

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

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*[Signature]*  
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Bill No. 239-31 (cor)

Introduced by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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