

EDDIE BAZA CALVO
Governor



RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam

October 4, 2011

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

31-11-926
Office of the Speaker
Judith T. Won Pat, Ed. D.
Date 10/4/11
Time 4:00 PM
Received by OK

Dear Madame Speaker:

Transmitted herewith is 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", which was signed into law on September 30, 2011 as Public Law 31-80.

Senseramente,


EDDIE BAZA CALVO

2011 OCT -5 AM 8:06
MM

Attachment: copy of Bill

926

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.



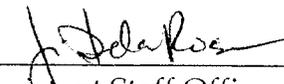
Judith T. Won Pat, Ed.D.
Speaker

Attested:

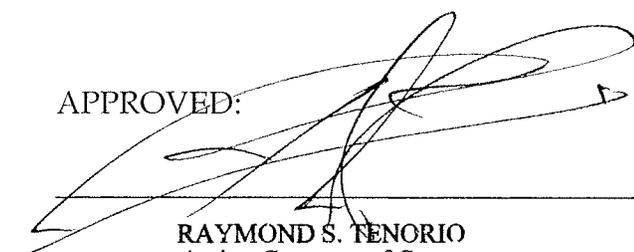


Tina Rose Muña Barnes
Legislative Secretary

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


Assistant Staff Officer
Maga'laha's Office

APPROVED:


RAYMOND S. TENORIO
Acting Governor of Guam

Date: _____

SEP 30 2011

Public Law No. 31-80

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

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.**

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

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

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

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

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

15 *I Liheslatura* finds that a Memorandum of Agreement (MOA) is maintained
16 between GCC and DOE as the foundation to prepare career and technical
17 education students, including students from the federal definition of special
18 populations, to graduate from secondary schools with a regular high school
19 diploma. The MOA ensures continuous delivery of GCC’s career and technical
20 education programs at the secondary level. It also purposely acknowledges that the
21 “Guam Education Board through DOE is required to prepare high school graduates
22 to directly enter the Guam job market upon graduation by providing them with
23 classroom and laboratory programs to develop competency levels at the various
24 skills and that will develop occupational skills, both current and projected, at the
25 job entry level to meet the demands of Guam’s social and economic growth”,
26 (Public Law 17 GCA §4114.1 and Public Law 21-132 and GEPB Policy Number
27 351.4)[Appendices 10 and 11]. The MOA clearly describes the responsibilities of

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

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

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

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

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

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

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

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

19 **“§ 3222. Career Information Delivery System.**

20 (a) The Department of Education (DOE) *shall* establish a Career
21 Information Delivery System pilot program beginning the School Year
22 2012-2013 for public middle school students upon enrollment to seventh
23 (7th) or eighth (8th) grade, and to public high school students upon enrollment
24 in ninth (9th) or tenth (10th) grade. By November 1, 2011, the
25 Superintendent of Education (Superintendent) *shall* select one (1) public
26 high school to participate in the pilot program, which *shall* include all the
27 public middle schools that feeds into the public high school. The

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

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

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

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

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

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

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

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

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

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

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

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

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

- 21 (i) the cluster of career concentrations;
- 22 (ii) a list of job options per cluster;
- 23 (iii) a summary explaining why these careers will suit
24 the student's interest; and

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

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

6

I MINA' TRENTAI UNU NA LIHESLATURAN GUAHAN

2011 (FIRST) Regular Session

Date: Sept. 19, 2011

VOTING SHEET

SBill No. 94-31(COR)

Resolution No. _____

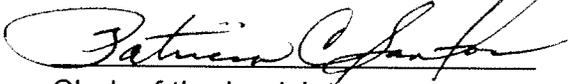
Question: _____

<u>NAME</u>	<u>YEAS</u>	<u>NAYS</u>	<u>NOT VOTING/ ABSTAINED</u>	<u>OUT DURING 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
(APIL)

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

July 19, 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. 94-31 (COR)

Dear Chairman Respicio:

Transmitted herewith is the Committee Report on Substitute Bill No. 94-31 (COR) – “An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students,” sponsored by Senator Sam Mabini, Ph.D. and referred to the Committee on Education and Public Libraries.

Committee votes are as follows:

- 5 TO DO PASS
- 0 TO NOT PASS
- 2 TO REPORT OUT ONLY
- 0 TO ABSTAIN
- 0 TO PLACE IN INACTIVE FILE

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

Judith T. Won Pat, Ed.D.
Chairperson
Committee on Education and Public Libraries

attachments

2011 JUL 19 PM 4:14
esm



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

COMMITTEE REPORT
ON
SUBSTITUTE BILL NO. 94-31 (COR)

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)



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,
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COMMITTEE ON
TAXATION,
APPROPRIATIONS, PUBLIC
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COMMISSIONER

GUAM COMMISSION ON
DECOLONIZATION

GUAM FIRST
COMMISSION

VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

July 16, 2011

MEMORANDUM

To: ALL MEMBERS
Committee on Education and Public Libraries *JT*

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

Subject: Committee report on Substitute Bill No. 94-31 (COR)

Transmitted herewith for your consideration is the Committee Report on Substitute Bill No. 94-31 (COR) – “An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students,” sponsored by Senator Sam Mabini, Ph.D.

This report includes the following:

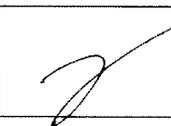
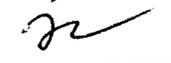
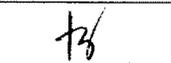
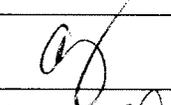
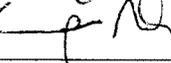
Committee Voting Sheet
Committee Report Digest
Copy of Bill No. 94-31 (COR)
Copy of Substitute Bill No. 94-31 (COR)
Public Hearing Sign-in Sheet
Fiscal Note
Copies of Submitted Written Testimonies
Copy of COR Referral of Bill No. 94-31 (COR)
Notices of Public Hearing
Copy of Public Hearing Agenda

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!

COMMITTEE VOTING SHEET
COMMITTEE ON EDUCATION AND PUBLIC LIBRARIES

Substitute Bill No. 94-31 (COR) – “An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.” sponsored by Senator Sam Mabini, Ph.D.

	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		7/18/11				
Judith P. Guthertz, DPA, Vice Chairperson						
Tina R. Muna-Barnes Vice Chairperson						
Vicente C. Pangelinan Vice Chairperson		✓				
Thomas C. Ada				7/18/11 ✓		
Frank F. Blas, Jr.		7/18/11				
Aline A. Yamashita, Ph.D.				7/18/11		
V. Anthony Ada		7/18/11				
Sam Mabini, Ph.D.		7/26/11				



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

COMMITTEE REPORT DIGEST

1. OVERVIEW

The Committee on Education and Public Libraries convened a public hearing on March 17, 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. 94-31 (COR) "An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students," sponsored by Senator Sam Mabini, Ph.D.

Public Notice Requirements

Notices were disseminated via fax or email to all senators and all main media broadcasting outlets on March 10, 2011 (5-Day Notice), and again on March 15, 2011 (48-Hour Notice).

Senators Present

Speaker Judith T. Won Pat, Ed.D.	Chairperson
Senator v.c. pangelinan,	Vice Chairperson
Senator V. Anthony Ada,	Committee Minority Member
Senator Sam Mabini, Ph.D.	Committee Minority Member
Senator Aline Yamashita, Ph.D.	Committee Minority Member
Senator Adolpho B. Palacios, Sr.	

Appearing before the Committee

Ms. Karen Sablan
Mr. R. Ray Somera, Ph.D.
Mr. Barry L. Mead

II SUMMARY OF TESTIMONY & DISCUSSION

Speaker Judith T. Won Pat, Ed.D. called the public hearing to order at 2:00 p.m. and announced the agenda of the public hearing. Bill No. 94-31 (COR) was one of the items announced on the agenda.

- **Ms Sablan** testified in support of the intent of the legislation, but she could not support the bill as written, especially as it relates to what she believes can be interpreted as mandating job responsibilities of employees. Her written testimony is appended to the committee report

- **Dr. Somera** acknowledged support and the forward looking of the intent of the bill, but he expressed that the challenges it will create in our already overtaxed public school system. His written testimony is appended to the committee report.

Discussion

- **Senator Mabini, Ph.D.** asked Dr. Somera his opinion about the impact the data from the inventory list would have on the Department of Education in developing its curriculum on the students' colleges and careers.

- **Dr. Somera** replied the data collected from the career interest would be a valuable tool in making decisions in curriculum revisions, modifications and planning of new programs, but he stated he speaks from the GCC side and he noted that that GCC's curriculum is driven from external forces like their accreditation.

- **Senator Mabini, Ph.D.** asked again would the career interest assist DOE in developing their curriculum.

- **Dr. Somera** responded he can't speak on behalf of DOE, but he believes it would assist with curriculum planning.

- **Senator Mabini, Ph.D.** asked Dr. Somera what are the colleges plan when the federal funding for the Choices program ceases.

- **Dr. Somera** replied that Choices program is also funded as one of the line item in the college's budget. He referred the question to Ms. Sablan

- **Ms. Sablan** responded that it is actually funded in the 2011 budget for post secondary counselors and the BGP under the budget law.

- **Senator Mabini, Ph.D.** asked the panel, if Choices is not renewed would the software be continued to be utilized.

- **Ms. Sablan** replied yes it would be available.

- **Senator Mabini, Ph.D.** stated that the intent of the legislation is to increase the number of students to participate in the program. The senator also questioned why DOE is utilizing another program called Kudors instead of Choices.

- **Senator Mabini, Ph.D.** asked the panel, if a parent could bring his/her child who is either a junior or senior in high school to GCC to take the Choices software.

- **Ms. Sablan** replied yes.

- **Senator Mabini, Ph.D.** asked the panel, if there is a minimum requirement of how many students are required to participate in the program
- **Ms. Sablan** replied she is not aware of such requirement, but she supposes there is a component that measures the success of the program.
- **Senator Mabini, Ph.D.** asked the panel, the ratio of CTE counselor to students.
- **Dr. Somera** responded 453 students to 1 CTE counselor
- **Senator Mabini, Ph.D.** asked the panel, the number of high school students taking advantage of the choices program.
- **Ms. Sablan** replied she does not have the numbers.
- **Senator Mabini, Ph.D.** asked the panel, if GCC would support a pilot project program.
- **Ms. Sablan** responded at this time GCC does not have CTE counselors at the middle schools and there are maybe complications in the high schools such as personnel workloads of the CTE counselors which maybe of great concern.
- **Senator Mabini, Ph.D.** replied yes, she understands their concerns and when drafting the legislation, it was her intent not to dictate. She elaborated she did not want it to be burdensome and a pilot project maybe the way to proceed.
- **Senator Mabini, Ph.D.** asked the panel would it be an issue fitting in GCC CTE program into DOE.
- **Ms. Karen Sablan** replied by stating it is workable.
- **Senator Mabini, Ph.D.** asked the panel, if they are aware of other community colleges tasked with the responsibility to provide vocational education for high schools.
- **Ms. Sablan** replied she is not aware.
- **Dr. Samora** responded that he is aware of a few colleges in California. He stated other colleges are amazed that GCC has a secondary component since we are post secondary accredited. He emphasized that GCC is willing to work with other educational institutions to make it workable for our people that will provide them a career path.
- **Senator Mabini, Ph.D.** asked the panel due to the cost associated with the program would it be allowable to charge a minimum fee for taking the career inventory assessment.
- **Ms. Sablan** replied the college purchases a site license on an annual basis.
- **Senator Yamashita, Ph.D.** stated from her past experiences, DOE would meet with GCC on a regular basis. She asked the panel, if the practice is carried on today.

- **Dr. Samora** responded that monthly meetings are conducted to collaborate on curriculum. He stated from the last meeting, he learned DOE had trained its personnel and implemented the Kudors program and he discussed the issue with his colleagues, if Kudors could be integrated with choices.

- **Senator Yamashita, Ph.D.** stressed that there should always be a healthy pipeline between DOE, GCC and UOG.

- **Speaker Won Pat, Ed.D.** asked the panel, if GCC and UOG were not involved with this program would there be an impact on GCC students who are part of DOE.

- **Ms. Sablan** replied she does not believe so. She stated it is important the institutions collaborate with each other, because ultimately these students would be either at GCC or UOG.

- **Speaker Won Pat, Ed.D.** asked the panel how does GCC utilize the data from the choices program.

- **Ms. Sablan** responded that we use the interest inventory of choices as only one aspect of many things we do in self assessment for the student. She stated that our goal is to direct them to the path

- **Speaker Won Pat, Ed.D.** asked the panel, if it is a requirement of DOE students entering GCC program required to take the choices program.

- **Ms. Sablan** replied no, it is only allowed as an option.

- **Speaker Won Pat, Ed.D.** asked the panel, if the career inventory interest is beneficial for the students.

- **Ms. Karen Sablan** replied yes it maybe one component, but it would be helpful for the students.

- **Speaker Won Pat, Ed.D.** asked the panel the numbers of GCC teachers are CTE certified.

- **Ms. Karen Sablan** replied there are no certified CTE teachers.

- **Speaker Won Pat, Ed.D.** asked the panel if the designation of a liaison to be on the committee will be in violation of your board-union contract.

- **Ms. Karen Sablan** replied her concern that the word designate implies a mandate instead of allowing the individuals to fit in what they do. She stated that every year the faculty needs to submit a non-instructional plan of what they plan to do in the year and how does that effect our job specification.

- **Speaker Won Pat, Ed.D.** asked the panel if the implementation of the career interest inventory be included as part of the contract of the GCC employees assigned at DOE.

- **Speaker Won Pat Ed.D.** asked Mr. Barry Mead to join the panel to answer several questions.

- **Mr. Barry Mead** explained the workings and how the schools should utilize the career interest inventory list. He stated the main concern of this bill it does not interfere with GCC's Accreditation and with the current union contract. He stated the bottom line is the students, the product we can provide and how we can best do it, so our students can succeed. Please note Mr. Mead in addition to his oral testimony, he submitted written testimony after the hearing in support of the legislation. His written testimony is appended to the committee report.

Submitted Only Written Testimony

Anthony Roberto, Med, NCC submitted testimony in support
Victor Rodgers submitted testimony in support
Nerissa Bretania Underwood, Ph.D.
The Guam Chamber of Commerce submitted testimony in support.

III. FINDINGS & RECOMMENDATIONS

The Committee on Education and Public Libraries finds after further consideration a substitute version of Bill No. 94-31 (COR) is recommended with the following changes:

1. Establishing the career interest inventory program as a pilot project program.
2. One high school to be selected and the middle schools that feed into the high school selected.
3. Superintendent shall submit quarterly progress reports of the pilot program.
4. Superintendent shall submit a final report by January 9, 2015 with the recommendation to continue, expand or terminate the program subject to review and approval of the Board.
5. The necessity for DOE to enter into a Memorandum of Agreement with other parties to implement the career interest inventory.

The Committee on Education and Public Libraries hereby reports out Bill No. 94-31 (COR), As Substituted by the Committee with the recommendation TO PASS.

**I MINA'TRENTAI UNU LIHESLATURAN GUÅHAN
2011 (FIRST) REGULAR SESSION**

2011 FEB 23 AM 9:33
Man

Bill No. 94-31 (cov)

Introduced By:

Sam Mabini, Ph.D. *SM*
Judith T. Won Pat, EdD *JTW*
A.A. Yamashita, Ph.D. *AY*

**AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17
GUAM CODE RELATIVE TO REQUIRING THE
DEPARTMENT OF EDUCATION TO ADMINISTER A
CAREER INTEREST INVENTORY TO MIDDLE AND
HIGH SCHOOL STUDENTS.**

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

2 **Section 1. Legislative Findings.** *I Liheslaturan Guahån* finds a lack of an
3 authentic K-16 career pathway "system" on Guam, supported also by findings in a
4 report by Guam Community College, *Establishing Guam's CTE Career Pathway*
5 *System* (Fall 2010). To better prepare students for post-secondary direction, the
6 Guam Department of Education (DOE) is advised to conduct an "in-depth
7 assessment of (students') initial career-related skills and interests."

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

13 *I Liheslatura* finds that Guam Community College (GCC) is the State
14 Education Agency (SEA) and the Local Education Agency (LEA) under the Carl
15 Perkins Vocational and Technical Education Act 1998. This act outlines the

1 provision for GCC to administer both secondary and post-secondary Career
2 Technical Education (CTE) programs.

3 *I Liheslatura* finds that a Memorandum of Agreement (MOA) is maintained
4 between GCC and DOE as the foundation to prepare career and technical
5 education students, including students from the federal definition of special
6 populations, to graduate from secondary schools with a regular high school
7 diploma. The MOA ensures continuous delivery of GCC's career and technical
8 education programs at the secondary level. It also purposely acknowledges that the
9 "Guam Education Board through DOE is required to prepare high school graduates
10 to directly enter the Guam job market upon graduation by providing them with
11 classroom and laboratory programs to develop competency levels at the various
12 skills and that will develop occupational skills, both current and projected, at the
13 job entry level to meet the demands of Guam's social and economic growth,
14 (Public Law 17 GCA, §4114.1)" and (Public Law 21-132 and GEPB Policy
15 Number 351.4)[Appendices 10 and 11]. The MOA clearly describes the
16 responsibilities of GCC and GDOE to academically and technically prepare career
17 and technical education students, including special populations, for opportunities in
18 postsecondary education or entry into high-skill, high-wage, or high-demand
19 careers in current or emerging occupations.

20 *I Liheslatura* finds that in October 2008, GCC has implemented a College
21 Access Challenge Grant Program (CACGP) for DOE middle and high school
22 students for the purpose of providing information and services to increase access to
23 postsecondary education for underserved populations. Eight middle schools, five
24 high schools and one alternative high school are offered these services. The college
25 access program is designed to help students and their families to learn about,
26 prepare for, and finance postsecondary education. This program also offers
27 students the opportunity to assess their career interests utilizing computer software

1 such as *Bridges* or *Choices*. These are offered at the schools, colleges and other
2 locations such as the Agency for Human Resource Development. However, student
3 participation in career interest inventories is optional, and has been minimal
4 considering the total number of middle and high school students on island. To date,
5 a small percentage of the approximate nine-hundred student participants or 5.3% of
6 total DOE middle and high school students have taken a career interest inventory.

7 *I Liheslatura* finds that according to a 2002 national study, more than half of
8 high school students share that there are limited resources, services and assistance
9 in advisement on career options or options to further their education. This situation
10 is exacerbated by the national average of 479 to 1 student-to-counselor ratio, with
11 Guam falling in a similar range. The recommended ratio is 250 to 1. Without some
12 insights on their career interests, students become discouraged, drop out of high
13 school, or lose their way between high school, postsecondary education and the
14 workforce. Students then make career decisions based on inaccurate or incomplete
15 information.

16 *I Liheslatura* finds that career explorations set the foundation toward
17 individual student success, developing informed and prepared citizens to meet
18 local and national economic and workforce needs. Students gain a sense of
19 understanding, direction and purpose of their education as it relates to career goals.
20 Students develop self-assurance, self-advocacy skills and awareness. Career
21 interest inventories empower students to be more self-driven to attain their future
22 goals.

23 *I Liheslatura* finds a need to help DOE students acquire control and
24 understanding of their education and direction through career interest inventories,
25 while in middle school and in high school.

26 *I Liheslatura* finds that the data collected from the career interest inventory
27 will provide valuable data to DOE, GCC, University of Guam (UOG), other

1 training entities and labor officials. Collected information will guide them in their
2 respective plans and the delivery of education and training initiatives.

3 **Section 2.** A new section §3222 is *added* to Chapter 3 Title 17 GCA and is to
4 read as follows:

5 **“§3222. Career Interest Inventory.**

6 The Department of Education shall administer a career interest inventory
7 annually to middle school students upon enrollment to seventh (7th) or eighth (8th)
8 grade and to high school students upon enrollment in ninth (9th) or tenth (10th)
9 grade, beginning School Year 2012-2013.

10 (a) Development and Implementation. The Superintendent or his/her
11 designee shall consult with the Guam Board of Control for Career and
12 Technical Education and the President of the University of Guam (UOG)
13 or his/her designee to identify and recommend the following:

- 14 (1) The appropriate career interest inventory tool;
15 (2) Funding support and resources to support the implementation of the
16 career interest inventory;
17 (3) The process, rules and timeline to conduct the career interest
18 inventory; *and*
19 (4) The inventory reports to be generated, their purpose and rules for use
20 by students, parents, educators, DOE counselors, DOE administrators
21 and Department of Labor officials.

22 The career interest inventory tools and procedures shall be approved by the
23 DOE Superintendant.

24 (b) Oversight Committee. An oversight committee, The Career Interest
25 Inventory Committee, shall be formed to review the development,
26 implementation, and the dissemination of data. The oversight committee
27 shall be comprised of the following: the Superintendent or his/her designee

1 as committee chair, school program consultant of DOE, and liaisons from
2 GCC and UOG.

3 (c) Subcommittees. Public middle and high schools shall have a designated
4 committee to execute the career interest inventories and will report to the oversight
5 committee. The school principal will designate the following individuals for the
6 committee: A designated liaison, a Career Technical Education (CTE) and DOE
7 counselor, and a teacher certified in CTE within the designated grade level of
8 assessment.

9 (d) Results and Data. DOE shall collaborate with GCC and UOG to identify
10 supplemental data that can be collected during career interest assessments for the
11 planning and development use of education officials and Department of Labor
12 officials.

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

16 (a) The cluster of career concentrations;

17 (b) A list of job options per cluster; *and*

18 (c) Summary of why these careers will suit the student's interest.

19 (d) Guidance and counseling on education and training
20 opportunities related to students' career interest inventory.

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

I MINA'TRENTAI UNU LIHESLATURAN GUÅHAN
2011 (FIRST) REGULAR SESSION

Bill No. 94-31 (COR)

Introduced By:
As Substituted by the Committee
on Education and Public Libraries

Sam Mabini, Ph.D.
Judith T. Won Pat, Ed.D
A.A. Yamashita, Ph.D.

**AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17
GUAM CODE RELATIVE TO REQUIRING THE
DEPARTMENT OF EDUCATION TO ADMINISTER A
CAREER INTEREST INVENTORY PILOT PROGRAM
TO MIDDLE AND HIGH SCHOOL STUDENTS.**

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

2 **Section 1. Legislative Findings.** *I Liheslaturan Guahån* finds a lack of an
3 authentic K-16 career pathway "system" on Guam, supported also by findings in a
4 report by Guam Community College, *Establishing Guam's CTE Career Pathway*
5 *System* (Fall 2010). To better prepare students for post-secondary direction, the
6 Guam Department of Education (DOE) is advised to conduct an "in-depth
7 assessment of (students') initial career-related skills and interests."

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9 interest inventories to guide students in their transition between secondary and
10 post-secondary education. "Such assessments also help educators and employers
11 better match relevant skills to real job opportunities and areas of immediate
12 workforce needs"(Transition Subcommittee on Education, February 2011).

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15 Perkins Vocational and Technical Education Act 1998. This act outlines the

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4 between GCC and DOE as the foundation to prepare career and technical
5 education students, including students from the federal definition of special
6 populations, to graduate from secondary schools with a regular high school
7 diploma. The MOA ensures continuous delivery of GCC’s career and technical
8 education programs at the secondary level. It also purposely acknowledges that the
9 “Guam Education Board through DOE is required to prepare high school graduates
10 to directly enter the Guam job market upon graduation by providing them with
11 classroom and laboratory programs to develop competency levels at the various
12 skills and that will develop occupational skills, both current and projected, at the
13 job entry level to meet the demands of Guam’s social and economic growth,
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17 and technical education students, including special populations, for opportunities in
18 postsecondary education or entry into high-skill, high-wage, or high-demand
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21 Access Challenge Grant Program (CACGP) for DOE middle and high school
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23 postsecondary education for underserved populations. Eight middle schools, five
24 high schools and one alternative high school are offered these services. The college
25 access program is designed to help students and their families to learn about,
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5 a small percentage of the approximate nine-hundred student participants or 5.3% of
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8 high school students share that there are limited resources, services and assistance
9 in advisement on career options or options to further their education. This situation
10 is exacerbated by the national average of 479 to 1 student-to-counselor ratio, with
11 Guam falling in a similar range. The recommended ratio is 250 to 1. Without some
12 insights on their career interests, students become discouraged, drop out of high
13 school, or lose their way between high school, postsecondary education and the
14 workforce. Students then make career decisions based on inaccurate or incomplete
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19 understanding, direction and purpose of their education as it relates to career goals.
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27 will provide valuable data to DOE, GCC, University of Guam (UOG), other

1 training entities and labor officials. Collected information will guide them in their
2 respective plans and the delivery of education and training initiatives.

3 **Section 2.** A new section §3222 is *added* to Chapter 3 Title 17 GCA and is to
4 read as follows:

5 **“§3222. Career Interest Inventory.**

6 (a) The Department of Education (DOE) shall ~~administer~~ establish a career
7 interest inventory ~~annually to pilot program beginning the School Year 2012-2013~~
8 for public middle school students upon enrollment to seventh (7th) or eighth (8th)
9 grade and to public high school students upon enrollment in ninth (9th) or tenth
10 (10th) grade, ~~beginning School Year 2012-2013.~~ By November 1, 2011, the
11 Superintendent of Education (Superintendent) shall select one (1) public high
12 school to participate in the pilot program which shall include all the public middle
13 schools that feeds into the public high school. The Superintendent shall submit
14 quarterly reports to the Board of Education (Board) regarding the progress of the
15 pilot program and by January 9, 2015 a final report, detailing the Superintendent’s
16 recommendations on whether the pilot program should be continued, expanded, or
17 terminated, subject to review and approval of the Board.

18 (a) (b) Development and Implementation. The first meeting shall convene no
19 later than November 14, 2011. The Superintendent or his/her designee
20 shall consult with the President of the Guam Board of Control for Career
21 and Technical Education Community College or his/her designee and the
22 President of the University of Guam (UOG) or his/her designee to
23 identify and recommend the following:

- 24 (1) The appropriate career interest inventory tool to be utilized;
25 (2) Funding ~~support~~ and resources required to support the implementation
26 of the career interest inventory;

1 (3) The ~~process~~ procedures, rules and timeline to conduct the career
2 interest inventory; ~~and~~

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

6 (5) The necessity for DOE to enter into a Memorandum of Agreement
7 with other parties to implement the career interest inventory.

8 (c) The career interest inventory tools and procedures described in
9 subsection (b) of this section shall be approved by the ~~DOE~~-Superintendent.

10 ~~(b) (d) Oversight Committee. An oversight committee, The A Career Interest~~
11 ~~Inventory Committee, shall be formed~~ established to review the
12 development, implementation, and the dissemination of the data from the
13 Career Interest Inventory. The ~~oversight~~ committee shall be comprised of
14 the following members: the Superintendent or his/her designee as committee
15 chair, school program consultant of DOE appointed by the Superintendent,
16 ~~and liaisons from GCC and UOG~~ President of GCC or his/her designee and
17 President of UOG or his/her designee.

18 ~~(e) (e) Subcommittees. The public middle and high schools participating in~~
19 ~~the program shall have~~ establish a ~~designated~~ committee to execute the career
20 interest inventories and ~~will~~ the committee shall report to the ~~oversight~~ Career
21 Interest Inventory committee. ~~The school principal will designate shall appoint the~~
22 ~~following individuals for to the committee: A designated liaison, a Career~~
23 ~~Technical Education (CTE) and DOE counselor, and a teacher certified in CTE~~
24 ~~within the designated grade level of assessment. The school principal shall appoint~~
25 the following individuals to the committee: a designative representative, a Career
26 Technical Education Counselor or a DOE Counselor who is familiar with Career

1 Technical Education (CTE), a certified teacher, preferably one who is certified in
2 CTE or who is familiar with CTE.

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

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

10 (a) The cluster of career concentrations;

11 (b) A list of job options per cluster; ~~and~~

12 (c) A summary ~~of~~ explaining why these careers will suit the
13 student's interest. ~~and~~

14 (d) Guidance and counseling on education and training
15 opportunities related to students' career interest inventory.

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

COMMITTEE ON EDUCATION & PUBLIC LIBRARIES

SIGN-IN SHEET

PUBLIC HEARING

March 17, 2011, 2:00 p.m.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.T. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

NAME	AGENCY OR ORGANIZATION (IF ANY)	SUPPORT? OPPOSE?	WRITTEN TESTIMONY	ORAL TESTIMONY	CONTACT NUMBER	EMAIL ADDRESS
<i>Dr. Ray Simernd</i>	<i>BCC</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>735-5700</i>	<i>rsimernd@guamnet.gu</i>
<i>Barry Mead</i>	<i>GCC</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>735-5829</i>	
<i>Karen Soblon</i>	<i>GCC</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>735-5581</i>	

COMMITTEE ON EDUCATION & PUBLIC LIBRARIES

SIGN-IN SHEET

PUBLIC HEARING

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NAME	AGENCY OR ORGANIZATION (IF ANY)	SUPPORT? OPPOSE?	WRITTEN TESTIMONY	ORAL TESTIMONY	CONTACT NUMBER	EMAIL ADDRESS
Karen M.S. Sablan	personal	oppose		X	735-5581	Karen.Sablan@guam.gu
Dr. Amy Saweryn	GCC		✓	✓	735-5700	revere@samson



GUAM COMMUNITY COLLEGE

Kulehon Kumunidat Guahan

Accredited by the
Western Association of
Schools and Colleges

MAR 17 2011

Speaker Judith T. Won Pat, Ed.D.
Chairperson
Committee on Education and Public Libraries
31st Guam Legislature
155 Hesler Place, Ste. 201
Hagatna, GU 96910,

Honorable Speaker Won Pat and Education Committee members,

Thank you for the opportunity to provide feedback on Bill No. 94-31, **An Act To Add Section 3222 to Chapter 3 of Title 17 Guam Code Relative to Requiring the Department of Education to Administer a Career Interest Inventory to Middle and High School Students.** This bill is very well intentioned, and Guam Community College is extremely gratified that Sen. Mabini referenced our October 2010 report, *Establishing Guam's CTE Career Pathway System*, in the bill.

I would like to preface this testimony by saying that while GCC acknowledges the auspicious and innovative purpose of Bill 94-31, we also strongly urge lawmakers to take note of the challenges it will create in our already overburdened public educational system, as this testimony will attempt to document.

At the outset, I must note that a career interest inventory is a very specific, scientifically formulated tool that is one of many tools used by trained counselors during comprehensive career counseling sessions. Proper "interpretation" and use of the results of a career interest inventory requires training in advanced counseling theory, assessment and appraisal, and career development theory.

The bill suggests that the "data collected from the career interest inventory" will provide valuable data to training entities and labor officials, as the collected information will serve to guide them in planning the delivery of education and training initiatives. Admittedly, the results of career interest inventories can indeed provide some useful insights into the development of curriculum. The reality however points to the emerging needs of the community and growing industries on Guam that ultimately drive curriculum planning, development and revision at the college. Through our advisory committee structure, we currently seek advice and input from our industry partners and use valuable data gathered through community surveys to guide us in meeting the needs of the industry and the future workforce. Good examples would be our newest programs in Surveying Technology and Medium/Heavy Truck Diesel Technology, as well as our Criminal Justice concentrations in Forensic Lab Technician and Forensic Computer Examiner. A

separate, lengthy process regarding substantive change as required by our accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC) demands tedious requirements showing adequate support in fiscal, facilities and human resources for all newly-developed programs before the Commission gives its final approval for new curriculum to be offered at the College.

Another concern is that too much focus on CTE through a school-wide career interest inventory implementation could detract attention from the more pressing need for improvements in math, science, English, and self-efficacy (students' beliefs about their capabilities to succeed). More public school students on Guam need to believe that they can succeed. The GCC report, *Establishing Guam's CTE Career Pathway System*, strongly recommends that, and I quote, "In order for students to receive the secondary background necessary for CTE success, regardless of whether they pursue postsecondary studies or enter the work force, ALL should be required to complete FOUR years of secondary study in mathematics, as well as FOUR years in English. A rethinking of the current career/college path system is strongly suggested, because all students need to have the same educational foundation and depth of knowledge to succeed in CTE-related occupations" (*Establishing Guam's CTE Career Pathway System*, 21). Existing PL 21-132 mandates two general curricula for students of Guam public high schools: job entry level, and college entry. This law is addressed in GDOE Board Policy 351.4, by way of career prep credits or college prep credits. The career path currently requires only three (3) years of math credits and (3) years of English credits. Again, I quote from the CTE Career Pathway System Report: "The career path requirements are perceived to be less rigorous than the college path and may give the wrong message: that CTE is only for those who are academically challenged students" (21).

Additionally, Bill 94-31 makes reference to the GCC College Access Challenge Grant Program (CACGP). CACGP is a federal grant program now entering its fourth year. While CACGP does offer students enrolled in the program the opportunity to assess career interests using the computer software "Choices," we must remember that CACGP is a federal grant, and hence, the college will continue to pursue this funding in the future, if applicable. The selection of an appropriate tool such as "Choices," or "Bridges" – another program that the bill mentions – requires stable funding, for purposes of sustainability beyond the life of the grant.

Another key issue we need to bring up is which career assessment instrument to use in our schools. If we mandate the implementation of career interest inventories, we need to ensure that there is alignment in the career assessment software used by GCC, GDOE and UOG. Subsection 3222 (a) of the bill mentions consultation with the Guam Board of Control for Career and Technical Education (the old name for our Board of Trustees) and the President of the University of Guam or a designee to recommend the appropriate career interest inventory tool. We believe that those counselors at GCC, UOG, and GDOE who are trained in the use of, and familiar with, the various career interest inventory software would be in a better position to recommend the appropriate types of software for use in our public middle and high schools and the administrative requirements that would be needed to put such software to appropriate and relevant use. GCC has been assessing high school student interests, skills and values via the "Choices" program for over ten years now. I believe we began using it in 1998 or 1999. The Choices program is based on Holland codes, as directed by federal government standards. The "Choices" assessment tool allows students to continually access the data they generate even after

they graduate from high school and enroll at GCC. This mechanism whereby students can view and continually update their CTE materials is very important. I gather that GDOE has only recently implemented Kuder, another career assessment software. At a Kuder web seminar attended by our CTE counselors last semester, they were not convinced however that students could take or update their results when moving from high school to college, which our counselors see as a key limitation.

In the final analysis, if schools will now provide career interest inventory to the entire high school population, it will take time and resources to implement this process. Since both Choices and Kuder are computer-based assessment tools, computer availability and the reliability of Internet, are two more items to be taken into account should this initiative be mandated. This is not to say there aren't paper and pencil options, but there are concerns with that method as well.

Bill 94-31 notes that Guam's current student-to-counselor ratio is somewhere near the national average of 479 to 1, while the recommended ratio is 250 to 1. GCC does employ its own career counselors in each of the five public high schools to guide the 2,268 students enrolled in our 10 CTE programs in the schools, pushing us toward the national average with a ratio of 453 to 1. We express concern that this bill may further burden both our GCC CTE counselors as well as the GDOE counselors in the administration, interpretation, and analysis of data from career interest inventories. Clearly, both the GCC CTE and GDOE counseling staff need to be increased if such a career interest inventory were to be mandated. Again, this would be dictated by the availability of critical fiscal resources.

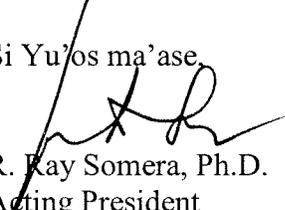
Public Law 14-77 designates Guam Community College as the state agency for Career and Technical Education on the island, and hence, a CTE State Plan guides our activities insofar as CTE grant priorities are concerned. GCC's CTE programs are situated at each of the five public high schools and all are supported by a CTE counselor. The bill in its current form legislates the participation of CTE counselors and CTE faculty to be members of the Career Interest Inventory Committee. Because of its implication on counselors' workload assignments, this specific verbiage in the proposed legislation somewhat departs from our Board and Faculty Union Agreement at the College, which has specific provisions in the areas of counselor workloads and assignments.

Also, Madam Speaker, please realize that while the federal government does advocate this type of assessment for all students beginning in middle school, and we believe that such a mandate would be one useful tool to get students to at least think about career interests, career assessment software and the personnel and administrative requirements that would be needed to implement it cost money. The bill proposes that the funding resources to support its implementation would be identified later, but it is critical that funding would have to be identified first so that collaborative efforts among GDOE, GCC and UOG can gain a foothold and then momentum. As I have documented in this testimony, a lot of work still needs to be done to sort out the pre-implementation aspects.

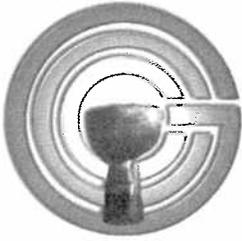
As you can see, Madam Speaker, while we acknowledge the favorable and forward-looking intent of Bill 94-31, we also strongly urge lawmakers to take note of the challenges it will create in our already overtaxed public school system, in which GCC has a critical CTE role. We urge

senators to address the challenges discussed in this testimony, and to consider the mechanisms that are already in place in the State Agency CTE plan and Guam's public school system for career assessment, when revising this critical and useful piece of legislation.

Si Yu'os ma'ase



R. Kay Somera, Ph.D.
Acting President
Guam Community College



GUAM CHAMBER OF COMMERCE
PARTNERS IN PROGRESS

March 22, 2011

THE HONORABLE JUDITH T. WON PAT, Ed.D.
Speaker, I Mina'trentai Unu Na Liheslaturan Guåhan
Chairperson, Committee on Education and Public Libraries
Suite 201, 155 Hesler Place
Hagåtña, Guam 96910

Office of the Speaker
Judith T. Won Pat, Ed.D.
Date: 3/23/11
Time: 3:45 PM
Received by: 

RE: BILL NO. 94-31(COR) – “Requiring the Department of Education to administer a career interest inventory to middle and high school students ”

Dear Speaker Won Pat,

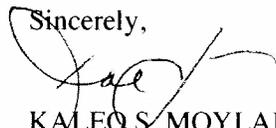
On behalf of the Guam Chamber of Commerce and the more than 400 local businesses we represent, we wish to express our support for Bill 94-31, which proposes to develop, plan and administer career interest inventories for middle and high school students.

The Chamber strongly advocates the critical role that a skilled, globally competitive workforce plays in the long-term growth and sustainability of our economy. The passage of Bill 94-31 is a great step forward in insuring a steady pool of ‘workforce ready’ citizens to meet the diverse needs of our ever-changing workplace.

More importantly, we believe that supporting programs that start in the classroom, as proposed by Bill 94-31, presents the best opportunity to identify specific skill sets early on for more effective career matching as our students enter the job market. We encourage the Committee to insure that funding to implement the annual assessment is ready and available each year as we have seen programs such as this fail due to lack of monetary resources.

We thank you very much for allowing us to present the Chamber’s perspective and comments relative to the proposed legislation. We applaud the authors’ efforts and look forward to working in conjunction with our legislative partners, the Guam Community College and the University of Guam in moving the initiative forward to provide our students with the opportunity to realize their career goals and to be contributing members of our community.

Sincerely,



KALEOS. MOYLAN
Chairman of the Board



DAVID P. LEDDY
President



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

www.gdoe.net

P.O. Box D.E., Hagatña, Guam 96932

Telephone: (671)475-0457 or 300-1547/1536 • Fax: (671)472-5003

Email: nbunderwood@gdoe.net



Nerissa Bretania Underwood, Ph.D.
Superintendent of Education

March 24, 2011

The Honorable Sam Mabini, Ph.D.
The Honorable A.A. Yamashita, Ph.D.
I Mi'na Trentai Unu Na Liheslaturan Guahan
155 Hesler Place
Hagatna, Guam 96932

Testimony on Bill No. 94-31, Relative to Requiring the Department of Education to Administer a Career Interest Inventory to Middle and High School Students

Buenas yan Háfa Adai Senators,

Thank you for the opportunity to provide testimony on Bill No. 94-31, "An Act to Amend § 3222 to Chapter 3, Title 17 GCA, Relative to Requiring the Department of Education to Administer a Career Interest Inventory to Middle and High School Students." In general, the Department of Education (DOE) supports the intent of Bill No. 94-31 as it strengthens the department's mission to prepare students for post secondary goals and career development. However, there are considerations and recommendations made by school administrators and school guidance counselors with challenges that may arise in the implementation of the proposed legislation.

Administrators from the middle and high schools are concerned with the intent of the Bill. Is it to provide information to the Department of Labor and what does it hope to accomplish? Is it to get assistance from the Guam Community College and/or the University of Guam to develop curricular programs to support student career interests? Notwithstanding the responses to these questions, the following are challenges that are anticipated:

1. **Funding:** Funding is needed to procure the inventory instrument (paper and pencil or electronic versions), training, purchase of life-long ownership, data collection and analysis, supplies, materials, equipment, and the infrastructure to support the inventory administration.
2. **Planning and Scheduling:** Planning and scheduling of training is of utmost importance for the accurate administration and interpretation of inventory results. Students will also need to be oriented to the administration of the instrument.

Subject: Testimony in Support for Bill No. 94-31
March 24, 2011
Page 2 of 2

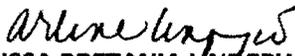
3. Resources: In addition to the necessary manpower resources to administer and monitor the inventory, there is also concern for allocating time, money, materials and staff. Follow-through needs to be planned and scheduled so that there is consistency and standardization for the inventory administration and data collection. The funding is needed to purchase any other additional materials and equipment to support the electronic versions of the inventory.

4. Curricular Implications: Based on the data collected, curriculum or curricular requirements at DOE, GCC, and UOG should support the career interests of the students, i.e. Educators Academy, Pre-Engineering Academy, and other career preparatory programs.

School administrators are aware of the need to administer the career interest inventory to assess student interest in preparation for planning and developing post secondary goals. Although, some schools have administered inventories, there is no consistency due to lack of funding to support the continued administration. This Bill will help to provide the means for students to be able to identify their career interests and prepare more effectively for their future.

Again, thank you for the opportunity to provide testimony in support of Bill No. 94-31 and to extend our agreement for the need of career interest inventories in the middle and high schools.

Senseramente,


NERISSA BRETANIA UNDERWOOD, Ph.D.
for

Cc: Speaker, 31st Guam Legislature

Karen Marie Santos Sablan, M.H.R.
P.O. Box 3304
Hagatna, Guam 96932
E-mail: karen.sablan@guamcc.edu
Telephone: 671-735-5581

Speaker Judith T. Won Pat, Ed. D.
Chairperson, Committee on Education
and Public Libraries
Mina'trentai Unu Na Liheslaturan Guahan
155 Hesler Plaza
Hagatna, Guam 96910

Subject: Testimonial on Bill 94-31(COR): "An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students."

Hafa Adai Speaker Won Pat and Honorable Senators:

My name is Karen Marie Santos Sablan and I am submitting this testimony on Bill 94-31 (COR) on my personal behalf. My submission and comments are offered for consideration based on: 1) my experience as a career counselor for nearly 17 years at the Guam Community College working with high school, adult high school, traditional age college, and adult student learners; and 2) nearly 19 years as a negotiator and officer of the Union, collectively, having negotiated four Board/Union Agreements (aka contracts) for the full-time faculty members employed by Guam Community College; faculty members (both instructional and non-instructional) who have worked and/or are working in the secondary and postsecondary sites. This group of faculty members also includes the counselors working at the Guam Department of Education's five (5) public high schools often referred to as the career and technical education (CTE) counselors.

I recognize Bill 94-31 (COR), an act addressing the requirement of the Department of Education to administer a career interest inventory to middle and high school as having a good intention to improve the success of our island's public school students so that they may develop greater awareness of their interests, through the discussions of the results obtained from a career interest inventory administered to them during their middle and/or high school years. The career interest inventory phase/stage—one of many self-assessment options for students to gain self-information to make better career decisions—is **only one element in a comprehensive career development process**. So, I note here that the administration of a career interest inventory and the information gained from this administration does not necessarily point a student to any one particular job, although it may help the student, in combination with other processes within the comprehensive career development process, identify possible areas or fields of interest in which the student can begin researching and investigating.

For this and other reasons, I have come before the Committee to testify on Bill 94-31(COR). There are more reasons that can be addressed as it relates to the career development process, which is addressed in a testimony submitted by a colleague and lead counselor, Associate Professor Anthony Roberto, in the area of career development at the Guam Community College. I have read his testimony and I am in support of the contents of his concerns as they relate to the task of addressing the students' preparation for transition to the workforce and/or higher education and the challenges connected the mandates in this Bill 94-31(COR).

Another of area of focus I would like to bring to the Committee's attention is *Section 2*.

§3222.(c).Subcommittees:

The language in this Bill 94-31(COR) states that "... a Career Technical Education (CTE) and DOE counselor, and a teacher certified in CTE within the designated grade level of assessment" will be the individuals designated by the school principal for this subcommittee. In reading this section, a concern that comes to mind is who these individuals are collectively. Some of the questions that come to mind are: 1) are they currently employed employees; 2) are they additional employees to be funded by the Guam Department of Education; 3) are they employees funded by Fund 1; 4) are they employees funded by some other federal grant source, such as the employees of the Guam Community College's College Access Challenge Grant Program (CACGP); 5) are they currently unfunded positions yet to be created should more middle and/or high schools be built; and 6) are the CTE counselors referred to the counselors hired by the Guam Community College who are assigned to work at the five Guam Department of Education high schools? I focus on this area specifically because it brings to light my concerns associated with Bill 94-31(COR) should it be passed and become a mandate.

The foremost concern I present, associated with this section addressing the subcommittees, is my belief that the use of the language "designate" in this Bill, borders on delving into the rights and responsibilities afforded the Guam Community College Faculty Union, Local 6476 AFT/AFL-CIO—the Union recognized by the Guam Community College Board of Trustees as the exclusive representative for academic personnel inclusive of all full-time permanent non-instructional counselors hired by the Guam Community College to perform

the job specifications outlined in Appendix A of the 2010-2016 Agreement for Faculty between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Board of Trustees Guam Community College. A recognition that is in conformity with Title 4 GCA Public Officers and Employees, Ch. 10 Public-Employee-Management Relations Act (PEMRA).

Extending on the above concern, *Section 2. §3222.(c). Subcommittees*, addresses the designation of the make-up of the committee; but then the language of *Section 2. §3222.(d). Results and Data* refers to the collaboration between the Department of Education, the Guam Community College, and the University of Guam to obtain a data “to determine curriculum improvements for each interest.” Again, who are these individuals that will take on these responsibilities and if at all, how will the mandate (if passed into law) translate to actual job responsibilities of employees at all agencies, including any faculty member (instructional or non-instructional) employed by the Guam Community College.

As a career counselor, I support the concept of beginning discussions and taking steps to address improving the services our students receive to help them improve on how they enhance gaining knowledge of their self-awareness and to enhance how they make decisions towards identifying their career(s). However, I recommend a more comprehensive review and discussions; to include Guam’s experts and leaders in career development, take place before the implementation of any mandate. A question I frequently like to ask is: “Is what we plan to do and how we plan to accomplish things workable for the environment and the people for which it affects—in this case—the students and the employees of all three educational institutions (Guam Department of Education, Guam Community College, and the University of Guam)?”

As a person involved as a negotiator and union officer of the Guam Community College Local 6476 AFT/AFL-CIO, I cannot support Bill 94-31(COR) as written in its current language, especially as it relates to what I believe can be interpreted as mandating job responsibilities of employees. This is an even greater concern because I along with others are currently involved in negotiating the job specifications of our faculty members, especially the non-instructional faculty members, inclusive of the career counselors assigned to the five Guam Department of Education high schools.

I respectfully submit this testimony on March 17, 2011. Si Yu'os Ma'ase.

April 8, 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, I am writing to offer my support for Bill 94-31 (COR), which seeks to mandate the utilization of career inventory assessment in the Guam Department of Education. As a workforce development professional, I can assure you that this is a crucial step in the development of our “emerging workforce”, which is the term used to describe the transition of our secondary students into the world of work.

The acquisition of skill sets which lend themselves to the 21st century work environment is a progressive task. I believe that the earlier the student and parent can be exposed to the various career options available, the earlier they can make decisions on how best to begin their journey towards achieving those skills. I have worked with several different youth programs through my affiliation with the Workforce Investment Act (WIA), and the difference in working with those school-age youth who had a career pathway versus those who did not was astonishing. Those who had a clear vision of where they wanted to go were the ones who set goals, abstained from activities which could derail those goals, and who generally made better choices.

The ability to fund such a change, as well as the other logistical considerations necessary to implement this would of course need to be determined. Having said that however, I think it is something which should be discussed and if at all feasible, put into play as soon as possible. Thank you for your time and consideration.

Sincerely,

Victor Rodgers

Testimonial

Date: March 16, 2011

Hafa Adai Senator,

The proposal to administer interest inventories to middle and high school students is laudable. The intent, as articulated in the Act will enable students to make “informed career decisions” regarding their interest and its compatibility with occupations, thus setting the foundation to student success. This is just one attribute of the self-awareness component that comprises several components of a comprehensive career development process. It is not a one-time activity. This initial career intervention is the first step in the “journey of a thousand miles.” The task ahead will be challenging and difficult, but possible.

I'd like to take you back in time not so long ago when Guam Community College was administering a federally funded program called Guam Career Resource Network (Guam CRN). One of the goals in this grant was to train faculty in the High schools and middle schools a career information delivery system (CIDS) called CHOICES. Bridges is the company that holds the license to CHOICES. This system has many functions and programs - including an interest inventory. This training was on-going for several years with faculty who participated voluntarily. It was hoped that they would utilize their knowledge of CHOICES in their respective fields.

Through inquiries with faculty at their respective sites, it was found that many schools have a comprehensive guidance program but the emphasis is not on career interventions. This is noted at both the middle and high schools. There is definitely capable faculty but inconsistencies among schools with regard to career intervention strategies. Accountability data retrieved from CHOICES by CRN counselors indicate it being administered. How faculty processed this information with students is not known.

The interest inventory component of CHOICES was primarily the first task recommended to faculty to begin career exploration with students. So this proposed act of administering an interest inventory has been tried before.

What is of great concern is the development and implementation. Bear with me as I elaborate on several issues.

The plan is that an interest inventory is to be administered to students to gather information related to person – environment match; basically matching interest with compatible occupations. Great first step! Now what? To be effective, those who have career counseling background would need to be involved in the process. The counseling department usually is

accountable for this, but not always. This act will impact counselors and others identified to carry out this mandate. They would be in a better position to answer this question- but will there be enough human resources to adequately perform this function? The ratio of student-to-counselor is already double the recommended ratio.

What is being done here with the interest inventory is gathering information to be aware. This would be one attribute of self awareness. The others are skills, aptitudes, personality, values, and etc. These are essential, along with interest. I could of substituted interest with personality and make that the basis of the bill. That however would be restricting knowledge of self-awareness information.

What interest inventory do we use to gather this self –awareness information? There are hundreds in the market! Do we use one that is a stand-alone such as the Self-Directed Search (SDS), or one that is part of a system such as CHOICES or Kuder. It is interesting to note that DOE purchased Kuder over a year ago. What makes this rather puzzling is that many DOE faculty were trained over several years with CHOICES through the Guam CRN. As of this time it is not clear if Kuder is being utilized. There needs to be a concerted effort to avoid gaps such as these.

A process has to be followed that is based on sound career development theory. Information alone could be effective, but not as effective if: information is coupled with career information systems, e.g., CHOICES or Kuder which is delivered through career processes such as career counseling/guidance or career education classes. This process will enable students to make, in career counseling talk “informed and considered career decisions.”

Using stand alone interest inventories would be a good first step. However, if you do not have a background in career counseling or related field, it would be challenging to conduct any form of career intervention related to the inventory.

A final note: the results of the assessment listed on page five, line sixteen, would lead to the recommendation that a career Information delivery system (CIDS) such as CHOICES or Kuder would be the better approach to achieving these results.

In order for this to succeed, an assessment of the system has to occur. Roles have to be defined and a model program of services identified. This will not happen overnight. The goal of introducing an interest inventory would be a first step in improving the career development needs of students.

To take a phrase from America's Career Resource Network (ACRN) "Investment in Career information and the processes that lead to informed and considered career decisions should be the first investments in national economic security and social well-being. Not only is the return on investment great, the cost to taxpayers is relatively small."

Sincerely,

Anthony Roberto, MEd., NCC

atuhung@gmail.com

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Bill 94

Tuesday, April 19, 2011 4:07 AM

From: "Barry Mead" <barry.mead@guamcc.edu>
To: "Judi wonpat" <speaker@judiwonpat.com>

Madame Speaker,

Just a short follow up to the Public Hearing on bill 94.

As the Department Chair of the Tourism Department at GCC I welcome this initiative as it will go a long way in helping us to identify students that are interested in the CTE course, and help us to make the right fit.

As the President of the GCC Faculty Union, I also welcome this legislation and know that the faculty of GCC fully support this measure.

I might suggest that the survey be conducted for 8th graders and that prior to the survey we have faculty that teach for GCC in our High School CTE programs visit the Middle Schools and make presentations. Then again conduct the survey with 9th graders to begin the placement process.

Should you need assistance or further input from me just know I am always here to assist in anyway I can.

Barry L. Mead, CFBE, CHE
Assistant Professor
Guam Community College Faculty Union
Local 6476 AFT
President
Office Phone: 671-735-5629
Fax: 671-734-1004

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**Bureau of Budget & Management Research
Fiscal Note of Bill No. 94-31 (COR)**

AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17 GUAM CODE RELATIVE TO REQUIRING THE DEPARTMENT OF EDUCATION TO ADMINISTER A CAREER INTEREST INVENTORY TO MIDDLE AND HIGH SCHOOL STUDENTS.

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	<u>21,845,797</u>
Total Department/Agency Appropriation(s) to date:	\$185,121,851

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

1. Does the bill contain "revenue generating" provisions? / / Yes /X/ No
 If Yes, see attachment
2. 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
3. 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
4. Will the enactment of this Bill require new physical facilities? / / Yes /X/ No
5. 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

JP 3/15/11

Analyst (s): Joe Certeza Date: 03/14/2011 Director: Benita Manglona Date: _____
Benita A. Manglona, Director

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

2011 MAR -8
MUR
PM 4:28

Senator
Rory J. Respicio
CHAIRPERSON
MAJORITY LEADER

Senator
Judith P. Guthertz
VICE CHAIRPERSON
ASST. MAJORITY LEADER

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Senator
Dennis G. Rodriguez, Jr.
ASST. MAJORITY WHIP

Senator
Thomas C. Ada

Senator
Adolpho B. Palacios, Sr.

Senator
vicente c. pangelinan

MINORITY
MEMBERS:

Senator
Aline A. Yamashita
ASST. MINORITY LEADER

Senator
Christopher M. Duenas

March 8, 2011

VIA FACSIMILE
(671) 472-2825

Ms. Benita Manglona
Director
Bureau of Budget & management Research
P.O. Box 2950
Hagåtña, Guam 96910

RE: Request for Fiscal Note -
Bill Nos. 90-31 (COR) through 103-31 (COR)

Hafa Adai Ms. Manglona:

Transmitted herewith is a listing of *I Mina'trentai Unu na Liheslaturan Guåhan's* most recently introduced bills. Pursuant to 2 GCA §9103, I respectfully request the preparation of fiscal notes for the referenced bills.

Si Yu'os ma'åse' for your attention to this matter.

Very Truly Yours,


Senator Rory Respicio

Attachments

Cc: Clerk of the Legislature

I Mina' Trentai Unu Na Liheslaturan Guåhan

Bill Log Sheet

February 28, 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? Vetted? Overridden? Public Law?
93-31 (COR)	J. T. Won Pat, Ed.D.	AN ACT TO AMEND § 3102.1 OF TITLE 17 GUAM CODE ANNOTATED, RELATIVE TO THE DUTIES OF THE GUAM EDUCATION BOARD.	2/28/11 9:24 a.m.	2/28/11		Committee on Education and Public Libraries.			
94-31 (COR)	Sam Mabini, Ph.D. Judith T. Won Pat, Ed.D A.A. Yamashita, Ph.D.	AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17 GUAM CODE RELATIVE TO REQUIRING THE DEPARTMENT OF EDUCATION TO ADMINISTER A CAREER INTEREST INVENTORY TO MIDDLE AND HIGH SCHOOL STUDENTS.	2/28/11 9:33 a.m.	2/28/11		Committee on Education and Public Libraries.			



COMMITTEE ON RULES

I Mina'trentai Unu na Liheslaturan Guåhan • The 31st Guam Legislature
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2011 FEB 28 PM 4: 54

Senator
Rory J. Respicio
CHAIRPERSON
MAJORITY LEADER

Senator
Judith P. Guthertz
VICE CHAIRPERSON
ASST. MAJORITY LEADER

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vicente c. pangelinan

MINORITY MEMBERS:

Senator
Aline A. Yamashita
ASST. MINORITY LEADER

Senator
Christopher M. Duenas

February 28, 2011

MEMORANDUM

To: Pat Santos
Clerk of the Legislature

Attorney Therese M. Terlaje
Legislative Legal Counsel

From: Vice Speaker Benjamin J.F. Cruz
Acting Chairperson, Committee on Rules

Subject: Referral of Bill Nos. 91-31 (COR) through 94-31 (COR)

As Acting Chairperson of the Committee on Rules, I am forwarding my referral of Bill No. 84-31 (COR).

Please ensure that the subject bills are referred, in my name, to the respective committees, as shown on the attachment. I also request that the same be forwarded to all Senators 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!

(3) Attachments

I Mina' Trentai Unu Na Liheslaturan Guahan
Bill Log Sheet
February 28, 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? Fa Vetoed? Override Public La
93-31 (COR)	J. T. Won Pat, Ed.D.	AN ACT TO AMEND § 3102.1 OF TITLE 17 GUAM CODE ANNOTATED, RELATIVE TO THE DUTIES OF THE GUAM EDUCATION BOARD.	2/28/11 9:24 a.m.	2/28/11		Committee on Education and Public Libraries.			
94-31 (COR)	Sam Mabini, Ph.D. Judith T. Won Pat, Ed.D A.A. Yamashita, Ph.D.	AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17 GUAM CODE RELATIVE TO REQUIRING THE DEPARTMENT OF EDUCATION TO ADMINISTER A CAREER INTEREST INVENTORY TO MIDDLE AND HIGH SCHOOL STUDENTS.	2/28/11 9:33 a.m.	2/28/11		Committee on Education and Public Libraries.			

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COE&L Public Hearing 3-17-11

Wednesday, March 9, 2011 3:29 PM

From: "Frank Torres" <fbtorres@judiwonpat.com>

To: "Yamashita Ph.D. Aime" <alme4families@gmail.com>, "Rodriguez Jr. Dennis" <dgrdriguez@gmail.com>, "Duenas Christopher" <duenasenator@gmail.com>, "Blas Frank" <frank.blasjr@gmail.com>, "Guthertz Judi" <judiguthertz@gmail.com>, "Ada Thomas" <office@senatorada.org>, "Respicio Rory" <roryforguam@gmail.com>, "Palacios Adolpho" <senabpalacios@gmail.com>, "Cruz BJ" <senadotbjcruz@gmail.com>, "Tajeron Mana" <senatormanaj@gmail.com>, "Sam Mabini" <senatorsam@senatormabini.com>, "Ada V. Anthony" <senatortonyada@guamlegislature.org>, "Panqelinan Vicente" <senbenp@guam.net>, "Barnes Tina" <tinamunabarnes@gmail.com>

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March 10, 2011

MEMORANDUM

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

The Committee on Education and Public Libraries has scheduled a public hearing for 2:00 p.m., Thursday, March 17, 2011 in the Public Hearing Room of the Guam Legislature Building on the following:

Bill No. 32-31 (COR) - A.A. Yamashita, Ph.D. / T.C. Ada / S. Mabini, Ph.D.

An act to amend §§3102.1 of Chapter 3 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 42-31 (COR) - J.F. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of Maga'lahaen Guahan's (Governor's) Cabinet.

Bill No. 93-31 (COR) - J.F. Won Pat, Ed.D.

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.F. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

Bill No. 100-31 (COR) - V.A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of 17GCA relative to encompassing internet safety in public education curricula.

Testimonies can be submitted in advance to the Office of Speaker Judith F. Won Pat, Ed.D. through email at ftorres@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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Frank B. Torres
Sr. Policy Analyst
Office of the Speaker
31st Guam Legislature

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First Notice

Broadcast Report

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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

March 8, 2011

MEMORANDUM

MEMORANDUM

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

COMMISSIONER

The Committee on Education and Public Libraries has scheduled a public hearing for 2:00 p.m. Thursday, March 17, 2011 in the Public Hearing Room of the Guam Legislature Building on the following:

COMMISSIONER

COMMISSIONER

VICE PRESIDENT

VICE PRESIDENT

BOARD MEMBER

BOARD MEMBER

LEGISLATIVE REPRESENTATIVE

LEGISLATIVE REPRESENTATIVE

LEGISLATIVE REPRESENTATIVE

HR No. 32-31 (COR) - A. A. Yamanaka, Ph.D. / T. C. Ada, S. Mahler, Ph.D.

An act to amend § 11021 of Chapter 1 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Librarian Board.

HR No. 42-31 (COR) - J.T. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

An act to repeal § 1123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of the Magellan (Garrison) (Governor's) Cabinet.

HR No. 43-31 (COR) - J.T. Won Pat, Ed.D.

An act to amend § 11021 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

HR No. 44-31 (COR) - Sam Mahler, Ph.D. / J.T. Won Pat, Ed.D. / A. A. Yamanaka, Ph.D.

An act to add § 1222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

HR No. 108-31 (COR) - V.A. Ada / R.J. Respicio / A. B. Pichardo, Sr.

An act to add a new § 1123 to Chapter 1 of Title 17 of the Guam Code Annotated relative to establishing internet safety in public education centers.

Testimony can be submitted in advance to the Office of Speaker Judith T. Won Pat, Ed.D. through email at judith.wonpat@legis.gov.gu or through the phone at 472-1180. 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. Ted Proctor at 472-1180. The email address is ted.proctor@legis.gov.gu.

OFFICE OF THE SPEAKER
JUDITH T. WON PAT, Ed.D.
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147	671 4773982	09:54:58 a.m. 03-10-2011	00:00:12	1-1	1	EC	HS	CP28800
147	671 4727663	09:54:58 a.m. 03-10-2011	00:00:12	1-1	1	EC	HS	CP28800
147	671 4776411	09:54:58 a.m. 03-10-2011	00:00:26	1-1	1	EC	HS	CP28800
147	6482007	09:54:58 a.m. 03-10-2011	00:00:14	1-1	1	EC	HS	CP14400
147	671 9224614	09:54:58 a.m. 03-10-2011	00:00:11	1-1	1	EC	HS	CP28800
147	+671 4773079	09:54:58 a.m. 03-10-2011	00:00:26	1-1	1	EC	HS	CP31200

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Abbreviations:

HS: Host send
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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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COE&PL Public Hearing 3-17-11

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March 15, 2011

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, March 17, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

Bill No. 32-31 (COR) - A.A. Yamashita, Ph.D. / F.C. Ada / S. Mabini, Ph.D.

An act to amend §§3102.1 of Chapter 3 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 42-31 (COR) - J.F. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of I Maga'lahaen Guahan's (Governor's) Cabinet.

Bill No. 93-31 (COR) - J.F. Won Pat, Ed.D.

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.F. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

Bill No. 100-31 (COR) - V. A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of 17GCA relative to encompassing internet safety in public education curricula.

The public hearing held by the Committee on Education and Public Libraries on Friday, March 11, 2011 at 5:00 p.m. will reconvene on Thursday, March 17, 2011 at 4:00 p.m. to hear the following legislative bills:

Bill No. 87-31 (LS) - J.F. Won Pat, Ed.D. / T.R. Muna-Barnes / C.M. Duenas / F.F. Blas, Jr. / B.J.F. Cruz

An act to amend §9107 Title 17 of the Guam Code Annotated, relative to requiring sufficient classrooms for Chamorro language and culture courses in every public school.

Bill No. 95-31 (COR) - M.S. Taijeron

An act to amend §8103(A), Chapter 8, Title 17 of the Guam Code Annotated relative to expanding the Chamorro Language and Culture curriculum in public Schools.

Bill No. 98-31 (COR) - J.F. Won Pat, Ed.D. / T.R. Muna-Barnes / C.M. Duenas / F.F. Blas, Jr. / B.J.F. Cruz

An act to amend §151311, add a new §151311.I and delete §15307(C), all of Chapter 15, Article 13 of Title 17 Guam Code Annotated relative to the awarding of the Dr. Antonio C. Yamashita Teacher Corps Scholarship to Chamorro language and culture studies at the University of Guam.

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

March 15, 2011

COMMITTEE ON TOURISM,
 MUNICIPAL AFFAIRS,
 HOUSING AND
 RECREATION

MEMORANDUM

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

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

COMMISSIONER

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, March 17, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

GUAM COMMISSION ON
 DECOLONIZATION

Bill No. 32-31 (COR) - A.A. Yamashita, Ph.D. / T.C. Ada / S. Mabini, Ph.D.

GUAM FIRST
 COMMISSION

An act to amend §§3102.1 of Chapter 3 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

VICE PRESIDENT

Bill No. 42-31 (COR) - J.T. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

ASSOCIATION OF
 PACIFIC ISLAND
 LEGISLATURES
 (APIL)

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of I Maga'lahaen Guahan's (Governor's) Cabinet.

BOARD MEMBER

Bill No. 93-31 (COR) - J.T. Won Pat, Ed.D.

PACIFIC RESOURCES FOR
 EDUCATION
 AND LEARNING
 (PREL)

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.T. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

Bill No. 100-31 (COR) - V.A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of 17GCA relative to encompassing internet safety in public education curricula.

**LEGISLATIVE
 REPRESENTATIVE**

PACIFIC ISLAND
 DEVELOPMENT BANK
 (PIDB)

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

FESTIVAL OF THE
 PACIFIC ARTS
 (FESTPAC)

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JUDITH T. WON PAT, Ed.D.
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VICE CHAIR
COMMITTEE ON EDUCATION
AND PUBLIC LIBRARIES
TRANSPORTATION
AND INFRASTRUCTURE
COMMISSIONER
GENERAL COMMISSIONER
DELEGATION

March 15, 2011

MEMORANDUM

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

COMMISSIONER
GENERAL COMMISSIONER
DELEGATION

The Committee on Education and Public Libraries has scheduled a public hearing for Thursday, March 17, 2011 at 2:00 p.m. in the Public Hearing Room of the Guam Legislature Building on the following:

HR No. 12-11 (COR) - A.A. Yamasaki, Ph.D. / T.C. Ada / S. Mablis, Ph.D.

An act to amend §3102.1 of Chapter 1 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

VICE PRESIDENT
GENERAL COMMISSIONER
DELEGATION

HR No. 42-31 (COR) - J.T. Won Pat, Ed.D. / R.J. Respicio / R.J.F. Cruz

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent and part of the Maga Ibahe Guahan's (Governor's) Cabinet.

BOARD MEMBER
PUBLIC REPRESENTATIVE
FOR STUDENT
AND LEARNING
(PROG.)

HR No. 98-31 (COR) - J.T. Won Pat, Ed.D.

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

LEGISLATIVE REPRESENTATIVE
PUBLIC BOARD
DEVELOPMENT (PROG.)

HR No. 94-31 (COR) - Sam Mablis, Ph.D. / J.T. Won Pat, Ed.D. / A.A. Yamasaki, Ph.D.
An act to add §2222 to Chapter 2 of Title 17 Guam Code relative to requiring the Department of Education to administer a career census necessary to middle and high school students.

HR No. 180-31 (COR) - V.A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of T.Y.C.A. relative to encompassing internet safety in public education curricula.

FEDERAL OFFICE OF PUBLIC AFFAIRS (FESTPAK)

Resolutions can be submitted in advance to the Office of Speaker Judith T. Won Pat, Ed.D. through email at judith.wonpat@legis.gov.gu or through facsimile at 472-1149. 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. J.D. Pineda at 472-3586 or by email at cd@legis.gov.gu.

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6	171	+6714773079	09:16:36 a.m. 03-15-2011	00:00:44	2/2	1	EC	HS	CP14400
	171	9+637+9870	09:16:36 a.m. 03-15-2011	00:00:22	2/2	1	EC	HS	CP14400

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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,
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VICE PRESIDENT

ASSOCIATION OF
PACIFIC ISLAND
LEGISLATURES
(APIL)

BOARD MEMBER

PACIFIC RESOURCES FOR
EDUCATION
AND LEARNING
(PREL)

**LEGISLATIVE
REPRESENTATIVE**

PACIFIC ISLAND
DEVELOPMENT BANK
(PIDB)

FESTIVAL OF THE
PACIFIC ARTS
(FESTPAC)

Public Hearing Agenda

March 17, 2011 – 2:00 p.m.

Bill No. 32-31 (COR) - A.A. Yamashita, Ph.D. / T.C. Ada / S. Mabini, Ph.D.

An act to amend §§3102.1 of Chapter 3 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 42-31 (COR) - J.T. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of I Maga'lahren Guahan's (Governor's) Cabinet.

Bill No. 93-31 (COR) - J.T. Won Pat, Ed.D.

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.T. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

Bill No. 100-31 (COR) - V.A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of 17GCA relative to encompassing internet safety in public education curricula.

Guam Legislature

March 2011

Print Date Month

Public Hearing - Judith T. Won Pat, Ed.D.

When: Thu, March 17, 2011 10am - 11pm

Where: Legislative Chamber, Public Hearing Room

Description: Notice of a Public Hearing

The Committee on Education and Public Services, chaired by Speaker Judith T. Won Pat, Ed.D., will conduct a Public Hearing on the following:

Bill No. 32-31 (CCR)

Bill No. 42-31 (CCR)

Bill No. 93-31 (CCR)

Bill No. 94-31 (CCR)

Bill No. 100-31 (CCR)

Copies of the agenda items may be found on the Guam Legislature website (www.guamlegislature.com)

For more information please call the Office of Speaker Judith T. Won Pat, Ed.D. at 472-3586/7

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

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PACIFIC ISLAND
 DEVELOPMENT BANK
 (PIDB)

FESTIVAL OF THE
 PACIFIC ARTS
 (FESTIPAC)

March 10, 2011

MEMORANDUM

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

The Committee on Education and Public Libraries has scheduled a public hearing for 2:00 p.m., Thursday, March 17, 2011 in the Public Hearing Room of the Guam Legislature Building on the following:

Bill No. 32-31 (COR) - A.A. Yamashita, Ph.D. / T.C. Ada / S. Mabini, Ph.D.

An act to amend §§3102.1 of Chapter 3 of Title 17 of the Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 42-31 (COR) - J.T. Won Pat, Ed.D. / R.J. Respicio / B.J.F. Cruz

An act to repeal §3123 of Title 17 Guam Code Annotated relative to the Superintendent and Deputy Superintendent not part of I Maga'lahaen Guahan's (Governor's) Cabinet.

Bill No. 93-31 (COR) - J.T. Won Pat, Ed.D.

An act to amend § 3102.1 of Title 17 Guam Code Annotated, relative to the duties of the Guam Education Board.

Bill No. 94-31 (COR) - Sam Mabini, Ph.D. / J.T. Won Pat, Ed.D. / A.A. Yamashita, Ph.D.

An act to add §3222 to Chapter 3 of Title 17 Guam Code relative to requiring the Department of Education to administer a career interest inventory to middle and high school students.

Bill No. 100-31 (COR) - V.A. Ada / R.J. Respicio / A.B. Palacios, Sr.

An act to add a new §4125 to Chapter 4 of 17GCA relative to encompassing internet safety in public education curricula.

Testimonies can be submitted in advance to the Office of Speaker Judith T. Won Pat, Ed.D. through email at ibtories@judhyonpat.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@judhyonpat.com

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**I MINA'TRENTAI UNU LIHESLATURAN GUÅHAN
2011 (FIRST) REGULAR SESSION**

2011 FEB 28 AM 9:33
Wan

Bill No. 94-31 (cov)

Introduced By:

Sam Mabini, Ph.D. *SM*
Judith T. Won Pat, Ed.D. *JTW*
A.A. Yamashita, Ph.D. *AY*

**AN ACT TO ADD §3222 TO CHAPTER 3 OF TITLE 17
GUAM CODE RELATIVE TO REQUIRING THE
DEPARTMENT OF EDUCATION TO ADMINISTER A
CAREER INTEREST INVENTORY TO MIDDLE AND
HIGH SCHOOL STUDENTS.**

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

2 **Section 1. Legislative Findings.** *I Liheslaturan Guahån* finds a lack of an
3 authentic K-16 career pathway "system" on Guam, supported also by findings in a
4 report by Guam Community College, *Establishing Guam's CTE Career Pathway*
5 *System* (Fall 2010). To better prepare students for post-secondary direction, the
6 Guam Department of Education (DOE) is advised to conduct an "in-depth
7 assessment of (students') initial career-related skills and interests."

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

13 *I Liheslatura* finds that Guam Community College (GCC) is the State
14 Education Agency (SEA) and the Local Education Agency (LEA) under the Carl
15 Perkins Vocational and Technical Education Act 1998. This act outlines the

1 provision for GCC to administer both secondary and post-secondary Career
2 Technical Education (CTE) programs.

3 *I Liheslatura* finds that a Memorandum of Agreement (MOA) is maintained
4 between GCC and DOE as the foundation to prepare career and technical
5 education students, including students from the federal definition of special
6 populations, to graduate from secondary schools with a regular high school
7 diploma. The MOA ensures continuous delivery of GCC’s career and technical
8 education programs at the secondary level. It also purposely acknowledges that the
9 “Guam Education Board through DOE is required to prepare high school graduates
10 to directly enter the Guam job market upon graduation by providing them with
11 classroom and laboratory programs to develop competency levels at the various
12 skills and that will develop occupational skills, both current and projected, at the
13 job entry level to meet the demands of Guam’s social and economic growth,
14 (Public Law 17 GCA, §4114.1)” and (Public Law 21-132 and GEPB Policy
15 Number 351.4)[Appendices 10 and 11]. The MOA clearly describes the
16 responsibilities of GCC and GDOE to academically and technically prepare career
17 and technical education students, including special populations, for opportunities in
18 postsecondary education or entry into high-skill, high-wage, or high-demand
19 careers in current or emerging occupations.

20 *I Liheslatura* finds that in October 2008, GCC has implemented a College
21 Access Challenge Grant Program (CACGP) for DOE middle and high school
22 students for the purpose of providing information and services to increase access to
23 postsecondary education for underserved populations. Eight middle schools, five
24 high schools and one alternative high school are offered these services. The college
25 access program is designed to help students and their families to learn about,
26 prepare for, and finance postsecondary education. This program also offers
27 students the opportunity to assess their career interests utilizing computer software

1 such as *Bridges* or *Choices*. These are offered at the schools, colleges and other
2 locations such as the Agency for Human Resource Development. However, student
3 participation in career interest inventories is optional, and has been minimal
4 considering the total number of middle and high school students on island. To date,
5 a small percentage of the approximate nine-hundred student participants or 5.3% of
6 total DOE middle and high school students have taken a career interest inventory.

7 *I Liheslatura* finds that according to a 2002 national study, more than half of
8 high school students share that there are limited resources, services and assistance
9 in advisement on career options or options to further their education. This situation
10 is exacerbated by the national average of 479 to 1 student-to-counselor ratio, with
11 Guam falling in a similar range. The recommended ratio is 250 to 1. Without some
12 insights on their career interests, students become discouraged, drop out of high
13 school, or lose their way between high school, postsecondary education and the
14 workforce. Students then make career decisions based on inaccurate or incomplete
15 information.

16 *I Liheslatura* finds that career explorations set the foundation toward
17 individual student success, developing informed and prepared citizens to meet
18 local and national economic and workforce needs. Students gain a sense of
19 understanding, direction and purpose of their education as it relates to career goals.
20 Students develop self-assurance, self-advocacy skills and awareness. Career
21 interest inventories empower students to be more self-driven to attain their future
22 goals.

23 *I Liheslatura* finds a need to help DOE students acquire control and
24 understanding of their education and direction through career interest inventories,
25 while in middle school and in high school.

26 *I Liheslatura* finds that the data collected from the career interest inventory
27 will provide valuable data to DOE, GCC, University of Guam (UOG), other

1 training entities and labor officials. Collected information will guide them in their
2 respective plans and the delivery of education and training initiatives.

3 **Section 2.** A new section §3222 is *added* to Chapter 3 Title 17 GCA and is to
4 read as follows:

5 **“§3222. Career Interest Inventory.**

6 The Department of Education shall administer a career interest inventory
7 annually to middle school students upon enrollment to seventh (7th) or eighth (8th)
8 grade and to high school students upon enrollment in ninth (9th) or tenth (10th)
9 grade, beginning School Year 2012-2013.

10 (a) Development and Implementation. The Superintendent or his/her
11 designee shall consult with the Guam Board of Control for Career and
12 Technical Education and the President of the University of Guam (UOG)
13 or his/her designee to identify and recommend the following:

- 14 (1) The appropriate career interest inventory tool;
15 (2) Funding support and resources to support the implementation of the
16 career interest inventory;
17 (3) The process, rules and timeline to conduct the career interest
18 inventory; *and*
19 (4) The inventory reports to be generated, their purpose and rules for use
20 by students, parents, educators, DOE counselors, DOE administrators
21 and Department of Labor officials.

22 The career interest inventory tools and procedures shall be approved by the
23 DOE Superintendant.

24 (b) Oversight Committee. An oversight committee, The Career Interest
25 Inventory Committee, shall be formed to review the development,
26 implementation, and the dissemination of data. The oversight committee
27 shall be comprised of the following: the Superintendent or his/her designee

1 as committee chair, school program consultant of DOE, and liaisons from
2 GCC and UOG.

3 (c) Subcommittees. Public middle and high schools shall have a designated
4 committee to execute the career interest inventories and will report to the oversight
5 committee. The school principal will designate the following individuals for the
6 committee: A designated liaison, a Career Technical Education (CTE) and DOE
7 counselor, and a teacher certified in CTE within the designated grade level of
8 assessment.

9 (d) Results and Data. DOE shall collaborate with GCC and UOG to identify
10 supplemental data that can be collected during career interest assessments for the
11 planning and development use of education officials and Department of Labor
12 officials.

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

16 (a) The cluster of career concentrations;

17 (b) A list of job options per cluster; *and*

18 (c) Summary of why these careers will suit the student's interest.

19 (d) Guidance and counseling on education and training
20 opportunities related to students' career interest inventory.

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