepare all students for real world experiences, post-secondary education and
24 careers. Research reflects positive impacts to student performance, satisfaction and
25 graduation rates. Career and Technical Education begins with the exploration of
26 career options, supports basic academic and life skills, and enables achievement of

1 high academic standards, leadership, preparation for industry-defined work, and
2 advanced and continuing education.

3 *I Mina'Trentai Unu Na Liheslaturan* finds that in February 2011, the
4 Secretary of the U.S. Department of Education emphasized that “it is the
5 responsibility of K-12 educators to prepare all students for both college and career.
6 This must be ‘both/and’, not ‘either/or...It is time to finish the transformation of
7 the old vocational education system into the new CTE.” Thus, in conjunction with
8 the Guam DOE District Plan and education national reform efforts, there is a need
9 to eliminate the dual-track general curricula at the high school level (“Job entry
10 level” or “College entry”), and integrate academic subjects and Career and
11 Technical Education.

12 **Section 2.** §4114.1 of Chapter 4 of Title 17, Guam Code Annotated, is
13 *repealed and reenacted* to read:

14 **“§4114.1. College and Career Readiness (CCaRe) Act.**

15 This Section *shall* be known as the “College and Career Readiness
16 (CCaRe) Act.”

17 The Guam Education Board (Board) *shall* develop and implement
18 rigorous and relevant curriculum for:

19 (1) Public elementary and middle schools that integrate the
20 Department of Education required academic subjects and career awareness
21 and exploration. Prior to enrolling into high school, students *shall*
22 participate in a career interest inventory, enabling them to enter high school
23 ready to identify and select career pathway options; and

24 (2) Public high schools that align and integrate the Department of
25 Education required academic subjects and Career and Technical Education
26 (CTE) methods to prepare every student for a higher education and a broad

1 career field. In conjunction with academic assistance and guidance,
2 students will be able to effectively identify, select, plan, and prepare for a
3 career of choice and/or the pursuance of a post-secondary education. Such
4 curriculum *shall* teach and develop competency levels of various academic
5 and technical skills, both current and projected, to meet the demands of
6 Guam's social and economic growth. The curriculum *shall* adhere to the
7 guidelines of the various associations of colleges and universities of the
8 United States.

9 (a) Career and Technical Education Guidelines.

10 The Department of Education *shall* deliver curriculum to K-12
11 students that develops their academic and technical skills, knowledge
12 and training necessary to succeed in future post-secondary education
13 and careers. Grades K-5 curriculum *shall* include career awareness.
14 Grades 6-8 curriculum *shall* include in-depth exposure to career
15 exploration utilizing Career and Technical Education. Grades 9-12
16 curriculum *shall* include opportunities to participate in Career and
17 Technical Education programs.

18 (b) For the purpose of this Section, Career and Technical
19 Education means the method of instruction that prepares students for
20 the world of work by

21 introducing them to workplace competencies, and makes
22 academic content accessible to students by providing it in a hands-on
23 context.

24 (c) The goals of Career and Technical Education are to:

1 (1) increase student academic achievement and
2 graduation rates through integrated academic and career
3 curricula;

4 (2) prepare graduating high school students to make
5 appropriate choices relative to employment and future
6 educational experiences;

7 (3) raise student's aspirations and commitment to
8 academic achievement and work ethic through relevant
9 coursework; and

10 (4) support the local economy by meeting industry needs for
11 skilled employees in high demand occupations.

12 Upon enactment, the Board, in collaboration with the Superintendent
13 of Education, the local workforce investment board, the economic
14 development agencies of the government of Guam, the Guam Community
15 College, the University of Guam, and a trades academy recognized by the
16 National Center for Construction Education and Research, *shall* establish a
17 strategic plan for developing and adopting the new integrated curriculum in
18 conjunction with the District Action Plan. This strategic plan *shall* be
19 completed by June 30, 2012, and *shall* be implemented *no later than* School
20 Year 2014-2015, but may be implemented prior to the School Year 2014-
21 2015 by Board approval.”

22 **Section 3. Severability.** If any provision of this Law or its application to
23 any person or circumstance is found to be invalid or contrary to law, such
24 invalidity shall not affect other provisions or applications of this Law which can
25 be given effect without the invalid provisions or applications, and to this end the
26 provisions of this Law are severable.

6

I MINA' TRENTAI UNU NA LIHESLATURAN GUĀHAN

2011 (FIRST) Regular Session

Date: 12/22/11

VOTING SHEET

SBill No. 239-31(COR)

Resolution No. _____

Question: _____

NAME	<u>YEAS</u>	<u>NAYS</u>	NOT VOTING/ <u>ABSTAINED</u>	OUT DURING <u>ROLL CALL</u>	<u>ABSENT</u>
ADA, Thomas C.	✓				
ADA, V. Anthony	✓				
BLAS, Frank F., Jr.	✓				
CRUZ, Benjamin J. F.	✓				
DUENAS, Christopher M.	✓				
GUTHERTZ, Judith Paulette	✓				
MABINI, Sam	✓				
MUNA-BARNES, Tina Rose	✓				
PALACIOS, Adolpho Borja, Sr.	✓				
PANGELINAN, vicente (ben) cabrera	✓				
RESPICIO, Rory J.	✓				
RODRIGUEZ, Dennis G., Jr.	✓				
SILVA TAIJERON, Mana	✓				
WON PAT, Judith T.	✓				
YAMASHITA, Aline A.	✓				

TOTAL

15 0 0 0 0

CERTIFIED TRUE AND CORRECT:


 Clerk of the Legislature

* 3 Passes = No vote
 EA = Excused Absence



OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.

CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMITTEE ON TOURISM,
MUNICIPAL AFFAIRS,
HOUSING AND
RECREATION

COMMITTEE ON
TAXATION,
APPROPRIATIONS, PUBLIC
DEBT, BANKING,
INSURANCE, RETIREMENT
AND LAND

COMMISSIONER

GUAM COMMISSION ON
DECOLONIZATION

GUAM FIRST
COMMISSION

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIIL)

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

December 13, 2011

The Honorable Rory J. Respicio
Chairperson, Committee on Rules
I Mina' Trentai Unu Na Liheslaturan Guahan
155 Hesler Place
Hagatna, Guam 96910

RE: Committee Report on Substitute Bill No. 239-31 (COR)

Dear Chairman Respicio:

Transmitted herewith is the Committee Report on Substitute Bill No. 239-31 (COR) – ~~“AMENDING AN ACT TO REPEAL AND REENACT §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER READINESS” (CCaRe) ACT,~~ RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S BASIC CURRICULA TO BE KNOWN AS THE COLLEGE AND CAREER READINESS (CCaRe) ACT,” sponsored by Senator Sam Mabini, Ph.D. . which was referred to the Committee on Education and Public Libraries.

Committee votes are as follows:

<u>7</u>	TO DO PASS
<u>0</u>	TO NOT PASS
<u>1</u>	TO REPORT OUT ONLY
<u>0</u>	TO ABSTAIN
<u>0</u>	TO PLACE IN INACTIVE FILE

Copies of the Committee Report and other pertinent documents are attached. Thank you and *Si Yu'os ma'ase*.


Vicente C. Pangelinan
Acting Chairperson
Committee on Education

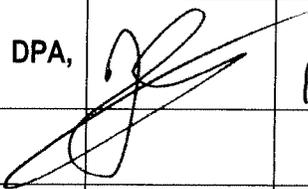
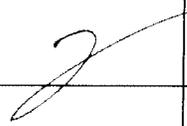
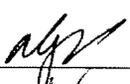
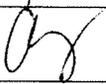
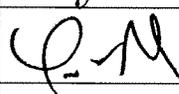
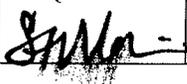
attachments

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 12/13/11
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COMMITTEE VOTING SHEET
COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

Substitute Bill No. 239-31 (COR) – Senator Sam Mabini, Ph.D.

“AMENDING AN ACT TO REPEAL AND REENACT §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER READINESS” (CCaRe) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S BASIC CURRICULA TO BE KNOWN AS “THE COLLEGE AND CAREER READINESS (CCaRe) ACT”.”

	SIGNATURE	TO PASS	NOT TO PASS	TO REPORT OUT ONLY	ABSTAIN DUE TO POTENTIAL CONFLICT	TO PLACE IN INACTIVE FILE
Judith T. Won Pat, Ed.D. Chairperson		12-24-11				
Judith P. Guthertz, DPA, Vice Chairperson		12/12/11				
Tina R. Muna-Barnes Vice Chairperson						
Vicente C. Pangelinan Vice Chairperson		✓				
Thomas C. Ada						
Adolpho B. Palacios, Sr.		12/12/11				
Frank F. Blas, Jr.				12/13/11		
Aline A. Yamashita, Ph.D.		12/13/11				
V. Anthony Ada		12/13/11				
Sam Mabini, Ph.D.		12/13/11				



OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.

CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMITTEE ON TOURISM,
MUNICIPAL AFFAIRS,
HOUSING AND
RECREATION

December 9, 2011

COMMITTEE ON
TAXATION,
APPROPRIATIONS, PUBLIC
DEBT, BANKING,
INSURANCE, RETIREMENT
AND LAND

MEMORANDUM

COMMISSIONER

GUAM COMMISSION ON
DECOLONIZATION

To: ALL MEMBERS
Committee on Education and Public Libraries

From: Speaker Judith T. Won Pat, Ed.D. 
Committee Chairperson

GUAM FIRST
COMMISSION

Subject: Committee report on Substitute Bill No. 239-31 (COR)

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

Transmitted herewith for your consideration is the Committee Report on Substitute Bill No. 239-31 (COR) – ~~“AMENDING AN ACT TO REPEAL AND REENACT §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER READINESS” (CCaRe) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S BASIC CURRICULA TO BE KNOWN AS THE COLLEGE AND CAREER READINESS (CCaRe) ACT,”~~ sponsored by Senator Sam Mabini, Ph.D.

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

This report includes the following:

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

Committee Voting Sheet
Committee Report Digest
Copy of Bill No. 239-31 (COR)
Copy of Substitute Bill No. 239-31 (COR)
Public Hearing Sign-in Sheet
Fiscal Note
Copy of COR Referral of Bill No. 239-31 (COR)
Copies of Submitted Written Testimonies
Notices of Public Hearing
Copy of Public Hearing Agenda

Please take the appropriate action on the attached voting sheet. Your attention to this matter is greatly appreciated. Should you have any questions or concerns, please do not hesitate to contact me.

Si Yu'os ma'ase!



OFFICE OF THE SPEAKER

JUDITH T. WON PAT, Ed.D.

CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

COMMITTEE REPORT DIGEST

I. OVERVIEW

The Committee on Education and Public Libraries convened a public hearing on June 23, 2011 at 2:00 p.m. in *I Liheslatura's* Public Hearing Room. Among the items on the agenda was the consideration of Bill No. 239-31 (COR) "Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula."

Public Notice Requirements

Notices were disseminated via fax or email to all Senators and all main media broadcasting outlets on June 15, 2011 (5-Day Notice), and again to all Senators on June 20, 2011 and all main media broadcasting outlets on June 20, 2011 (48-Hour Notice).

Senators Present

Speaker Judith T. Won Pat, Ed.D.	Committee, Chairperson
Senator V. Anthony Ada	Committee, Minority Member
Senator Aline A. Yamashita, Ph.D.	Committee, Minority Member
Senator Christopher M. Duenas	Committee, Minority Member
Senator Sam Mabini, Ph.D.	Committee, Minority Member

Appearing before the Committee

Mr. Jay Rojas
Mr. Barry Mead

Written Testimony Only

Ms. Leah Beth Naholowaa
Mr. Paul D. Parvin
Mr. Victor Rodgers
Ms. Taling Taitano, Acting Superintendent of Education

II. SUMMARY OF TESTIMONY & DISCUSSION

Speaker Judith T. Won Pat, Ed.D. convened the public hearing to order at 2:00 p.m. and announced the agenda of the public hearing. Bill No. 239-31 (COR) was announced as one of the items on the agenda to be heard by the Committee.

- **Senator Mabini, Ph.D.** The genesis of this bill, but I first I would like to commend the Guam Department of Education and its leadership for adopting the DOE District Action Plan in May 2003. the Superintendent “initiated the long, overdue review and revision of the K-12 Content Standards and Performance Indicators...” Bill 239-31 will align current legislation with the direction of Guam DOE. It also aligns Guam with the nation. According to Arne Duncan, Secretary of the U.S. Department of Education, "it is the responsibility of K-12 educators to prepare all students for both college and career. This must be 'both/ and', not 'either/or . . . It is time to finish the transformation of the old vocational education system into the new CTE." Thus, in conjunction with Guam DOE District Plan and education national reform efforts, this Bill helps eliminate the dual-track general curricula that the U.S. Secretary of Education promotes. At the Guam high school level, there still exists the "Job entry" track and the "College entry" track. This Bill complies with U.S. DOE and Guam DOE’s efforts to integrate academic subjects and Career and Technical Education. Currently, the role of career preparatory has fallen on GCC. Guam DOE needs to play a lead role. This legislation will “blend essential content of traditional college-preparatory studies with quality vocational and technical studies.” The College and Career Readiness (CCaRe) ACT calls for all educators to work together to develop schooling that provides the skills and knowledge to prepare all students for real world experiences, post-secondary education and careers. Adopting Career and Technical Education (CTE) throughout the curriculum offers increased career exploration and preparation to meet our workforce needs. Bill 239-31 helps correct the inequity, offering our K-12 students balanced curriculum that supports basic academic and life skills development. It enables student achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education.

- **Mr. Rojas** testified in support of the legislation. His testimony is appended to the committee report

- **Senator Mabini, Ph.D.** commented on a written testimony submitted by Mr. Parvin which pointed out the disconnect between the two tracks and with the passage of Bill No. 239 and the district action plan, we will see the merging of the tracks and no longer witness the disadvantage of the course taking.

- **Mr. Mead** stated the proposed bill would give the decision to the parents and students to choose a track, to choose a path you wish to take and it would integrate CTE course into the college path. He stated that his only concern is to ensure that we carry out the curriculum change that it will take at least a year to implement. He stated that he supports the bill as a board member and an instructor.

- **Senator Mabini, Ph.D.** stated this bill proposes to take effect school year 2012

There being no further individuals testifying on the legislation, Speaker Won Pat, Ed.D. concluded the public hearing of Bill No. 239-31 (COR).

III. FINDINGS AND RECOMMENDATIONS

The Committee on Education and Public Libraries finds that Bill No. 239-31 (COR) received favorable testimonies expressing that Career and Technical Education is becoming the curriculum standard for all schools to prepare students to enter the workforce with the academic and vocational skills needed to compete successfully in the job market. The Committee has made technical amendments and incorporated the recommendation made by the Interim Superintendent of Education. The Interim Superintendent voiced support of the legislation, but recommended that the implementation date of this legislation be delayed for several years to avoid adverse effects on the students who are currently in the dual track system.

Amendments to the language of the introduced bill are indicated by double underlines or double strikeout in the substitute version of Bill No. 239-31 (COR) included in this report.

The Committee on Education and Public Libraries, to which was referred Bill No. 239-31 (COR), hereby reports out Substitute Bill No. 239-31(COR) with the recommendation

TO DO PASS.

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

Bill No. 239-31 (cor)

Introduced by:

Sam Mabini, Ph.D
Judith P. Guthertz, DPA

AMENDING §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER READINESS” (CCaRe) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S BASIC CURRICULA.

BE IT ENACTED BY THE PEOPLE OF GUAM:

1 **Section 1. Legislative findings and intent.** *I Mina 'Trentai Unu Na Liheslaturan*
2 finds that, as mandated by the Guam Code Annotated, the Guam Department of Education
3 (DOE) is tasked to implement programs that, “shall teach and develop competency levels at the
4 various skills, both current and projected, to meet the demands of Guam's social and economic
5 growth.”

6 *I Mina 'Trentai Unu Na Liheslaturan* finds that the 2008 Guam DOE District Action Plan
7 of DOE established the direction and details for improving academic performance in reading,
8 math, and language arts, by using the provisions of the “No Child Left behind Act” as a
9 framework. The “Curricular Reform, Rigor, and Relevance” section of the 2008 DOE District
10 Action Plan outlines efforts that “will emphasize both academic courses and modern career and
11 technical studies to prepare students for a broad career field and higher education. The goals
12 under Guam DOE Curricular Reform, Rigor, and Relevance are: 1. To increase the mathematics
13 science, communication, problem solving and technical achievement and the application; 2. To
14 blend the essential content of traditional college-preparatory studies -- mathematics, science and
15 language arts -- with quality vocational and technical studies, by creating conditions that support
16 school leaders and teachers in carrying out the key practices; (and) 3. To advance state and local
17 policies and leadership initiatives necessary to sustain a continuous school-improvement effort.”

1 *I Mina'Trentai Unu Na Liheslaturan* finds Guam Department of Education has CTE
2 programs in the high schools that provide courses and work-based learning experiences. Proper
3 integration of academic subjects and CTE will provide the skills and knowledge to prepare all
4 students for real world experiences, post-secondary education and careers. Research reflects
5 positive impacts to student performance, satisfaction and graduation rates. Career and Technical
6 Education begins with the exploration of career options, supports basic academic and life skills,
7 and enables achievement of high academic standards, leadership, preparation for industry-
8 defined work, and advanced and continuing education.

9 *I Mina'Trentai Unu Na Liheslaturan* finds that in February 2011, the Secretary of the
10 U.S. Department of Education emphasized that “it is the responsibility of K-12 educators to
11 prepare all students for both college and career. This must be ‘both/and’, not ‘either/or...It is
12 time to finish the transformation of the old vocational education system into the new CTE.”
13 Thus, in conjunction with Guam DOE District Plan and education national reform efforts, there
14 is a need to eliminate the dual-track general curricula at the high school level (“Job entry level”
15 or “College entry”), and integrate academic subjects and Career and Technical Education.

16 **Section 2.** §4114.1 of Chapter 4 of Title 17 of the Guam Code Annotated is amended to
17 read:

18 ~~“The District Boards of Education shall develop and implement two (2) general curricula~~
19 ~~of studies in Guam's public high schools:~~

20 ~~(1) Job entry level. A curriculum which prepares high school graduates to directly enter~~
21 ~~the Guam job market upon graduation by providing them with appropriate classroom and~~
22 ~~laboratory programs that will develop of occupational skills at least at the job entry level. Such~~
23 ~~programs shall teach and develop competency levels at the various skills, both current and~~
24 ~~projected, to meet the demands of Guam's social and economic growth.”~~

25 ~~(2) College entry. A curriculum which prepares high school graduates for entry into~~
26 ~~colleges and universities. Such curriculum shall adhere to the guidelines of the various~~
27 ~~associations of colleges and universities of the United States.”~~

28 ~~“§4114.1. Basic Curricula. College and Career Readiness (CCaRe) Act.~~

29 This subsection shall be known as the College and Career Readiness (CCaRe) Act of
30 2011.”

31 ~~“The District Boards of Education shall develop and implement curriculum for:~~

1 (1) Public elementary and middle schools that integrate Department of Education
2 required academic subjects and career awareness and exploration. Prior to enrolling into
3 high school, students shall participate in a career interest inventory, enabling them to
4 enter high school ready to identify and select career pathway options.

5 (2) Public high schools that align and integrate Department of Education required
6 academic subjects and Career and Technical Education (CTE) methods to prepare every
7 student for a higher education and a broad career field. In conjunction with academic
8 assistance and guidance, students will be able to effectively identify, select, plan, and
9 prepare for a career of choice and/or the pursuance of a post-secondary education. Such
10 curriculum shall teach and develop competency levels of various academic and technical
11 skills, both current and projected, to meet the demands of Guam's social and economic
12 growth. The curriculum shall adhere to the guidelines of the various associations of
13 colleges and universities of the United States.

14 (a) Career and Technical Education (CTE) Guidelines.

15 The Guam Department of Education ('DOE') shall deliver curriculum to K-12
16 students that develops their academic and technical skills, knowledge and training
17 necessary to succeed in future post-secondary education and careers. Grades K-5
18 curriculum shall include career awareness. Grades 6-8 curriculum shall include
19 in-depth exposure to career exploration utilizing Career and Technical Education.
20 Grades 9-12 curriculum shall include opportunities to participate in Career and
21 Technical Education programs.

22 For the purpose of this section, Career Technical Education (CTE) means the method of
23 instruction that prepares students for the world of work by introducing them to workplace
24 competencies, and makes academic content accessible to students by providing it in a hands-on
25 context.

26 (1) The goals of Career and Technical education are to:

27 (a) Increase student academic achievement and graduation rates through
28 integrated academic and career curricula.

29 (b) Prepare graduating high school students to make appropriate choices relative
30 to employment and future educational experiences.

1 (c) Raise student’s aspirations and commitment to academic achievement and
2 work ethic through relevant coursework.

3 (d) Support the local economy by meeting industry needs for skilled employees in
4 high demand occupations.

5 Upon enactment, DOE, in collaboration with the Guam Education Board, local workforce
6 investment board, economic development agencies, state-approved post-secondary institutions,
7 and the trade academy, shall establish a strategic plan for developing and adopting the new
8 integrated curriculum in conjunction with the District Action Plan. This strategic plan shall be
9 completed by June 30, 2012, and shall be implemented in Academic School Year 2012-2013
10 school year subject to review and audit as deemed appropriate by administering authorities.”

11 **Section 3. Effective Date.** This Act shall take effect upon enactment.

12 **Section 4. Severability.** If any provision of this Law or its application to any person or
13 circumstance is found to be invalid or contrary to law, such invalidity shall not affect other
14 provisions or applications of this Law which can be given effect without the invalid provisions
15 or applications, and to this end the provisions of this Law are severable.

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

Bill No. 239-31 (COR)

As Substituted by the Committee on Education
and Public Libraries

Introduced by:

Sam Mabini, Ph.D

~~**AMENDING AN ACT TO REPEAL AND REENACT §4114.1 AND
ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM
CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER
READINESS” (CCaRe) ACT, RELATIVE TO INTEGRATING
ACADEMIC CURRICULUM AND CAREER AND TECHNICAL
EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S
BASIC CURRICULA TO BE KNOWN AS THE COLLEGE AND
CAREER READINESS (CCaRe) ACT.**~~

BE IT ENACTED BY THE PEOPLE OF GUAM:

1 **Section 1. Legislative findings and intent.** *I Mina 'Trentai Unu Na Liheslaturan* finds
2 that, as mandated by the Guam Code Annotated, the Guam Department of Education (DOE) is
3 tasked to implement programs that, “shall teach and develop competency levels at the various
4 skills, both current and projected, to meet the demands of Guam's social and economic growth.”
5 *I Mina 'Trentai Unu Na Liheslaturan* finds that the 2008 Guam DOE District Action Plan
6 of DOE established the direction and details for improving academic performance in reading,
7 math, and language arts, by using the provisions of the “No Child Left behind Act” as a
8 framework. The “Curricular Reform, Rigor, and Relevance” section of the 2008 DOE District
9 Action Plan outlines efforts that “will emphasize both academic courses and modern career and
10 technical studies to prepare students for a broad career field and higher education. The goals
11 under Guam DOE Curricular Reform, Rigor, and Relevance are: 1. To increase the mathematics
12 science, communication, problem solving and technical achievement and the application; 2. To
13 blend the essential content of traditional college-preparatory studies -- mathematics, science and
14 language arts -- with quality vocational and technical studies, by creating conditions that support

1 school leaders and teachers in carrying out the key practices; (and) 3. To advance state and local
2 policies and leadership initiatives necessary to sustain a continuous school-improvement effort.”

3 *I Mina'Trentai Unu Na Liheslaturan* finds Guam Department of Education has CTE
4 programs in the high schools that provide courses and work-based learning experiences. Proper
5 integration of academic subjects and CTE will provide the skills and knowledge to prepare all
6 students for real world experiences, post-secondary education and careers. Research reflects
7 positive impacts to student performance, satisfaction and graduation rates. Career and Technical
8 Education begins with the exploration of career options, supports basic academic and life skills,
9 and enables achievement of high academic standards, leadership, preparation for industry-
10 defined work, and advanced and continuing education.

11 *I Mina'Trentai Unu Na Liheslaturan* finds that in February 2011, the Secretary of the
12 U.S. Department of Education emphasized that “it is the responsibility of K-12 educators to
13 prepare all students for both college and career. This must be ‘both/and’, not ‘either/or...It is
14 time to finish the transformation of the old vocational education system into the new CTE.”
15 Thus, in conjunction with Guam DOE District Plan and education national reform efforts, there
16 is a need to eliminate the dual-track general curricula at the high school level (“Job entry level”
17 or “College entry”), and integrate academic subjects and Career and Technical Education.

18 **Section 2.** §4114.1 of Chapter 4 of Title 17 of the Guam Code Annotated is ~~amended~~
19 repealed and reenacted to read:

20 ~~“§4114.1. Basic Curricula. “The District Boards of Education shall develop and~~
21 ~~implement two (2) general curricula of studies in Guam's public high schools:~~

22 ~~(1) Job entry level. A curriculum which prepares high school graduates to directly enter~~
23 ~~the Guam job market upon graduation by providing them with appropriate classroom and~~
24 ~~laboratory programs that will develop of occupational skills at least at the job entry level. Such~~
25 ~~programs shall teach and develop competency levels at the various skills, both current and~~
26 ~~projected, to meet the demands of Guam's social and economic growth.”~~

27 ~~(2) College entry. A curriculum which prepares high school graduates for entry into~~
28 ~~colleges and universities. Such curriculum shall adhere to the guidelines of the various~~
29 ~~associations of colleges and universities of the United States.”~~

30 ~~“§4114.1. Basic Curricula.~~ College and Career Readiness (CCaRe) Act.

1 This subsection shall be known as the College and Career Readiness (CCaRe) Act of
2 ~~2011.~~”

3 “The District Boards of Education (“Board”) shall develop and implement vigorous and relevant
4 curriculum for:

5 (1) Public elementary and middle schools that integrate the Department of
6 Education required academic subjects and career awareness and exploration. Prior to
7 enrolling into high school, students shall participate in a career interest inventory,
8 enabling them to enter high school ready to identify and select career pathway options.

9 (2) Public high schools that align and integrate the Department of Education
10 required academic subjects and Career and Technical Education (“CTE”) methods to
11 prepare every student for a higher education and a broad career field. In conjunction with
12 academic assistance and guidance, students will be able to effectively identify, select,
13 plan, and prepare for a career of choice and/or the pursuance of a post-secondary
14 education. Such curriculum shall teach and develop competency levels of various
15 academic and technical skills, both current and projected, to meet the demands of Guam’s
16 social and economic growth. The curriculum shall adhere to the guidelines of the various
17 associations of colleges and universities of the United States.

18 (a) Career and Technical Education (~~CTE~~) Guidelines.

19 The Guam Department of Education (~~DOE~~) shall deliver curriculum to K-12
20 students that develops their academic and technical skills, knowledge and training
21 necessary to succeed in future post-secondary education and careers. Grades K-5
22 curriculum shall include career awareness. Grades 6-8 curriculum shall include
23 in-depth exposure to career exploration utilizing Career and Technical Education.
24 Grades 9-12 curriculum shall include opportunities to participate in Career and
25 Technical Education programs.

26 (b) For the purpose of this section, Career Technical Education (~~CTE~~) means
27 the method of instruction that prepares students for the world of work by
28 introducing them to workplace competencies, and makes academic content
29 accessible to students by providing it in a hands-on context.

30 ~~(4)~~ (3) The goals of Career and Technical Education are to:

1 (a) Increase student academic achievement and graduation rates through
2 integrated academic and career curricula.

3 (b) Prepare graduating high school students to make appropriate choices relative
4 to employment and future educational experiences.

5 (c) Raise student's aspirations and commitment to academic achievement and
6 work ethic through relevant coursework.

7 (d) Support the local economy by meeting industry needs for skilled employees in
8 high demand occupations.

9 Upon enactment, DOE, in collaboration with the Guam Education the Board in collaboration
10 with the Superintendent of Education, local workforce investment board, economic development
11 agencies of the government of Guam, state-approved post-secondary institutions, the Guam
12 Community College, the University of Guam, and the a trades academy recognized by the
13 National Center for Construction Education and Research shall establish a strategic plan for
14 developing and adopting the new integrated curriculum in conjunction with the District Action
15 Plan. This strategic plan shall be completed by June 30, 2012, and shall be implemented in
16 Academic no later than School Year 2012-2013 school year 2014-2015, but may be implemented
17 prior to the School Year 2014-2015 by Board approval subject to review and audit as deemed
18 appropriate by administering authorities."

19 **~~Section 3. Effective Date.~~** This Act shall take effect upon enactment.

20 Section-4 **3. Severability.** If any provision of this Law or its application to any person
21 or circumstance is found to be invalid or contrary to law, such invalidity shall not affect other
22 provisions or applications of this Law which can be given effect without the invalid provisions
23 or applications, and to this end the provisions of this Law are severable.

COMMITTEE ON EDUCATION & PUBLIC LIBRARIES

Bill No. 239-31 (COR) - Sam Mabini, Ph.D. / J.P. Guthertz, DPA

Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula.

NAME	AGENCY OR ORGANIZATION (IF ANY)	SUPPORT? OPPOSE?	WRITTEN TESTIMONY	ORAL TESTIMONY	CONTACT NUMBER	EMAIL ADDRESS
Frank C. Roberto	APTRA	Support			475-7044	
Leah Beth Kubler	DOL	Support			475-7047	
Jay Rojas		Support	✓	—	488-7748	
Barry C. Mead	GCE	Support		—	727-2132	

Bill No. 239-31 (COR)



June 23, 2011

The Honorable Judith T. Won Pat, Ed.D
Speaker
The 31st Guam Legislature
155 Hessler Place
Hagatna, Guam 96910

Dear Madam Speaker:

I thank you and the distinguished Members of your Committee for giving me the opportunity to provide my testimony regarding Bill 239-31 (cor) "Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the 'College and Career Readiness' (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula."

At the outset, I would like for you to know that I fully favor the passage of this legislation into law, since I believe that it has the potential to do great things for both the economic and social well-being of the people and the community of Guam.

I need not reiterate or identify the issues facing our public education system today, nor do I feel that I am in any capacity capable to claim to be an expert in education, or childhood development. I am, however, a business owner, a hiring manager, a workforce developer, and a human resource professional. And in those capacities I cannot stress enough how valuable education is to the working people.

Our community can only be as strong as those who represent it. And an educated, employable, and sustainable workforce is the core strength we can encourage with the passing of this bill. At the very minimum, this bill provides direction. A direction for Guam's future workforce, future leaders, and the island as a whole.

The passage and implementation of the College and Career Readiness Act of 2011 will offer our students an awareness of how far they can go and how well they will do. We will be encouraging their development towards a long term goal, rather than the simple goal to graduate. The value of a high-school education is great, but not as valuable today as is a trade, a skill, a post-secondary or a post-graduate degree.

We have an isolated workforce on Guam. This workforce will be stronger as it develops and it will be armed with an established development plan from the onset. Our students have always had an opportunity to choose what to do upon graduation from high school. With these Career and Technical Education methods, in place, they will be more educated in their choices.

As we have all grown, we all had our dreams of what we wanted to be when we grow up. And so too, do our children of today. The Career and Technical Education methods will prepare every student to reach their potential.

So if a Maria wants to be an astronaut, that hasn't changed. If a Steven, or a Maia, or a Martin wants to be an educator, that hasn't changed. If a Joey or a Melissa, or a Cory will be a police officer or a firefighter, that hasn't changed either. But they will have a better idea as to what it will take to be what they want to be and will be trained in skills that makes them similar and separate at the same time. Their career choices tomorrow will far outnumber those that were previously available to us yesterday. And with the passage of this bill today, we will have the opportunity to offer them their pick.

All I can say is, it's about time we as a community took positive action to restore our pride in ourselves and in our community through a progressive effort with the education of our students. I urge you to pass this bill swiftly and unanimously so that we can focus on the most precious treasures we can create.

Again, I thank you for this opportunity to express my views on this important matter. Should you have any questions, I will be more than happy to answer. Otherwise, I would only like to request that I be given any role, no matter how small, in helping to transform the objectives of Bill 239-31 (cor) into a reality.

Thank you and Si Yu'os Ma'ase.



Jay Rojas



DEPARTMENT OF
LABOR

DIPÄTTMENTON HUMOTNÄT • LEAH BETH O. NAHLOWAA, Director

EDDIE BAZA CALVO

Governor

RAY TENORIO

Lieutenant Governor

*Testimony of Leah Beth Naholowaa
Director, Guam Department of Labor
To the Committee on Education and Public Libraries
In Support of "The College and Career Readiness" (CCaRe) Act
293-31 (COR)*

June 23, 2011

239

Thank you to the members of the Committee on Education and Public Libraries for allowing me to submit written testimony and support for the College and Career Readiness Act, bill number 293-31 (COR).

As the Director for the Guam Department of Labor, this bill would greatly help us fulfill our mission statement which requires us to "...develop the welfare of the wage earners of Guam...and to advance their opportunities for occupational training and profitable employment". This bill will help produce a skilled workforce which is necessary for Guam's rapidly growing and diversifying economy.

Through this bill, public elementary and middle schools will be required to offer not only academic courses, but also classes that deal with career awareness and exploration, and students will be required to do a career interest inventory before entering high school, which will enable them to enter high school with an awareness as to what their potential career pathway options may be. The two (2) general curricula of studies in Guam's public high schools (job entry level and college entry) will be eliminated and instead will combine both the academic subjects and Career and Technical Education (CTE) methods to prepare all students for both a higher education and broad career opportunities.

At present, there are no courses dealing with career awareness and exploration in the elementary and middle school levels, and even though there are vocational courses offered at the public high schools in partnership with the Guam Community College, not enough is done to fully prepare our students to tackle the hard choices and decisions when it comes to making educated decisions between employment and future educational opportunities.

Through this combination of academics and CTE, students will be prepared for skilled, high-paying jobs, and will also be asked to make important decisions about their future, and raise their aspirations and motivation for achievement in academics and work ethic through the combined coursework that this bill will offer to them. Through early exposure to courses in career awareness and exploration and how they are of equal importance to academics, students will

understand the relationship between their academic subjects and their future success in not only a future educational opportunity, but also in a future career.

If this bill passes, I believe it will open many doors for students to see that there are many options available to them. This will also help our rapidly diversifying workforce with its growing demand in having employees who are well-rounded, with both skill and academics, by having our local educational system produce not just a skilled workforce, but an educated workforce as well, which will help not only the students in the long run, but also our island in becoming self-sustaining.

Thanks to all the committee in considering a favorable report on this bill **293-31 (COR)**.

Sincerely,

Leah Beth O. Naholowaa
Director
Guam Department of Labor

June 20, 2011

Paul D. Parvin
P.O. Box 1042
Hagatna, Guam 96932
671-789-1212

To whom it may concern:

I am in support of Bill 239, however, I offer my opinions of support as an individual. I can not speak for the institution where I have worked for the last five years teaching secondary students as my primary duty.

To explain my support for a change toward Career and Technical Education (CTE) standing is based on my first hand experiences as a teacher. I have always been concerned that students I teach in the secondary program have been somehow earmarked or labeled as somehow inferior or academically deficient even before they come to the college campus where I work. In effect "tracking" students has caused a practice of Vocational Training becoming place where student end up because they don't or can't succeed in the academic track. In some ways - a dumping ground. The academic "track" is reserved for college bound students alone. Less successful students are sent to vocational oriented programs.

In my opinion, it is wrong to track students in this way. It is prejudicial. Further, tracking student distorts the purpose and true nature of building a strong, highly-developed and trained workforce that has capability beyond basic purpose of traditional vocational training. In order to advance into today's technical industries, we need to advance the understanding that it requires more than just minimal treatment and education. It will require a sustainable and ongoing system of learning and institutional alinement toward a single track and purpose. With passage of Bill 239, we can begin to reach toward new growth industries and twenty-first century skills.

Understanding the specifics of how we arrived at this point in time is a discussion I will not venture into here. It is a long standing debate in the American educational community and change, I believe, constitutes a true paradigm shift in education. Instead, I have attached an article "Multiple Perspectives on Multiple Pathways" by Dr. Jeannie Oakes and Dr. Marisa Saunders from University of California. I urge you to read it.

With respect and regards,



Paul D. Parvin
Instructor, Visual Communications
Guam Community College
Association of Career and Technical Education Member #404760

CURRICULAR INFORMATION

Earning Credit: In accordance with Board Policy (BP351), students earn credit upon completion of a course with a “D” (60%) grade or better. A semester course earns 1/2 credit; a full year (two semesters) course earns one credit. First and third quarter grades are considered progress grades toward a semester grade. A passing grade at mid-semester (the end of the first or third quarter) does not guarantee a passing grade for the semester. Students will be allowed to take a maximum of eight (8) credits during a school year.

Graduation Requirements: JFKHS offers a curriculum designed to prepare students to enter the job market (Career Preparation) or to enter college (College Preparation). Students need to accumulate a certain number of credits in specific courses to successfully complete high school graduation requirements. Students who began attending high school in SY 2004-05 are required to acquire twenty-four (24) credits in order to graduate. Students have six (6) consecutive years, starting the first year of attendance in high school, in which to complete their graduation requirements. Failure to do so will result in the student being denied admission to school or termination of their enrollment.

Grade Level: Each student’s grade level is determined not by the number of years he/she has been attending high school but by the number of credits he/she has earned, as the following indicates:

Freshman	Sophomore	Junior	Senior
0 – 5.5	6 – 11.5	12 – 17.5	18 or more

Required Courses for Graduation: Effective SY 2001-02, students must earn credits in each area as shown below, depending on the preparation path in which they are placed

Subject Area	College Preparation Path	Career Preparation Path
Language Arts	4	4
Social Studies	4	3 ²
Math	4	3 ²
Science	4	3 ²
Health	1	1
Physical Education	1	1
Chamorro Language	1	1
Fine Arts	1	1
Vocational Courses	0 ²	4 - 6
Selected Electives	4	2 - 4
Total Minimum Required	24	24

No career prep

Less academic preparation

Specific requirements for a Guam Public high school diploma include:

- **Math Requirements:** Students must complete one credit of Algebra II or Geometry (Algebra I is a prerequisite for these courses). Career Prep students may substitute Applied Math for Algebra II or Geometry.
- **Science Requirements:** Students must complete one credit of Life Science (Biology or Living Biology), and one credit of Physical Science (Physical Science, Chemistry, or Physics).
- **Social Studies Requirements:** Students must complete one credit of Guam History, 1 credit of World Studies (World History or World Geography), and one credit of Citizenship Studies (American Government/Civics or U.S. History). College Prep students must take U.S. History and American Government.

Progress Reports: Parents may request a progress report from the counselor's office at any time. Mid-Quarter Progress Reports are issued by teachers.

Advanced Placement and Honors Classes: All students have an opportunity to pursue challenging learning opportunities. Advanced Placement and Honors courses provide such challenges in a supportive environment. The Advanced Placement

June 22, 2011

Victor Rodgers
P.O. Box 6194
Tamuning, Guam 96931
(671) 486-2995
Victor.rodgers@guamcc.edu

Speaker Judith T. Won Pat, Ed.D
31st Guam Legislature
165 Hesler Place
Hagatna, Guam 96910

Hafa Adai Madam Speaker,

As a private citizen who happens to have a career in workforce development, I wanted to write to voice my support of Bill 239-31. I will be unable to be there for the public testimony, but ask that my letter of support be read.

Part of workforce development is assessing how we are preparing our “emerging” workforce and integrating them into employment needs. The emerging workforce is made up of those individuals who are coming from both the secondary and post-secondary environment. Recently one of the biggest challenges is the “dual track” system which many school systems employ.

The main issue in my experience, is that all too often schools put students into these tracks with the intention of providing them the best opportunity for future success. Those who have the perceived potential for academic success are put into the college-bound pathway, and those who are deemed to not necessarily be college material are tracked into Career and Technical Education (CTE). Often, the CTE track is not given the academic rigor that the college-bound student receives. The idea that putting a student in a Career and Technical Education track means that the student does not need to be prepared for a postsecondary environment is erroneous. This could not be farther from the truth.

Madam Speaker, 70% of all jobs now require what is termed a “skilled” worker. This is defined as having more than a high school diploma, but less than a 4-year degree. Most of that additional training is provided in a collegiate environment. This means that we need to ensure that even those who have chosen the CTE fields as an area of interest are still being prepared academically for the postsecondary world because without the academic preparation, they will have a very difficult time achieving collegiate success. I have seen the frustration of students who have to take multiple remedial classes before they can even begin to work towards their certificate or degree, and we should do everything in our power to correct this.

Without ensuring that all students are receiving the academic challenges necessary to flourish in today’s collegiate environment, I think we are doing a disservice to those students and ultimately damaging our future economic potential. I urge support for Bill 239-31 so that we can guarantee that all our students are getting an equal opportunity for 21st century success. You simply cannot achieve success in today’s workforce without a solid academic foundation and postsecondary training. That is the reality we all face, so we can no longer afford the luxury of divergent pathways. We need one clear pathway where CTE is given the same academic rigor as the college path, and is taught with the

understanding that those students will be going on to more advanced training after graduation. The current system is a waste of resources and it fails to amplify the point which needs to resonate throughout our school system and our island, which is; **every one of our graduates needs to go to some level of postsecondary training.** Whether it is a certificate program, a 2 year degree or a 4-year education, all of our efforts have to be towards sending our emerging workforce to the institutions which will give them the skill sets needed in today's workforce. We can best achieve this goal by focusing on how we can increase the academic rigor for all our students, and discussing what resources we can put in place to help them meet the challenge. Thank you so much for your time.

Sincerely,

Victor Rodgers



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

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Email: tmtaitano@gdoe.net



TALING M. TAITANO
Interim Superintendent of Education

August 01, 2011

Office of the Speaker
Judith F. Won Pat, Ec
Date 7/4/2011
Time 1:59
Received by SB

Honorable Judith Won Pat, Ed.D
Speaker, 31st Guam Legislature
155 Hesler Place
Hagatna, Guam 96932

Re: Legislative Testimony - Bill No. 239-31 (cor), Amending §4114.1 AND Adding a New Sub-Item (A) To §4114.1 of title 17 GCA, Chapter 4, the "College and Career Readiness" (CCaRe) Act, Relative to Integrating Academic Curriculum and Career and Technical Education into the Guam Department of Education's Basic Curricula.

Hafa Adai Madam Speaker,

Thank you for providing me with this opportunity to submit this testimony on Bill No. 239-31. The Department of Education (DOE) is aware of and in agreement with the Legislative Findings as they are articulated in Bill No. 239-31. As noted, Career and Technical Education (CTE) is now quickly becoming the curriculum standard for all schools as they work toward the improvement and modernization of their curriculum to help better meet the needs of their students and society. Schools can no longer categorize their student populations into those who will move on to college and those who will move into the workforce. It is clearly evident in today's economy, that the requirements for both are becoming more and more interwoven.

I would like to voice my support of Bill No. 239-31 as I find that it is in alignment with the Department's vision of "Preparing all students for life" as well as Board Goal 1 which states that "All Guam public school students will graduate from high school prepared to pursue postsecondary education on or off-island or to assume gainful employment within the public or private sector."

This support, however, is expressed with the caveat that the law would allow for the Department to ensure that students who are in the current dual track system are not adversely affected with regards to their current credit goals and the requirements that they have to meet for timely graduation. To avoid any of these potentially adverse effects on current students, I recommend that it be explicitly articulated in the law that it would be at the Department's discretion with regards to how this will be addressed and that a timeline of no less than three years be allowed to the Department for implementation. This would allow our schools the time needed to transition current underclassmen and new students into the new credit system as

August 01, 2011

well as to plan for the staffing changes that would need to take place to accommodate the different course requirements.

Thank you for your attention to my concerns and for this opportunity to provide input. Please feel free to contact me if you have any questions.

Senseramente,



TALING M. TAITANO

Interim Superintendent of Education

Cc: Guam Education Board
Senator Sam Mabini, Ph.D.
Senator Judith Guthertz, DPA

Bureau of Budget & Management Research
Fiscal Note of Bill No. 239-31 (COR)

AN ACT AMENDING §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE "COLLEGE AND CAREER READINESS" (CCaRe) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION'S BASIC CURRICULA.

Department/Agency Appropriation Information	
Dept./Agency Affected: Guam Department of Education	Dept./Agency Head: Narrissa Bretania-Shaffer
Department's General Fund (GF) appropriation(s) to date: General Fund to Department of Education Operational Fund (DOEOF)	163,276,054
Department's Other Fund (Specify) appropriation(s) to date: Public Library Resource Fund (PLRF), Healthy Futures Fund (HFF), Territorial Education Facilities Fund (TEFF), School Lunch Cash Collection, SAE/Child Nutritional Reimbursement Fund, Indirect Cost Fund, Supplemental Appropriation Revenue Fund (SAR)	22,286,274
Total Department/Agency Appropriation(s) to date:	\$185,562,328

Fund Source Information of Proposed Appropriation			
	General Fund:	(Specify Special Fund):	Total:
FY 2010 Unreserved Fund Balance		\$0	\$0
FY 2011 Adopted Revenues	\$0	\$0	\$0
FY 2011 Appro. (P.L. 30-196)	\$0	\$0	\$0
Sub-total:	\$0	\$0	\$0
Less appropriation in Bill	\$0	\$0	\$0
Total:	\$0	\$0	\$0

Estimated Fiscal Impact of Bill						
	One Full Fiscal Year	For Remainder of FY 2011 (if applicable)	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	\$0	\$0	\$0	\$0	\$0	\$0
(Specify Special Fund)	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0

- Does the bill contain "revenue generating" provisions? / / Yes /X/ No
 If Yes, see attachment
- Is amount appropriated adequate to fund the intent of the appropriation? /X/ N/A / / Yes / / No
 If no, what is the additional amount required? \$ _____ / / N/A
- Does the Bill establish a new program/agency? / / Yes / / No
 If yes, will the program duplicate existing programs/agencies? /X/ N/A / / Yes / / No
 Is there a federal mandate to establish the program/agency? / / Yes / / No
- Will the enactment of this Bill require new physical facilities? / / Yes /X/ No
- Was Fiscal Note coordinated with the affected dept/agency? If no, indicate reason: / / Yes /X/ No
/ / Requested agency comments not received by due date /X/ Other: Time constraint

9/6/2011

Analyst (s): Joe Certeza Date: 06/27/2011 Director: Joh A. Rios, Acting Director Date: 7/11/11

Footnotes:
 The Bill has a potential fiscal impact for additional funding requirements. However, in its present form, such impact cannot be determined at this time.



COMMITTEE ON RULES

I Mina'trentai Unu na Liheslaturan Guåhan • The 31st Guam Legislature
155 Hesler Place, Hagåtña, Guam 96910 • www.guamlegislature.com
E-mail: roryforguam@gmail.com • Tel: (671)472-7679 • Fax: (671)472-3547

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MAJORITY LEADER

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ASST. MAJORITY LEADER

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Aline A. Yamashita
ASST. MINORITY LEADER

Senator
Christopher M. Duenas

June 15, 2011

MEMORANDUM

To: Pat Santos
Clerk of the Legislature

Attorney Therese M. Terlaje
Legislative Legal Counsel

From: Senator Judith P. Guthertz, DPA
Acting Chairperson, Committee on Rules

Subject: Referral of Bill No. 239-31 (COR)

2011 JUN 15 PM 2:55
Dr

As the Acting Chairperson of the Committee on Rules, I am forwarding my referral of Bill No. 239-31 (COR).

Please ensure that the subject bill is referred, in my name, to the respective committee, as shown on the attachment. I also request that the same be forwarded to all members of *I Mina'trentai Unu na Liheslaturan Guåhan*.

Should you have any questions, please feel free to contact our office at 472-7679.

Si Yu'os ma'åse!

(1) Attachment

I Mina' Trentai Unu Na Lheslaturan Guahan
Bill Log Sheet
June 15, 2011
Page 1 of 1

Bill No.	Sponsor(s)	Title	Date Introduced	Date Referred	120 Day Deadline	Committee Referred	Public Hearing Date	Date Committee Report Filed	Status (Date) Passed? Failed? Vetoed? Overridden? Public Law?
239-31 (COR)	S.A. Mabini, Ph.D, J.P. Guthertz, DPA	AMENDING §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE "COLLEGE AND CAREER READINESS" (CCARE) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION'S BASIC CURRICULA.	6/14/11 2:52 p.m.	6/15/11		Committee on Education			

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public hearing - june 23, 2011

Tuesday, June 14, 2011 9:03 PM

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June 15, 2011

MEMORANDUM

To: Members of the 31st Guam Legislature
From: Committee on Education and Public Libraries
Subject: Notice of Public Hearing

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, June 23, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

- **The appointment of Jesse T. San Nicolas to serve as a member, Guam Commission for Educator Certifications**

- **Bill No. 177-31 (LS)** - A.A. Yamashita, Ph.D. / A.B. Palacios, Sr. An act to add a new § 3112.2 of Article 1, Chapter 3, Title 17, Guam Code Annotated relative to creating a safe schools program: School Crime Stoppers.

- **Bill No. 179-31 (LS)** - V.A. Ada / F.F. Blas, Jr. An act to add a new Article 6 to Chapter 6 of 17G.C.A. relative to authorizing the Department of Education to create and implement a voluntary preschool pilot program.

- **Bill No. 192-31 (COR)** - C.M. Duenas An act to add a new § 34102 to Chapter 34 of Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students; providing funding sources for the program; and, citing this act as the "Growing Guam's Work Force Scholarship Program."

- **Bill No. 198-31 (COR)** - C.M. Duenas / A.A. Yamashita, Ph.D. An act to add a new Article 14 to Division 3 of Chapter 15, Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students; providing funding sources for the program, and citing this act as the "Every Child is Entitled to a Higher Education Scholarship Program."

- **Bill No. 201-31 (COR)** - V.A. Ada An act to add a new Article 6 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- **Bill No. 202-31 (COR)** - V.A. Ada An act to add a new Article 7 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- **Bill No. 213-31 (COR)** - A.A. Yamashita, Ph.D. An act to repeal § 6108 of Chapter 6, Article 1 of Title 17, Guam Code Annotated, relative to sick persons.

- **Bill No. 229-31 (COR)** - J.T. Won Pat, Ed.D. / V.A. Ada An act to add Section 6101.1 of Title 17 Guam Code Annotated relative to Students' Bill of Rights and Responsibilities.

- **Bill No. 239-31 (COR)** - Sam Mabini, Ph.D. / J.P. Guthertz, DPA Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula.

Testimonies can be submitted in advance to the Office of Speaker Judith T. Won Pat, Ed.D. through email at fbtorres@judiwonpat.com or through facsimile at 472-3589. Copies of the bills are available at www.guamlegislature.com

The Guam Legislature complies with provisions of the Americans with Disabilities Act (ADA). Individuals requiring special accommodations or services should contact Mr. Ed Pocaigue at 472-3586/7/8 or by email at edpociague@judiwonpat.com

cc: Sgt at Arms
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Frank B. Torres
Sr. Policy Analyst
Office of the Speaker
31st Guam Legislature

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OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.
CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMISSIONER FOR PUBLIC
HEALTH AFFAIRS,
RECREATION
RELATIONS

June 15, 2011

COMMITTEE ON
TECHNICAL
EDUCATION, PUBLIC
LIBRARY, ANALYSIS,
MORRIS E. WITTEBACH
SECRETARY

MEMORANDUM

COMMISSIONER

GUAM COMMISSIONER
REGULATORY
GUAM FINANCIAL
COMMISSION

To: Members of the 31st Guam Legislature
From: Committee on Education and Public Libraries
Subject: Notice of Public Hearing - Final Notice

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATORS
(AFLPI)

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, June 23, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature building on the following:

BOARD MEMBER

PACIFIC ISLANDERS FOR
EDUCATION
AND LEARNING
(PIREL)

- The appointment of James T. San Nicolas to serve as a member, Guam Commission for Educator Certifications

LEGISLATIVE REPRESENTATIVE

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAK)

- Bill No. 177-31 (LS) - A.A. Yamasita, Ph.D. / A.B. Pabico, Sr. An act to add a new § 3112.2 of Article 3, Chapter 3, Title 17, Guam Code Annotated relative to creating a safe schools program; School Crime Stoppers.

- Bill No. 179-31 (LS) - V.A. Ada / F.F. Diaz, Jr. An act to add a new Article 6 to Chapter 6 of 17G.C.A. relative to authorizing the Department of Education to create and implement a voluntary preschool pilot program.

- Bill No. 192-31 (COR) - C.M. Dizon. An act to add a new § 34102 to Chapter 34 of Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students, providing funding sources for the program, and, citing this act as the "Growing Guam's Work Force Scholarship Program."

- Bill No. 196-31 (COR) - C.M. Dizon / A.A. Yamasita, Ph.D. An act to add a new Article 14 to Division 3 of Chapter 15, Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students, providing funding sources for the program, and citing this act as the "Every Child is Entitled to a Higher Education Scholarship Program."

- Bill No. 201-31 (COR) - V.A. Ada. An act to add a new Article 6 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- Bill No. 202-31 (COR) - V.A. Ada. An act to add a new Article 7 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- Bill No. 213-31 (COR) - A.A. Yamasita, Ph.D. An act to repeal § 6108 of Chapter 6, Article 1 of Title 17, Guam Code Annotated, relative to sick persons.

- Bill No. 229-31 (COR) - J.T. Won Pat, Ed.D. / V.A. Ada. An act to add Section 6101.1 of Title 17 Guam Code Annotated relative to Students' Bill of Rights and Responsibilities.

- Bill No. 239-31 (COR) - Sam Maboa, Ph.D. / P. Guiberto, DPA. Amending §6114.1 and adding a new sub-section (A) to §6114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCRe) Act relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula.

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002	464	671 472 7663 H + Radio	02:32:28 p.m. 06-15-2011	00:00:17	2/2	1	EC	HS	CP28800
003	464	6714776411 K-57	02:32:28 p.m. 06-15-2011	00:00:36	2/2	1	EC	HS	CP14400
004	464	6482007 Variety	02:32:28 p.m. 06-15-2011	00:00:21	2/2	1	EC	HS	CP31200
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006	464	+6714773079 PDP	02:32:28 p.m. 06-15-2011	00:00:38	2/2	1	EC	HS	CP14400
007	464	9+637+9870 Guam	02:32:28 p.m. 06-15-2011	00:00:17	2/2	1	EC	HS	CP31200

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Abbreviations:

HS: Host send
HR: Host receive
WS: Waiting send

PL: Polled local
PR: Polled remote
MS: Mailbox save

MP: Mailbox print
CP: Completed
FA: Fail

TU: Terminated by user
TS: Terminated by system
RP: Report

G3: Group 3
EC: Error Correct

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June 21, 2011

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MEMORANDUM

To: Members of the 31st Guam Legislature
From: Committee on Education and Public Libraries
Subject: Notice of Public Hearing –
Second Notice

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, June 23, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

- **The appointment of Jesse T. San Nicolas to serve as a member, Guam Commission for Educator Certifications**

- **Bill No. 177-31 (LS)** - A.A. Yamashita, Ph.D. / A.B. Palacios, Sr. An act to add a new § 3112.2 of Article 1, Chapter 3, Title 17, Guam Code Annotated relative to creating a safe schools program: School Crime Stoppers.

- **Bill No. 179-31 (LS)** - V.A. Ada / F.F. Blas, Jr. An act to add a new Article 6 to Chapter 6 of 17G.C.A. relative to authorizing the Department of Education to create and implement a voluntary preschool pilot program.

- **Bill No. 192-31 (COR)** - C.M. Duenas An act to add a new § 34102 to Chapter 34 of Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students; providing funding sources for the program; and, citing this act as the "Growing Guam's Work Force Scholarship Program."

- **Bill No. 198-31 (COR)** - C.M. Duenas / A.A. Yamashita, Ph.D. An act to add a new Article 14 to Division 3 of Chapter 15, Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students; providing funding sources for the program, and citing this act as the "Every Child is Entitled to a Higher Education Scholarship Program."

- **Bill No. 201-31 (COR)** - V.A. Ada An act to add a new Article 6 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- **Bill No. 202-31 (COR)** - V.A. Ada An act to add a new Article 7 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.

- **Bill No. 213-31 (COR)** - A.A. Yamashita, Ph.D. An act to repeal § 6108 of Chapter 6, Article 1 of Title 17, Guam Code Annotated, relative to sick persons.

- **Bill No. 229-31 (COR)** - J.T. Won Pat, Ed.D. / V.A. Ada An act to add Section 6101.1 of Title 17 Guam Code Annotated relative to Students' Bill of Rights and Responsibilities.

- **Bill No. 239-31 (COR)** - Sam Mabini, Ph.D. / J.P. Guthertz, DPA Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula.

Testimonies can be submitted in advance to the Office of Speaker Judith T. Won Pat, Ed.D. through email at fbtorres@judiwonpat.com or through facsimile at 472-3589. Copies of the bills are available at www.guamlegislature.com

The Guam Legislature complies with provisions of the Americans with Disabilities Act (ADA). Individuals requiring special accommodations or services should contact Mr. Ed Pocaigue at 472-3586/7/8 or by email at edpocaigue@judiwonpat.com

cc: Sgt at Arms
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DOE
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Frank B. Torres
Sr. Policy Analyst
Office of the Speaker
31st Guam Legislature

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OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.
CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMITTEE ON FINANCIAL
AFFAIRS, ARMY AND
NAVY AFFAIRS,
INSURANCE AND
REGISTRATION

June 21, 2011

MEMORANDUM

COMMITTEE ON
FINANCIAL
AFFAIRS, ARMY AND
NAVY AFFAIRS,
INSURANCE, REGISTRATION
AND LAND

To: Members of the 31st Guam Legislature
From: Committee on Education and Public Libraries
Subject: Notice of Public Hearing - Second Notice

COMMISSIONER

GUAM COMMISSION ON
INTEGRATION

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, June 23, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

GUAM FIRM
(GAFIRM)

- The appointment of Jesse T. San Nicolas to serve as a member, Guam Commission for Educator Certification

VICE PRESIDENT

ASSOCIATION OF
GUAM AND
LEGISLATURE
(AFLG)

- Bill No. 177-21 (LS) - A.A. Yamashita, Ph.D. / A.A. Palarco, Sr. An act to add a new § 3112.2 of Article 1, Chapter 3, Title 17, Guam Code Annotated relative to creating a safe schools program: School Crime Stopper.

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND TRAINING
(PRET)

- Bill No. 179-21 (LA) - V.A. Ada / F.F. Blas, Jr. An act to add a new Article 6 to Chapter 6 of Title 17, Guam Code Annotated, relative to authorizing the Department of Education to create and implement a voluntary preschool pilot program.

- Bill No. 179-21 (CTW) - C.M. Duchan. An act to add a new § 34102 to Chapter 34 of Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students, providing funding sources for the program, and citing this act as the "Honoring Guam's Work Force Scholarship Program."

LEGISLATIVE REPRESENTATIVE

PHYSICIAN AND
DEVELOPMENT BANK
(PHDB)

- Bill No. 190-21 (COR) - C.M. Duchan / A.A. Yamashita, Ph.D. An act to add a new Article 14 to Division 1 of Chapter 15, Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students, providing funding sources for the program, and citing this act as the "Honoring Guam's Work Force Scholarship Program."

- Bill No. 201-21 (COR) - V.A. Ada. An act to add a new Article 6 to Chapter 6 of Title 17, Guam Code Annotated, relative to protection of minors' and students' rights.

- Bill No. 202-21 (COR) - V.A. Ada. An act to add a new Article 7 to Chapter 6 of Title 17, Guam Code Annotated, relative to protection of minors' and students' rights.

- Bill No. 213-21 (COR) - A.A. Yamashita, Ph.D. An act to repeal § 6108 of Chapter 6, Article 1 of Title 17, Guam Code Annotated, relative to sick persons.

- Bill No. 229-21 (COR) - J.T. Won Pat, Ed.D. / V.A. Ada. An act to add Section 6101.1 of Title 17, Guam Code Annotated relative to Students' Bill of Rights and Responsibilities.

- Bill No. 236-21 (COR) - Sara Malbas, Ph.D. / J.P. Gutierrez, DPA Amending §1114.1 and adding a new sub-section (A) to §1114.1 of Title 17, Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCR) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic structure.

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005	486	671 922 4614 PNC	06:00:16 p.m. 06-20-2011	00:00:16	2/2	1	EC	HS	CP31200
006	486	+6714773079 PON	06:00:16 p.m. 06-20-2011	00:00:37	2/2	1	EC	HS	CP31200
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GUAM LEGISLATURE

Abbreviations:

HS: Host send

HR: Host receive

WS: Waiting send

PL: Polled local

PR: Polled remote

MS: Mailbox save

MP: Mailbox print

CP: Completed

FA: Fail

TU: Terminated by user

TS: Terminated by system

RP: Report

G3: Group 3

EC: Error Correct



OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.

CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMITTEE ON TOURISM,
MUNICIPAL AFFAIRS,
HOUSING AND
RECREATION

COMMITTEE ON
TAXATION,
APPROPRIATIONS, PUBLIC
DEBT, BANKING,
INSURANCE, RETIREMENT
AND LAND

COMMISSIONER

GUAM COMMISSION ON
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GUAM FIRST
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VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

BOARD MEMBER

EDUCATIONAL RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

Public Hearing Agenda – June 23, 2011

- **The appointment of Jesse T. San Nicolas to serve as a member, Guam Commission for Educator Certifications**
- **Bill No. 177-31 (LS)** - A.A. Yamashita, Ph.D. / A.B. Palacios, Sr. An act to add a new § 3112.2 of Article 1, Chapter 3, Title 17, Guam Code Annotated relative to creating a safe schools program: School Crime Stoppers.
- **Bill No. 179-31 (LS)** - V.A. Ada / F.F. Blas, Jr. An act to add a new Article 6 to Chapter 6 of 17G.C.A. relative to authorizing the Department of Education to create and implement a voluntary preschool pilot program.
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- **Bill No. 198-31 (COR)** - C.M. Duenas / A.A. Yamashita, Ph.D. An act to add a new Article 14 to Division 3 of Chapter 15, Title 17, Guam Code Annotated, relative to establishing a scholarship program for economically-disadvantaged students; providing funding sources for the program, and citing this act as the "Every Child is Entitled to a Higher Education Scholarship Program."
- **Bill No. 201-31 (COR)** - V.A. Ada An act to add a new Article 6 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.
- **Bill No. 202-31 (COR)** - V.A. Ada An act to add a new Article 7 to Chapter 6 of 17GCA relative to protection of minors' and students' rights.
- **Bill No. 213-31 (COR)** - A.A. Yamashita, Ph.D. An act to repeal § 6108 of Chapter 6, Article 1 of Title 17, Guam Code Annotated, relative to sick persons.
- **Bill No. 229-31 (COR)** - J.F. Won Pat, Ed.D. / V.A. Ada An act to add Section 6101.1 of Title 17 Guam Code Annotated relative to Students' Bill of Rights and Responsibilities.
- **Bill No. 239-31 (COR)** - Sam Mabini, Ph.D. / J.P. Guthertz, DPA Amending §4114.1 and adding a new sub-item (A) to §4114.1 of Title 17 Guam Code Annotated, Chapter 4, the "College and Career Readiness" (CCaRe) Act, relative to integrating academic curriculum and career technical education into the Guam Department of Education's basic curricula.



OFFICE OF THE SPEAKER

JUDITH T. WON PAT, Ed.D.

CHAIRPERSON OF THE COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

VICE CHAIR

COMMITTEE ON TOURISM,
MUNICIPAL AFFAIRS,
HOUSING AND
RECREATION

COMMITTEE ON
TAXATION,
APPROPRIATIONS, PUBLIC
DEBT, BANKING,
INSURANCE, RETIREMENT
AND LAND

COMMITTEE REPORT

COMMISSIONER

GUAM COMMISSION ON
DECOLONIZATION

GUAM FIRST
COMMISSION

on

Substitute Bill No. 239-31(COR)

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

~~AMENDING AN ACT TO REPEAL AND REENACT §4114.1
AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF
TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE
“COLLEGE AND CAREER READINESS” (CCaRe) ACT,
RELATIVE TO INTEGRATING ACADEMIC
CURRICULUM AND CAREER AND TECHNICAL
EDUCATION INTO THE GUAM DEPARTMENT OF
EDUCATION’S BASIC CURRICULA TO BE KNOWN AS
THE COLLEGE AND CAREER READINESS (CCaRe)
ACT”.~~

LEGISLATIVE REPRESENTATIVE

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

Sponsored by Senator Sam Mabini, Ph.D.

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

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[Signature]
Sam Mabini, Ph.D
Judith P. Guthertz, DPA

Bill No. 239-31 (cor)

Introduced by:

Sam Mabini, Ph.D
Judith P. Guthertz, DPA

AMENDING §4114.1 AND ADDING A NEW SUB-ITEM (A) TO §4114.1 OF TITLE 17 GUAM CODE ANNOTATED, CHAPTER 4, THE “COLLEGE AND CAREER READINESS” (CCaRe) ACT, RELATIVE TO INTEGRATING ACADEMIC CURRICULUM AND CAREER AND TECHNICAL EDUCATION INTO THE GUAM DEPARTMENT OF EDUCATION’S BASIC CURRICULA.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative findings and intent. *I Mina 'Trentai Unu Na Liheslaturan*

finds that, as mandated by the Guam Code Annotated, the Guam Department of Education (DOE) is tasked to implement programs that, “shall teach and develop competency levels at the various skills, both current and projected, to meet the demands of Guam's social and economic growth.”

I Mina 'Trentai Unu Na Liheslaturan finds that the 2008 Guam DOE District Action Plan of DOE established the direction and details for improving academic performance in reading, math, and language arts, by using the provisions of the “No Child Left behind Act” as a framework. The “Curricular Reform, Rigor, and Relevance” section of the 2008 DOE District Action Plan outlines efforts that “will emphasize both academic courses and modern career and technical studies to prepare students for a broad career field and higher education. The goals under Guam DOE Curricular Reform, Rigor, and Relevance are: 1. To increase the mathematics science, communication, problem solving and technical achievement and the application; 2. To blend the essential content of traditional college-preparatory studies -- mathematics, science and language arts -- with quality vocational and technical studies, by creating conditions that support school leaders and teachers in carrying out the key practices; (and) 3. To advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.”

1 *I Mina'Trentai Unu Na Liheslaturan* finds Guam Department of Education has CTE
2 programs in the high schools that provide courses and work-based learning experiences. Proper
3 integration of academic subjects and CTE will provide the skills and knowledge to prepare all
4 students for real world experiences, post-secondary education and careers. Research reflects
5 positive impacts to student performance, satisfaction and graduation rates. Career and Technical
6 Education begins with the exploration of career options, supports basic academic and life skills,
7 and enables achievement of high academic standards, leadership, preparation for industry-
8 defined work, and advanced and continuing education.

9 *I Mina'Trentai Unu Na Liheslaturan* finds that in February 2011, the Secretary of the
10 U.S. Department of Education emphasized that “it is the responsibility of K-12 educators to
11 prepare all students for both college and career. This must be ‘both/and’, not ‘either/or...It is
12 time to finish the transformation of the old vocational education system into the new CTE.”
13 Thus, in conjunction with Guam DOE District Plan and education national reform efforts, there
14 is a need to eliminate the dual-track general curricula at the high school level (“Job entry level”
15 or “College entry”), and integrate academic subjects and Career and Technical Education.

16 **Section 2.** §4114.1 of Chapter 4 of Title 17 of the Guam Code Annotated is amended to
17 read:

18 ~~“The District Boards of Education shall develop and implement two (2) general curricula~~
19 ~~of studies in Guam's public high schools:~~

20 ~~(1) Job entry level. A curriculum which prepares high school graduates to directly enter~~
21 ~~the Guam job market upon graduation by providing them with appropriate classroom and~~
22 ~~laboratory programs that will develop of occupational skills at least at the job entry level. Such~~
23 ~~programs shall teach and develop competency levels at the various skills, both current and~~
24 ~~projected, to meet the demands of Guam's social and economic growth.”~~

25 ~~(2) College entry. A curriculum which prepares high school graduates for entry into~~
26 ~~colleges and universities. Such curriculum shall adhere to the guidelines of the various~~
27 ~~associations of colleges and universities of the United States.”~~

28 ~~“§4114.1. Basic Curricula- College and Career Readiness (CCaRe) Act.~~

29 This subsection shall be known as the College and Career Readiness (CCaRe) Act of
30 2011.”

31 ~~“The District Boards of Education shall develop and implement curriculum for:~~

1 (1) Public elementary and middle schools that integrate Department of Education
2 required academic subjects and career awareness and exploration. Prior to enrolling into
3 high school, students shall participate in a career interest inventory, enabling them to
4 enter high school ready to identify and select career pathway options.

5 (2) Public high schools that align and integrate Department of Education required
6 academic subjects and Career and Technical Education (CTE) methods to prepare every
7 student for a higher education and a broad career field. In conjunction with academic
8 assistance and guidance, students will be able to effectively identify, select, plan, and
9 prepare for a career of choice and/or the pursuance of a post-secondary education. Such
10 curriculum shall teach and develop competency levels of various academic and technical
11 skills, both current and projected, to meet the demands of Guam’s social and economic
12 growth. The curriculum shall adhere to the guidelines of the various associations of
13 colleges and universities of the United States.

14 (a) Career and Technical Education (CTE) Guidelines.

15 The Guam Department of Education (‘DOE’) shall deliver curriculum to K-12
16 students that develops their academic and technical skills, knowledge and training
17 necessary to succeed in future post-secondary education and careers. Grades K-5
18 curriculum shall include career awareness. Grades 6-8 curriculum shall include
19 in-depth exposure to career exploration utilizing Career and Technical Education.
20 Grades 9-12 curriculum shall include opportunities to participate in Career and
21 Technical Education programs.

22 For the purpose of this section, Career Technical Education (CTE) means the method of
23 instruction that prepares students for the world of work by introducing them to workplace
24 competencies, and makes academic content accessible to students by providing it in a hands-on
25 context.

26 (1) The goals of Career and Technical education are to:

27 (a) Increase student academic achievement and graduation rates through
28 integrated academic and career curricula.

29 (b) Prepare graduating high school students to make appropriate choices relative
30 to employment and future educational experiences.

1 (c) Raise student’s aspirations and commitment to academic achievement and
2 work ethic through relevant coursework.

3 (d) Support the local economy by meeting industry needs for skilled employees in
4 high demand occupations.

5 Upon enactment, DOE, in collaboration with the Guam Education Board, local workforce
6 investment board, economic development agencies, state-approved post-secondary institutions,
7 and the trade academy, shall establish a strategic plan for developing and adopting the new
8 integrated curriculum in conjunction with the District Action Plan. This strategic plan shall be
9 completed by June 30, 2012, and shall be implemented in Academic School Year 2012-2013
10 school year subject to review and audit as deemed appropriate by administering authorities.”

11 **Section 3. Effective Date.** This Act shall take effect upon enactment.

12 **Section 4. Severability.** If any provision of this Law or its application to any person or
13 circumstance is found to be invalid or contrary to law, such invalidity shall not affect other
14 provisions or applications of this Law which can be given effect without the invalid provisions
15 or applications, and to this end the provisions of this Law are severable.