

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

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Bill No. 94-31 (cor)

Introduced By:

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**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.”