



Guam's Career and Technical Education Five-Year State Plan

July 1, 2008 – June 30, 2013

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U. S. Department of Education
Office of Career and Technical and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: GUAM

Eligible Agency Submitting Plan on Behalf of State:

GUAM COMMUNITY COLLEGE

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check one):

5-Year Full Plan – FY 2008 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plans Submission: (Check all that apply)

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

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Introduction

The territory of Guam here presents a Career and Technical Education (CTE) State Plan as required by the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV). The Guam Five-Year State Plan for Career and Technical Education (2008-2013) is guided by its mission, vision, and guiding principles.

Mission

To identify, finance, and measurably improve how eligible providers^{1*} will cooperatively fulfill the priority career and technical education needs of the community. It will do so by coordinating the resources of industry and the educational assets of the government to improve the portability, quality and value of the skills of Guam's workforce.

Vision

To create a reliable, permanent, and well-known system which allows private and public employers to meet the workforce development needs of Guam's dynamic and developing economy through identifying workforce development needs, funding viable and needed career and technical education programs, and measuring the progress of Guam's workforce improvement. The plan will be recognized as a key private/public partnership dedicated to the improvement of local workforce skill levels.

Guiding Principles

In alignment with the vision and mission statements as described above, Guam's guiding principles for its CTE programs are as follows:

1. Developing academic and CTE standards which will assist students into obtaining high-wage, high-growth and/or high-skill professions;
2. Strengthening CTE curriculum, data collection method, and connections with other eligible public and private providers to better respond to current workforce development demands;
3. Ensuring equal-opportunity accessibility to all CTE courses, programs, instructors, facilities, and technologies (i.e. web registry), regardless of socioeconomic status.
4. Increasing flexibility and accessibility in providing students with better opportunities regarding future endeavors – i.e., to be seen as a starting point for lifelong learning instead of a discrete education system;
5. Meeting certification requirements/standards;

¹ non-profit organizations and the government

6. Meeting needs of high-growth, high-demand career areas, specifically:

- Architecture & Construction
- Education & Training
- Health Science
- Hospitality & Tourism
- Information Technology
- Transportation, Distribution & Logistics

7. Improving the outreach program; for example, through partnerships with other secondary and postsecondary institutions, the government, and the private sector;

8. Promoting GCC's service offerings to the public, possibly via a direct marketing effort.

Primary Goals and Strategic Objectives

Our primary goals are divided into five major sections of equal importance, with specific strategic objectives outlined for each.

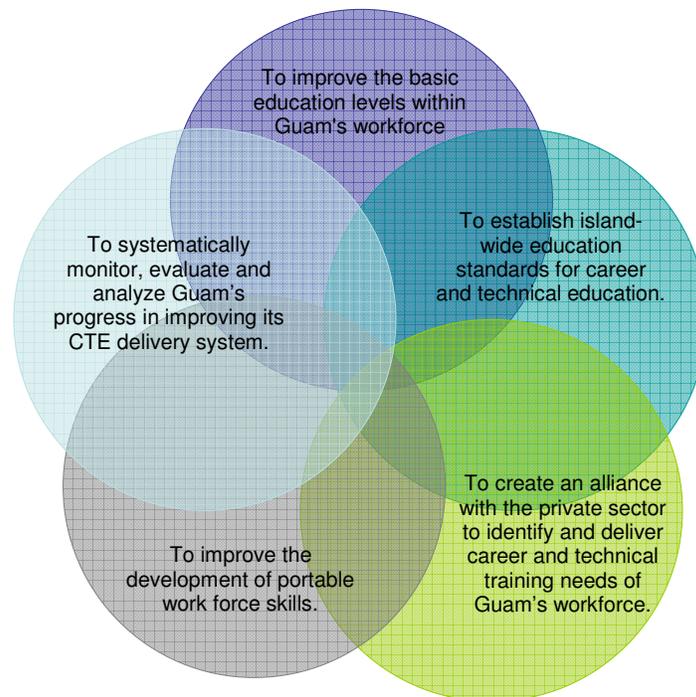


Fig. 1. Primary Goals for Guam CTE

- **To improve the basic education levels within Guam's workforce**
 - To establish a system that coordinates career and technical education resources of the private and public sector with the state's secondary and postsecondary educational assets.
 - To develop a communications strategy to inform eligible providers, students, and educators of the approach to coordinate academic and career and technical education

- services. The objective will be to coordinate all career and technical education services in the community with Guam's educational assets.
- To establish an educational assessment requirement for all CTE providers to insure that participants are qualified and meet the educational standards required by the CTE program.
 - **To establish island-wide education standards for career and technical education.**
 - To develop standards for technical skills that meets the needs of the private and public workforce.
 - To develop standards for the required academic skills that supports the attainment of technical certification and the possibility of enhanced academic achievement at the secondary and postsecondary level.
 - **To create an alliance with the private sector to identify and deliver career and technical training needs of Guam's workforce.**
 - To establish permanent alliances between key private sector organizations and Guam's educational assets.
 - To jointly establish an island wide needs assessment for career and technical education identifying:
 - The priority "career clusters" in need of career and technical educational assistance as Guam's economy develops.
 - The types of occupations that are in most demand by employers and offer the greatest potential for high wages and improved benefits for local residents.
 - The basic educational requirements for each of the industry cluster
 - **To improve the development of portable work force skills.**
 - To prioritize curriculum and programs that yield nationally recognized certification of achievement for participants.
 - To encourage private participation in the development, review and application of career and technical education curriculum and to establish local certification standards in institutions which do not have nationally-certified programs.
 - **To systematically monitor, evaluate and analyze Guam's progress in improving its career and technical education delivery system.**
 - To improve and enhance the collection of information needed to evaluate providers' attainment of Federal Core Performance Indicators.
 - Academic attainment
 - Program Completion
 - Placement
 - Non-traditional Occupational Participation
 - To establish Guam based core performance indicators
 - Track performance of career path students and participants over time measuring performance and satisfaction with career and technical education services.
 - Track employer perceptions of the success and quality of career and technical education services on Guam.

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Part A. State Plan Narrative

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I. Planning, Coordination, and Collaboration Prior to Plan Submission

A. Statutory Requirements

The State Agency announced public hearings via the Pacific Daily News (A Gannett Newspaper) and the Guam Community College website. Two public hearings were conducted to allow all segments of the public and interested organizations the opportunity to provide feedback, recommend, and discuss the content of the draft State Plan. These hearings were held at the Guam Community College campus on March 24, 2007 and March 25, 2007, from 3:00 PM to 5:00 PM. A summary of the Discussions, recommendations, and comments made at each hearing can be found in the Appendix.

In addition to the public hearings, the State Agency utilized the Career and Technical and Adult Education Task Force to discuss the development of the CTE State Plan. Membership consists of individuals, from GCC, Guam Public School System (GPSS), Department of Labor, Guam Workforce Investment Act Board (GWIAB)/Industry and other private and public institutions, including student representatives.

GCC Representatives Include:

- President/State Director
- Admissions and Registration
- Academic Vice President
- Deans: School of Technology & Student Services and School of Trades & Professional Services
- Department Chairpersons: English Language Institute, Math, and Assessment & Counseling
- Office of Assessment and Institutional Effectiveness
- Career Placement Center
- Accommodative Services

The Career and Technical and Adult Education Task Force convened early 2008 to discuss the following:

- Key elements involved in the Guam State Plan for Career and Technical Education,
- Review and discuss the final key elements modified per the previous discussion,
- Review and discuss the final version of the Guam State Plan for Career and Technical Education.

Additionally, two meetings were held with the Task Force to review, discuss, and incorporate comments compiled from the public hearings.

A copy of the final State Plan was also transmitted to the Guam State Clearinghouse, within the Governor's Office for its review and approval.

The process taken to develop the Guam Career and Technical Education Five-Year State Plan started with the Task Force identifying the State Agency's Strengths, Weaknesses, Opportunities, and Threats, discussing the Guam Career & Technical Mission, Vision & guiding principles, and identifying and presenting key elements of the strategic plan. Comments were reviewed and incorporated into the draft State Plan. The Task Force was then presented with the first draft, based on the key elements described above. Finally, comments from the public hearings were incorporated into the final State Plan. The State Director reviewed and approved the State Plan prior to its transmittal to the Guam State Clearinghouse.

Allotment of Funds

See response to Part A-VI, "Financial Requirements."

II. Program Administration

A. Statutory Requirements

1. Preparation of the Five-year State Plan

The Guam Five-Year State Plan for Career and Technical Education (2008-2013) follows the One-Year Transition Plan for 2007-2008 and will address the following.

2. Career and Technical Education Activities

As mandated by Guam's Public Law, 14-77, Guam Community College (hereafter referred to as "GCC" or the "College"), is solely responsible for the administration and implementation of career and technical education activities within Guam. GCC is the State Education Agency (SEA) and the Local Education Agency (LEA) for Career and Technical Education on Guam. The President of GCC serves as the State Director for Career and Technical and Adult Education. The Guam Five-Year State Plan for Career and Technical Education will be administered under the direction of the State Director.

Guam's career and technical educational programs are offered at the GCC campus and at various high school campuses. In addition to career and technical educational programs, GCC provides adult education programs (i.e., basic skills, English as a Second Language, adult high school, family literacy, and GED preparation classes) at the GCC campus as well as at various locations throughout the community depending on the needs of the population to be served. These educational programs are fundamental in providing academic and technical skills required to prepare for high-skill, high-wage careers.

The Guam Five-Year State Plan for Career and Technical Education describes how funds received through Perkins IV will provide career and technical education programs and activities designed to meet or exceed its adjusted core indicators of performance. Guam envisions that secondary and postsecondary students will achieve challenging academic and career and technical skills by implementing programs which:

- Develop challenging academic and technical standards and assist students to meet those standards, including preparing them for high-skill, high-wage, or high-demand occupations in current or emerging professions.
- Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction that link secondary to postsecondary education.
- Increase Guam's flexibility to provide services and activities designed to develop, implant, and improve career and technical education.
- Conduct and disseminate national research and information on best practices that improve career and technical education programs, services, and activities.
- Provide technical assistance that promote leadership, initial preparation, and professional development at the State and local levels and improve the quality of career and technical education teachers, faculty, administrators, and counselors.
- Support partnerships among secondary and postsecondary institutions (Guam Community College and the University of Guam), area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.

- Provide individuals with opportunities throughout their lifetime to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In 2001, GCC adopted an institutional wide comprehensive assessment cycle to improve the delivery of secondary and postsecondary career and technical programs by strengthening instructional programs, student services, and administrative units. Assessment criteria address both local and federal performance standards and vary by department, depending on industry standards and industry-specified skill levels in compliance with Accrediting Commission for Community and Junior Colleges (ACCCJC/WASC) standards mandated by Board of Trustees Policy 306. GCC has received ACCJC-WASC accreditation since 1979. During the Accrediting Commission's site visit in February 2006, the commission reaffirmed GCC's accreditation through Spring 2012. Commission President wrote "The Commission also notes the optimistic attitude with which Guam Community College addressed the natural and economic hardships in recent years and commends the college's continued focus on educational effectiveness."² This assessment plan and the Guam Five-Year State Plan for Career and Technical Education provides the foundation to develop programs that enable students, including special populations, to meet State adjusted levels of performance, further education, or prepare for high-skill, high-wage careers.

Under §115, Guam received \$660,000.00 for activities in support of career and technical education in fiscal year 2008. The Secretary will make subsequent grant awards in equal proportion of the remaining funds reserved under §111(a) (1) (A) to Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

(a) CTE Programs of Study

Guam will provide career and technical education programs of study which will:

- incorporate secondary and postsecondary education elements;
- promote coherent and rigorous program content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary with postsecondary education to adequately prepare students to succeed in postsecondary education;
- include the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Provide programs that lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

As LEA and SEA, GCC operates postsecondary and secondary career and technical programs on campus and in four public high schools. GCC also operates an adult high school, an adult basic education program, and English as a Second Language program. Its primary

²Accrediting Commission for Community and Junior Colleges, Commission President letter, June 29, 2006

emphasis is career-technical and adult education. The College confers Associate of Science and Associate of Arts degrees, Certificates, and Journey-worker Certificates in various programs. These and several nationally and internationally recognized industry standard certificates offered at GCC are listed below.

It was determined that GCC needs to align its existing career and technical education curriculum along with academic curriculum into career paths within defined career clusters. Initially, GCC will focus on six primary clusters which support Guam’s occupational demands:

- Architecture & Construction
- Education & Training
- Health Science
- Hospitality & Tourism
- Information Technology
- Transportation, Distribution & Logistics

Primary Cluster: Transportation, Distribution & Logistics		
Secondary: Automotive Service Program:		
Automotive Service Program		
↓		
Postsecondary:		
Automotive Service Technology , General	Automotive Service Technology , Master	

Primary Cluster: Health Science		
Secondary: Allied Health Program:		
Allied Health Program		
↓		
Postsecondary:		
Medical Assisting	Practical Nursing	

Primary Cluster: Information Technology		
Secondary: Electronics Program:		
Electronics Program		
↓		
Postsecondary:		
Computer Networking	Computer Science	Systems Technology

Primary Cluster: Hospitality & Tourism		
Tourism Program: Secondary: Lodging & ProStart		
Tourism Program		
↓		
Postsecondary:		
Culinary Arts	Hospitality Industry Management	

Primary Cluster: Architecture & Construction		
Secondary: Construction Program:		
Construction Program		
↓		
Postsecondary:		
Apprenticeship Training Programs		

Primary Cluster: Education & Training		
Secondary:		
- NONE -		
↓		
Postsecondary:		
Early Childhood Education	Education	

Other Cluster Programs

Other Cluster Programs		
Cluster Name	Secondary	Postsecondary
Arts, A/V Technology & Communications	<i>Visual Communications Program:</i>	
	Visual Communications	Visual Communications
Agriculture, Food, & Natural Resources		
Business, Management, & Administration		Accounting
		Supervision & Management
		Office Technology
Finance		
Government & Public Administration		
Human Services		Cosmetology
Law, Public Safety, Corrections & Security		Administration of Criminal Justice
		Law Enforcement Administration
		Fire Science Technology
Marketing, Sales & Service	<i>Marketing Program:</i>	
	Marketing	Marketing
Manufacturing		
Science, Technology, Engineering & Mathematics		

Career Cluster Task Force Group

Each career cluster will have a Career Cluster Task Force Group, which will establish basic education requirements for its respective cluster. Each group will align the basic educational requirements set by the State Advisory Council to the program of study or curriculum being proposed by the eligible provider.

Each Task Force Group will be staffed by a representative of the State Agency Office, and members will include the private sector with expertise specific to the cluster, as well as academic advisors from GCC and other educational institutions (e.g., GPSSm UOG).

(b) Development and implementation of CTE programs of study

The State Agency along with eligible recipients will sign a Memorandum of Agreement (MOA)/Contract to implement career and technical programs of study described in §2(a) above.

(c) Support for eligible recipients in the development and implementation of articulating agreements

The State Agency will provide guidelines, conduct technical assistance sessions, and provide samples of articulation agreements (Memorandum of Agreement, Memorandum of Understanding, or Contract) to assist eligible recipients to develop and implement articulation agreements between secondary and postsecondary educational institutions.

(d) Dissemination of information about CTE programs of study

The State Agency, in collaboration with public school career counselors, at the secondary (Guam Public School System (GPSS)) and postsecondary (GCC) levels, will disseminate information on career and technical programs offered to eligible recipients through its Mangilao office located at Guam Community College.

(e) Development, improvement, and expansion of access to appropriate technology in CTE programs

The State Agency will utilize the “Institutional Strategic Master Plan with Physical Master Plan and Technology Plan” as a guide to implement career and technical education programs that develop, improve, and expand access to appropriate technology in career and technical education programs.

(f) Criteria for approving eligible recipients for funds

The State Agency will utilize the Evaluation and Selection form to evaluate eligible recipients’ proposal requesting for funds under Perkins IV, including ways eligible recipients will –

- Promote continuous improvement in academic achievement;
- Promote continuous improvement of technical skill attainment; and
- Identify and address current or emerging occupational opportunities.

In particular, the State Agency will prioritize funding for eligible providers which offer nationally recognized certification for participants that complete their program. This helps to ensure that eligible providers:

- Maintain the quality of skills being taught

- Increase participant completion rates.
- Afford assurance that trained participants will have greater employment opportunities.
- Provides a description of past performance in delivering CTE programs

Eligible providers will be required to meet local certification standards for occupations where national certification is not available.

(g) Preparation of CTE students for graduation from secondary school

The Memorandum of Agreement (MOA) between GPSS and GCC is the foundation to prepare career and technical education students, including students from the Federal definition of special populations, to graduate from secondary schools with a regular high school diploma. The MOA ensures continuous delivery of GCC's career and technical education programs at the secondary level. It also purposely acknowledges that the "Guam Education Policy Board through GPSS is required to prepare high school graduates to directly enter the Guam job market upon graduation by providing them with classroom and laboratory programs to develop competency levels at the various skills and that will develop occupational skills, both current and projected, at the job entry level to meet the demands of Guam's social and economic growth, (Public Law 17 GCA, §4114.1)" and (Public Law 21-132 and GEPB Policy Number 351.4)[Appendices 10 and 11]. The MOA also states, "WHEREAS earned credits for career and technical education programs count toward a high school diploma and articulate towards a GCC Certificate or Associate Degree program."

(h) Academic and technical assistance for postsecondary education or career entry;

The MOA clearly describes the responsibilities of GCC and GPSS to academically and technically prepare career and technical education students, including special populations, for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand careers in current or emerging occupations. Each career and technical education program is assessed to ensure student learning outcomes are aligned to industry standards. The MOA also describes the role of career counselors [MOA, Appendix H] in providing support services such as but not limited to intervention services, pre-employment counseling, career counseling, educational planning, and strategies to bring about awareness and prepare students for life-long learning and successful career opportunities.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) mandates "transition services" be provided to students with disabilities. GCC and GPSS closely collaborate to identify student-centered postsecondary goals and then provide relevant secondary career and technical courses to meet those goals. Working closely with teachers, appropriate support services are provided and are articulated in a mutually developed Individualized Education Program (IEP).

(i) Fund allocation for course development

Eligible recipients will submit an application/proposal to the State Agency requesting funds for financial assistance under Perkins IV. The application shall provide a detailed description to improve or develop new career and technical education courses at:

- The secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Guam under §1111(b)(1) of the Elementary and Secondary Education act of 1965, as amended; at
- The postsecondary level that are relevant and challenging; and
- Both the secondary and postsecondary levels that lead to employment in high-skill, high-wage, or high-demand occupations.

(j) Communication with eligible recipients on best practices

Guam is allotted funds to implement career and technical education programs under paragraph (1) of §111(a). As such, Guam is not eligible to receive Tech Prep funds under §201, State Allotment and Application, by which the Secretary will provide States with funds to support Tech Prep Programs in the same manner as funds are allocated to States under paragraph (2) of §111(a). Nonetheless, the State Agency will provide reports to facilitate and coordinate communication on best practices among successful recipients to improve program quality and student achievement.

(k) Use of funds to link academic and CT education at the secondary and postsecondary levels

The MOA between GPSS and GCC ensures continuous delivery of career and technical education programs at Guam's public secondary schools. The MOA is the catalyst utilized to effectively link academic and career and technical education at the secondary level to the postsecondary level in a manner that increases student academic and career and technical achievement.

(l) Integration of coherent and rigorous content aligned with challenging academic standards

Eligible recipients are required to submit a Close-Out Report to the State Agency describing, among others, the integration of sound and rigorous program content aligned with challenging academic standards in career and technical education programs.

3. Professional Development

The State Agency requires eligible providers to submit application that describe professional development activities focused to achieve the following:

- Promote rigorous academic and career and technical integration;
- Increase the number of teachers available;
- Is high quality, sustained and instruction focused;

- Encourages applied learning that contributes to academic and career knowledge;
- Provides the knowledge and skills needed to work with and improve instruction for special population;
- Assist in accessing and utilizing student achievement data and assessments; and
- Promotes integration with professional development carried out under Title II of the No Child Left Behind and Title II of the Higher Education Act.

4. Transition into baccalaureate degree programs

Participants wishing to enter a CTE Program are to be required to go through an evaluation/assessment process geared towards increasing their chances for success at full academic program. Upon entry into the CTE Program of their choice, participants will be provided counseling, not only with regard to career and technical advancement in the field of their choice, but also regarding their academic training for advancement in secondary and postsecondary levels of study.

5. External involvement in planning, development, implementation, and evaluation

Creation of a State Advisory Council

A State Advisory Council will be created to serve at the pleasure of the State Director and will advise the director on the need for career and technical educational services in the community. The Council will be responsible for:

- Recommending the industries, occupations and skill sets CTE funding should target to meet the needs of the economy.
- Establishing the basic educational requirements for each career cluster in cooperation with the Career Cluster Advisory Groups
- Establishing State core performance indicators that will demonstrate progress towards meeting the career and technical educational needs of the local community.

Invitations will be formally issued from the State Director to each of the private sector organizations the Director wishes to have on the advisory council. The State Director would address each of the organizations from which members will select from.

Training sessions will be conducted for the State Advisory Council and the Career Cluster Advisory Group by the State Agency Office identifying roles, objectives and required outcomes.

The Advisory Council and each Cluster Taskforce will adopt operating plans establishing defined objectives, outcomes and a regular meeting schedule managed by the State Agency Office.

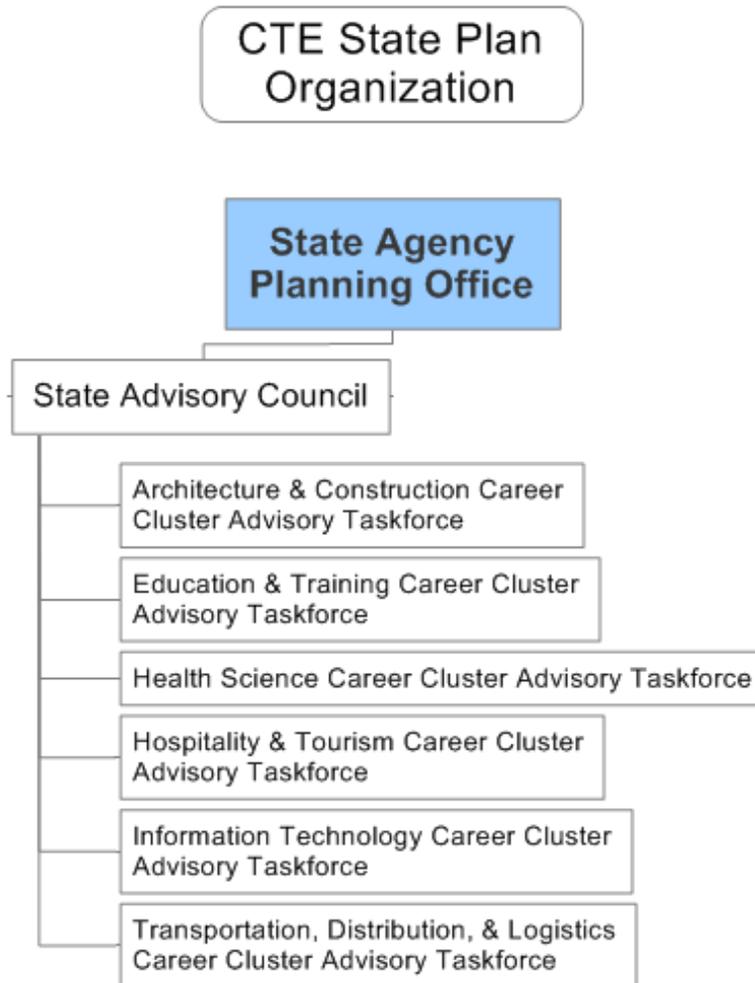


Fig. 2 Organization of the State Agency Office

Members of the State Advisory Council will be comprised of representatives from private sector and educational institutions (e.g., GPSS, GCC and UOG) and would also ideally include – but should not be limited to:

- Guam Chamber of Commerce
- Guam Contractors Association
- Guam Hotel and Restaurant Association
- Guam Department of Labor
- Guam Society for Human Resources Management (SHRM)
- Guam Mayor’s Council

Development of a Public Outreach Program

A communications strategy will be developed jointly between the State Agency Office and each participating private sector organizations to share the cost of a public education campaign designed to inform the public and employees about the availability of career and technical education opportunities and the benefits these programs provide to participants.

Each organization will work with the State Agency Office to inform their members of the program and the quality and availability of participant graduates as prospective employees.

The public outreach program will be comprised of two primary components:

Mass Media Campaign: This campaign aims to inform workers interested in up-grading their skills, as well as workers or students interested in learning new skills how to enroll and obtain in training programs available through the CTE program.

Employer Solicitation and Industry Forums: Businesses will be directly solicited to inform employers about the skills being taught and the availability of skilled workers that have completed training. To this aim, industry forums will also be held.

Public Hearings: These will be held on a regular interval in order to solicit discussion among members of the public (in particular, the parents of participants) regarding the CTE programs available.

6. Improving educational levels

The following is a description of efforts our agency and eligible recipients will make to:

(a) Improving academic and technical skills of students in CTE programs, and ensuring learning in:

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

In order to ensure that high academic standards are achieved, participants will be required to go through an assessment prior to entering a CTE program. The Career Cluster Advisory Group will be responsible for outlining specific assessment standards for secondary and postsecondary career levels. Should it be necessary, participants are to be directed to academic achievement courses prior to their participation in a CTE Program. Participants are also to be counseled on how to access both technical and career as well as academic training to move through their chosen career path as well as from secondary to postsecondary levels of study.

ii. Career and technical education subjects;

The Career Cluster Advisory Group (see Section IIA-1) will determine the viability and sustainability of programs proposed by eligible providers. They will verify the demand for training of specific skill sets, and the quality and applicability of the training for local industry. They will also align the basic educational requirements set by the State Advisory Council to the curriculum being proposed by the eligible provider.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry

As defined in Section II-A2 (f) above, the State Agency prioritizes funding for eligible providers which offer nationally recognized certification (or locally-recognized certification, in the event that the former is unavailable) for participants who complete the program.

(c) Ensuring that CTE students are taught the same challenging academic proficiencies as taught to all other students.

The Career Cluster Advisory Group will align the basic educational requirements set by the State Advisory Council to the curriculum being proposed by the eligible provider.

7. Provision of technical assistance

The State Agency will provide technical assistance through workshops or announcements which promote leadership, initial preparation, and professional development; improve the quality of career and technical education teachers, faculty, administrators, and counselors; support partnerships among eligible providers; provide individuals with opportunities to develop the knowledge and skills needed to keep the U.S. competitive.

8. Relationship of CTE to State and regional occupational opportunities

The State Agency Office will facilitate meetings between the private sector participants and Guam's educational assets to determine the basic educational needs for the island and for each cluster, identifying secondary, postsecondary and university level requirements.

In addition, it will also develop needs exploration which illustrates the relationship between career and technical education career options and the academic requirements required. The objective will be to meld a single system where participants are free to access all of the career and technical education as well as academic training options available.

9. Methods for joint planning and coordination with other Federal education programs

The State Advisory Council will be in close collaboration with its WIA Advisory Council to ensure that the respective programs work in complement with each other.

10. Procedures to ensure coordination and non-duplication

See response to II-A-10 above.

B. Other Department Requirements

1. Local applications or plans for secondary and postsecondary eligible recipients

Guam's local application for secondary and postsecondary eligible recipients is included as Appendix 8.

2. Governance structure

Guam’s governance structure for career and technical education is described on Table 1 below.

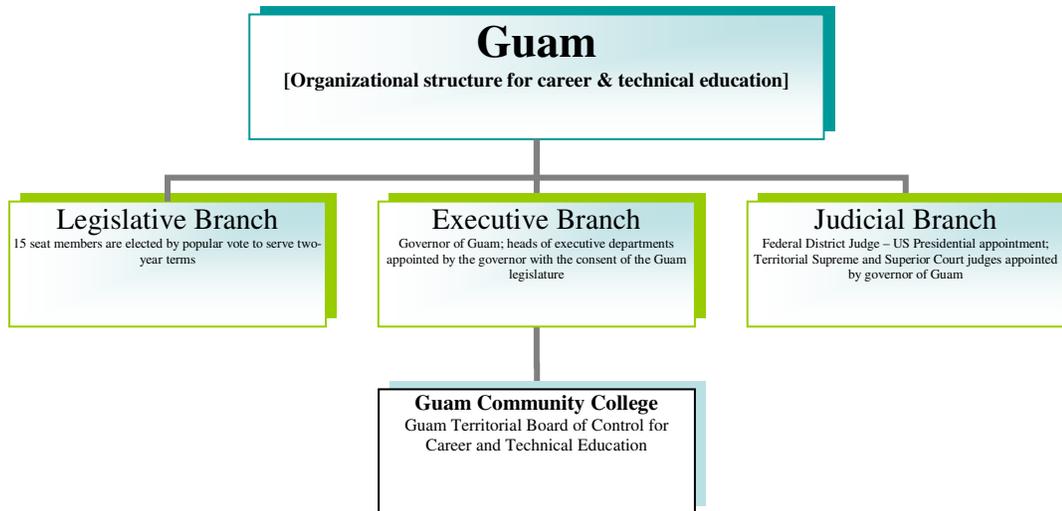


Fig. 3. Guam CTE Governance Structure

Guam Territorial Board of Control Career and Technical Education

Mary Okada
 Executive Officer

Gina Y. Ramos
 Chairperson

Maria D. Garcia
 Vice-Chairperson

Charlene Flores
 Secretary/Student Member

Joseph Leon Guerrero
 Treasurer

Eduardo Ilaio
 Member

Barry Mead
 Faculty Advisory Member

Kenneth Bautista
 Support Staff Advisory Member

Lourdes V. Bautista
 Board Recording Secretary

Guam Public Law 14-77 established the Guam Community College Board of Trustees (BOT), which concurrently serves as the Board of Control for Career and Technical Education [Appendix 10] and is responsible for Guam’s career and technical education. All references to the “Board of Control for Career and Technical

Education” in the State Plan refer to the BOT or “Board.” The BOT has full and complete authority and power to cooperate with the United States Office of Education in the administration of the provisions of the Acts of Congress and to do all things necessary to entitle Guam to receive the benefits of funds appropriated under the Carl D. Perkins Career and Technical Education Act 2006. The BOT will represent the government of Guam in all matters with reference to the expenditure, distribution and disbursement of monies received from the appropriation made under said Acts as in its judgment will best serve the interest of career and technical education on Guam and carry out the spirits, purposes and provisions of the said Acts of Congress.

The President of Guam Community College serves as executive officer of the Board and is responsible for all executive and administrative functions of the institution.

The government of Guam hereby accepts, together with the benefits of funds appropriated hereunder, the Vocational Education Act of 1946 and any Act or Acts amendatory thereof or supplementary thereto as enacted by the Congress of the United States (P.L. 14-77, Chapter 2, §11968:6).

The Guam Board of Control for Career & Technical Education consists of nine (9) trustees, all citizens of the United States and residents of Guam. Six (6) members are appointed by the Governor of Guam (I Maga’lahen Guåhan) with the consent of the Guam Legislature (I Liheslaturan Guåhan); one is an elected student member; and other non-voting advisors may be appointed to serve at the pleasure of the Board. (P.L. 14-77, Chapter 2, §11963 and P.L. 25-39)

The Guam Board of Control for Career & Technical Education shall provide sufficient staff organized for the purpose of implementing new programs as well as expanding, improving and developing programs of career and technical education which are realistic in light of actual or anticipated opportunities for gainful employment, and which reflect the needs, interest and abilities of those benefiting from such training.

All rules and regulations adopted by GCC’s Board of Trustees are made available to the public (P.L. 14-77, Chapter 2, §11967). Regular and special meetings shall be open to the public in accordance with the law (P.L. 14-77, Chapter 2, §11964, Paragraph C).

3. Role of CTE in One-stop Career Center Delivery

The duties of the State Agency counselors include their involvement with the Guam Department of Labor to participate in the One-Stop Career Center Delivery System. This enables them to provide program advisement within the system, as well as to accept enrollment applications.

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III. Provision Of Services For Special Populations

A. Statutory Requirements

1. Special Population Program Description and Strategies

You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

- (a) Will be provided with equal access to activities assisted under the Act.*
- (b) Will not be discriminated against on the basis of their status as members of special populations; and*
- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]*

The goal of programs for individuals defined under Special Populations is to develop, improve, and expand while removing barriers to career and technical education programs and services. Special Populations include:

- Individuals with disabilities;
- Individuals from economically disadvantaged families (including foster children);
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

This goal will promote quality career and technical instruction, evaluation and career counseling by training to maximize students' potential as productive, self-sufficient individuals in occupations of their choice. It will also provide equipment and materials necessary for students to succeed in their educational goals. Guam will not discriminate against individuals including members of special populations.

Public law 108-446 (Individuals with Disabilities Education Improvement Act of 2004) mandates that those who are school-aged children with disabilities receive, "a free appropriate public education...". That this education "...is available to all children with disabilities residing in the State..." In order to follow the public mandates to provide career and technical education opportunities to the special populations, GCC through the MOA between GPSS and GCC offers a (wide) variety of programs (and services) to assist secondary students with disabilities and "other special population" students in reaching their respective career and technical training goals. Through the GPSS Student Support Team and the Division of Special Education support team and GCC, a close collaboration is maintained – with the Guam Public School System (GPSS), Department of Integrated Services for Individuals with Disabilities (DISID), Department of Mental

Health and Substance Abuse, Department of Public Health and Social Services (DPHSS), Agency for Human Resources Development (AHRD), Department of Youth Affairs, and Department of Labor – to ensure student success, and program quality, and the maximum availability to support services.

Features of Programs for Students with Disabilities

Services to students with disabilities are comprised of several specific elements. The student's total career and technical education program, however, may include enrollment in any number of these program features as well as the regular program(s) supported by in whole or part with GPSS, GCC, and other agencies.

Individualized Education Program (IEP)

As mandated by public law, Individualized Transition Plans are developed and incorporated into written IEPs with yearly goals and objectives for all secondary students with disabilities. This is facilitated by the Division of Special Education within the Guam Public School System. This collaborative process includes feedback and input from accommodative services personnel, career counselors, guidance counselors, school administrators, other service providers, academic/career and technical instructors, parents, students, and all other persons involved. IEP development for incoming secondary students is coordinated with the referring school at the time of pre-registration. Prior to IEP implementation, counselors, CRTs, and program staff conduct meetings with the student and parent(s) to discuss and finalize the educational program.

Non-Classroom Career and Technical Educational Experience/Training

Students have the opportunity to engage in appropriate contextual learning experiences. Such experiences include:

- TRIO Programs:
These programs are designed to help students by providing educational information, counseling, academic instruction, tutoring, assistance in applying for financial aid, and supportive encouragement to both students and their families in an effort to overcome classroom, social, and cultural barriers to higher education.
- Service Learning:
To augment educational experiences and encourage students to participate in a civic engagement experience, students are placed into the community through the integration of academic study with active service that encourages civic involvement, community awareness, and responsible leadership.
- Work Experience or Internship:
Students enter paid or unpaid employment/training in the community with or without previous specific skill development. Training is conducted by the employer and progress is monitored by the College. Students can receive direct services from a GPSS school-appointed job coach who assists in the skill development.
- Cooperative Education:

Students enter paid employment/training in the community with prior specific skill development related to placement.

Throughout employment training programs, students are provided services encompassing placement, evaluation, and appropriate job coaching. In addition, students are assisted to ensure a smooth transition. "Transition planning" takes place between school to job, temporary to permanent employment and from secondary to postsecondary. This planning involves the collaboration of school personnel with various agencies (i.e., DISID, AHRD, etc.) and is an integral part of the students' training.

Full Inclusion (mainstreaming)

A priority for Guam's educational system is to prepare students, including those in special populations, by providing services which will enable them to successfully enter and complete an educational program. For example, the purpose of the GCC's Accommodative Services Program is to provide services and accommodations to students with disabilities; work closely with faculty and staff in an advisory capacity; assist in the development of reasonable accommodations for students; and provide equal access for "otherwise qualified" individuals with disabilities.

As a higher education institution, GCC provides students with disabilities accommodations within their respective courses and programs. Accommodations are based on their disability. The best indicators for accommodations are recommendations from their psychological evaluation, supporting medical/diagnostic evidence, relevant medical history, and reports from previous educational institutions.

Qualified individuals with disabilities must have a verified physical or mental impairment which substantially limits one or more major life activities and imposes educational limitations. The major life activities are manual tasks, walking, seeing, hearing, breathing, learning and speaking. Description of treatment including side effects of medication should also be specified. Documentation must be within five years.

Educational limitations refer to the disability inhibiting the student from fully benefiting from classes, activities or services offered by the college to non-disabled students, without specific additional support services or instruction.

Individuals with disabilities must also meet academic and technical standards requisite to admission or participation in the education program or activity. It is important to realize that accommodations can change over time and with differing environmental demands. Accommodations provided in higher education institutions will be granted ONLY if directly related to the disability/disabilities documented.

Supportive Academic Programs

Special needs academic classes are offered to students to support the needs of their career and technical training and to gain life skill concepts. The delivery of the

courses differs from traditional academic settings. Emphasis is placed on school-to-work transitional skills.

Support Services

Support services for students with disabilities are cooperatively provided by the Guam Community College and/or the Guam Public School System includes the following:

- Guidance and personal counseling services;
- Career counseling;
- Transition services;
- Accommodative services;
- Adaptive physical education and recreation;
- Classroom aides to assist individual students with disabilities in the classroom;
- Speech and language therapy;
- Special Services for the deaf and hard of hearing
- Occupational therapy;
- Physical therapy;
- Assistive technology;
- Itinerant teachers for the home-bound and hospitalized;
- Psychological services;
- Interpreter service (sign language);
- Community based training;
- Job coaching;
- Transportation;
- Academic resource instructor; and
- Itinerant faculty for the visually impaired.

Individuals from Economically Disadvantaged Families and Individuals with Other Barriers to Educational Achievement:

Students who are economically and/or educationally disadvantaged face a heavier burden identifying funds for higher education. Research shows that students in this population have lower goals that reflect low self-esteem. The College targets these students to provide support services. They include career and academic counseling, life skills management seminars, tutoring, coordination with other agencies to access child care, tuition assistance and job placement services to assure successful completion of their educational and employment objectives.

Guam has two broad populations of students with limited English proficiency. The first are those who come primarily from the Micronesian islands whose political status with the United States enables them to live, work and attend school on Guam. These students face major cultural adjustments in every area of life. They are often both educationally and economically disadvantaged and most live well below the poverty level. The second broad group consists of those coming from Asia to establish a business on Guam or be employed by a foreign-owned company. Students in this population tend to be economically stable and well educated in their own language. They generally seek

English-speaking skills to improve their ability to carry out their daily activities and assist their children to succeed in Guam's school system. Both populations find that simple tasks may seem difficult because of the language and cultural barriers. Coping/life skills may need to be taught, including obtaining an understanding and appreciation of cultural differences on Guam in all areas of life (social interactions, family situations, college environment, work environment, etc.).

Individuals Preparing for Nontraditional Training and Employment:

The issues of gender bias and gender stereotyping are concerns that affect career preparation and employment. Economics is a compelling reason for most people to seek employment. Single parents, including single pregnant women who are heads of households, must work to support themselves and their dependents. Married women also seek employment to augment the household income to make ends meet. The latest available information on female employment indicates that women hold 45% of all jobs. While the participation of women in low-paying jobs is somewhat higher, women participate in the full range of occupations and income levels. The median earnings for women in 1999 were \$17,346 versus \$21,742; forty-four percent of women earn above \$20,000 and 23.5 percent earn above \$30,000.

Work roles are the indicator and identifier of the individual, and in today's society, these roles have changed. The economics of supporting families at an adequate standard of living has forced women into the labor market. This required that guidelines for non-gender biased educational opportunities be mandated and developed. As these roles continue to change, awareness levels and specific strategies need to be implemented, reviewed, and revised to ensure non-gender bias in the following areas: language, educational materials, and career information. Both males and females tend to make traditional career choices. There remains a need for designing and implementing activities and strategies that emphasize the importance of work and career selections as a means for growth in life.

Single Parents, Including Single Pregnant Women and Displaced Homemakers:

About half of all American children today will live in a single parent household during some part of their growing-up years. A divorced parent may be living with one or more children. Children may alternate residences, living first with one parent and then with the other. Single parent households also include a widowed parent, an unmarried parent, an adoptive parent, or a parent absent for an extended period because of illness, business assignment, military service, imprisonment, or other special situations.

One significant factor that changes the life of a single parent is income. Separation and divorce are financially hard on everyone. The single parent often maintains the household for the whole family. The majority of single parents must work some continuing employment and some becoming employed for the first time. Juggling a job, up-keeping a house and perhaps returning to school as well, is typical.

Work provides income and a sense of independence and adult companionship for single parents. Positive work experiences assist in making them happier, more content self-sufficient parents. Consequently, the home life of the child or children is improved.

There is a need for programs to promote a safe and accident-free work environment and to strive for a healthy lifestyle to enhance the single parent students' opportunities for employment. To be employable, career and technical education students need to use the tools of their trade competently and safely. Additionally, single parents tend to neglect their health; hence education is needed to address this problem.

There is a need to encourage single teen parents to complete their career & technical or adult education and become self-sufficient, productive members of the workforce and society.

2. Addressing the needs of students in alternative education programs

The State Agency's permanent Adult and Career & Technical Education State Planning Task Force include membership from the local alternative education program, JP Torres Alternative School.

3. Promoting preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields.

See response to section [II-A-2.6].

4. Serving individuals in State correctional institutions.

The State Agency currently has a program in place where CT classes are offered at local correctional facilities. In addition, the Agency accepts participants from correctional facilities into a work-release program on campus.

5. Requiring applicants to describe equal access fund use

Eligible providers are required, in their applications, to define their specific use of funds. The application contains four specific questions which require eligible providers to address the needs of special populations.

6. Requirement to describe fund use steps

Refer to response to Section III-A5, above.

IV. Accountability And Evaluation

A. Statutory Requirements

1. Procedures employed to obtain input from eligible recipients in establishing measurement definitions and approaches

Guam will develop an accountability system able to assess the efficiency and progress and to optimize activities related to career and technical education. As members of the Career and Technical and Adult Education Task Force, eligible recipients will continue to have an opportunity to provide input in establishing performance measures for the core indicators of performance for students at the secondary and postsecondary levels.

Core indicators of performance for career and technical students at the secondary level shall include the following six measures.

- i. Student attainment of challenging academic content and student academic achievement standards;
- ii. Student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards;
- iii. Student rates of attainment for secondary school diploma, General Education Development (GED) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), and proficiency credential, certificate, or degree, in conjunction with a secondary school diploma.
- iv. Student graduation rates;
- v. Student placement in postsecondary education or advanced training, in military service, or in employment; and
- vi. Student participation in and completion of career and technical education programs that lead to non-tradition fields.

Core indicators of performance for career and technical education students at the postsecondary level shall include the following five measures.

- i. Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards;
- ii. Student attainment of an industry-recognized credential, a certificate, or a degree;
- iii. Student retention in postsecondary education or transfer to a baccalaureate degree program;
- iv. Student placement in military service or apprenticeship programs, placement or retention in employment, including placement in high-skill, high-wage, or high-demand occupations or professions; and
- v. Student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

2. Procedures employed to obtain input from eligible recipients in establishing a State adjusted level of performance

The Career and Technical and Adult Education Task Force are responsible for the development of The Guam State Plan for Career and Technical Education. Membership on this task force – representing academic and career and technical education faculty and administrators, career guidance/counseling, eligible recipients, parent/student, institution of higher education, interested community members, special populations, business and industry, and labor organization – provides a system that ensures continuous dialogue throughout the development of Guam’s adjusted level of performance for each of the core indicators of performance.

In addition, the State Advisory Council will provide guidance regarding the establishment of locally-adjusted levels of performance.

3. Measurement Definitions and Approaches

Part C of this Plan provides information on valid and reliable measurement definitions and approaches used for each of the core indicators of performance for students at the secondary and postsecondary levels. Based on non-regulatory guidance, student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1) were established by USDE and therefore these definitions and measures are valid and reliable.

The following list our measurement definitions for each of the performance indicators for CTE. The State Agency utilizes the pre-populated terms as stipulated, with no additional performance indicators added. **[NOTE: Refer to Guam’s Response and Assurances to USDE Conditions, July 11, 2008 - page 55 for additional information.]**

Secondary Level: 8 Indicators

1S1	Academic Attainment - Reading/Language Arts
Numerator:	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b) (3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
Denominator:	Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores was included in the State’s computation of AYP and who, in the reporting year, left secondary education.

1S2 Academic Attainment - Mathematics	
Numerator:	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b) (3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
Denominator:	Number of CTE concentrators who took the ESEA assessment in mathematics whose scores was included in the State's computation of AYP and who, in the reporting year, have left secondary education.

2S1 Technical Skill Attainment	
Numerator:	Number of <u>CTE concentrators</u> who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who took the assessments during the reporting year.

3S1 Secondary School Completion	
Numerator:	Number of <u>CTE concentrators</u> who earned a secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who left secondary education during the reporting year.

4S1 Student Graduation Rates	
Numerator:	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.
Denominator:	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

5S1 Secondary Placement	
Numerator:	Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the secondary quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007)..
Denominator:	Number of <u>CTE concentrators</u> who left secondary education during the

	reporting year.
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6S1	Nontraditional Participation
Numerator:	Number of <u>CTE concentrators</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2	Nontraditional Completion
Numerator:	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary Level: 8 Indicators

1P1	Technical Skill Attainment
Numerator:	Number of <u>CTE concentrators</u> who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who took the assessments during the reporting year.

2P1	Credential, Certificate, or Degree
Numerator:	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.

3P1	Student Retention and Transfer
Numerator:	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and were enrolled in postsecondary education in the fall of the previous reporting year.
Denominator:	Number of <u>CTE concentrators</u> who enrolled in postsecondary education in the fall of the previous year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1 Student Placement	
Numerator:	Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
Denominator:	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.

5P1 Nontraditional Participation	
Numerator:	Number of <u>CTE concentrators</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2 Nontraditional Completion	
Numerator:	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
Denominator:	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.

4. Alignment of Indicators with State and Federal programs

Guam will continue to maintain a database on secondary and postsecondary students aligned to similar information gathered for other programs. This database system is able to provide disaggregate data for the indicators described in this Plan. In June 2007, GCC launched “MyGCC Portal” an integrated database system. This web base system accomplishes three objectives: (a) strengthens GCC’s information management and academic quality; (b) expands access to instructional programs in the community; and (c) improves student tracking that will align indicators to similar information collected.

5. Performance Levels for Core Indicators

As part of The Guam State Plan for Career and Technical Education, performance levels have been established for 1S1: Academic Attainment – Reading/Language Arts, 1S2: Academic Attainment – Mathematics, and 4S1: Student Graduation Rates. These performance levels, expressed in a percentage and numerical form in an effort to be objective, quantifiable, and measurable, are found in Section C-III and IV (Baseline Data and Performance Levels). **[NOTE: Refer to Guam’s Response and Assurances to USDE Conditions, July 11, 2008 – page 55 for additional information.]**

6. Procedure employed to reach agreement on locally adjusted levels of performance

Eligible recipients who do not accept Guam’s adjusted levels of performance under §113(b)(3) must develop and submit levels of performance that at a minimum is

expressed in a percentage or numerical form, consistent with Guam's levels of performance and continuously make progress toward improving the levels toward Guam's adjusted levels of performance under §113(b)(3).

7. Revisions to locally adjusted levels of performance

Should unanticipated circumstances arise with respect to an eligible recipient's ability to meet Guam's core indicators of performance levels, the eligible recipient may request in writing a revision to the local adjusted levels of performance. Guam will develop and issue objective criteria and methods for making such revisions including why the eligible recipients levels of performance involved compare with the local adjusted levels of performance established for other eligible recipients in Guam and the extent to which the local adjusted levels of performance promote continuous improvements on the core indicators of performance.

8. Data collection methods to measure student progress

As part of the annual Close-Out Report, each eligible recipient will certify submitting complete, accurate, and reliable data relating to students participating in career and technical education programs, including special populations. [NOTE: Refer to Guam's Response and Assurances to USDE Conditions, July 11, 2008 - page 55 for additional information.]

The State Agency will request assistance from other local institutions of higher education in establishing an evaluation mechanism within the GPSS and GCC system to improve and upgrade the monitoring of federal core indicators. The program will work to monitor the progress and success of career and technical education programs on Guam.

It will also work with the Guam Department of Labor to determine overall workforce measures to assist the setting of employment training goals.

Finally, it will develop a tracking survey system that allows the measurement of satisfaction levels among participants and career success measures attributable to career and technical education instruction. This survey tracking system will be comprised of two major components:

- A survey of all career path students/participants to gauge their perception regarding the process of the CTE Program.
- A survey of participants' employers to evaluate any improvement in the participant(s)' performance.

9. Agreement with consortia

Guam may actively participate in an agreement with a consortium receiving a grant under Perkins IV. The agreement will describe the requirement that each consortium member receiving funds meet a minimum level of performance under §113(b) of the Act.

10. Annual evaluation and non-duplication of CTE programs

As part of the annual application process, eligible recipients must, at a minimum, provide the following:

- A description of the extent to which the eligible recipient will coordinate with other agencies, institutions or organizations with respect to career and technical or social services to ensure the prevention of duplication of efforts.
- An assurance that this request for funding does not duplicate programs, services, or activities provided to students under other Federal or local programs.

Additionally, site visits are conducted to evaluate the effectiveness of the career and technical program.

B. Other Department Requirements [NOTE: Refer to Guam's Response and Assurances to USDE Conditions, July 11, 2008 - page 55 for additional information.]

1. Provision of data reporting accountability

Guam will provide information required in Part C, Accountability Forms, for all core indicators of performance as listed in Sections IV.A-B

Secondary Level: 8 Indicators

- 1S1: Academic Attainment - Reading/Language Arts
- 1S2: Academic Attainment - Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

Postsecondary/Adult Level: 6 Indicators

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Degree
- 3P1: Student Retention and Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

- (a) Student definitions for the secondary and postsecondary core indicators of performance are on Section C-III and IV.
- (b) Baseline data for the secondary core indicators of performance are on Section C-III. Base line data was obtained from program year 2006.
- (c) Proposed performance levels for the secondary core indicators of performance are on Section C-IV. These levels are shown as a percentage or numerical form to be objective, quantifiable, and measurable.

2. Identification of Technical Skill Assessment Data

Guam Community College is the LEA and SEA administering several secondary CTE programs in the Guam Public School System and postsecondary CTE programs at Guam’s only community college that remains “resolute in its commitment to comprehensive assessment by promoting the ongoing pursuit of excellence grounded in the assessment of student learning outcomes.”³ In response to the Western Association of Schools and Colleges’ 2000 evaluation report, GCC formed an institutional-level committee, Committee on College Assessment (CCA) Fall 2000, to plan, review, and monitor assessment activities. Today, CCA continues to provide guidance to academic and non-academic departments on GCC’s two-year 4-phase assessment cycle that evolved from paper-driven to an online environment. The cycle – grounded in student-learning outcomes (SLOs) and administrative unit outcomes (AUOs) – includes the following:

1. Developing an assessment plan that highlights SLOs (including cognitive, affective, and behavioral) or AUO outcomes.
2. Gathering data continuously.
3. Preparing and submitting an assessment report.
4. Implementing assessment results.

The college’s years of commitment and realization of assessment milestones culminated in June 2006 with the Accrediting Commission for Community and Junior College reaffirming GCC’s accreditation to Spring 2012. Commission President, Barbara Beno, wrote” the College is commended for its response to the recommendations of the previous evaluation team and for the extensive assessment process and infrastructure that places GCC in the forefront in meeting the assessment expectation of the 2002 Standards.”⁴

A survey was conducted of CTE programs on technical skill attainment measures currently utilized and although GCC received accolades for its assessment model, the table below (list of CTE secondary and postsecondary (AA, AS, Certificate) programs) reflects the need to establish a statewide system for measuring technical skill attainment. Information on GCC’s assessment model and process may be viewed in its entirety at www.guamcc.edu.

CTE Program	Associate Degree/ Certificate/ Secondary	Program/Course	Skill Assessment	
			Tool (Exam): National/Local/Faculty	N=Student Taking Exam
Accounting	AS	Hospitality Industry Accounting, AC225	Educational Institute of the American Hotel & Lodging Association	N=11; 6=achieved 70% or better
Automotive Body	Secondary	Automotive, VEME071A	Faculty developed test	Not Available
Automotive Technology	Secondary	Engine Tune Up	Faculty developed test	Not Available
Automotive Technology	AS/Certificate	Introduction to Automotive Service Technology, AST100	Faculty developed test	N=25; 20=achieved 70% or better
Computer Networking	AS	Program	Electronics Technician Association CAT5 Wiring & Testing Certification Test and	N=106; 92=passed

³ GCC’s Second Annual Institutional Assessment Report, page 2

⁴ GCC’s Sixth Annual Institutional Assessment Report

CTE Program	Associate Degree/ Certificate/ Secondary	Program/Course	Skill Assessment	
			Tool (Exam): National/Local/Faculty	N=Student Taking Exam
			Fiber Optic Installer Certification Test	
Computer Science	AS/Certificate	Advanced RPG II, CS252	Faculty developed checklist	N=28; 27=achieved 70% or better
Construction Trades	Secondary	Carpentry 2A/B	Faculty developed test	Not Available
Cosmetology	Certificate	Salon II, CM202	Milady's Standard Student Progress	Not available
Criminal Justice	AS/Certificate	Criminal Justice Internship, CJ290	Faculty developed checklist	Not available
Culinary Arts	AA	Sanitation and Safety, HS203	<ul style="list-style-type: none"> ▪ National Restaurant Association Educational Foundation Food Production ▪ American Hotel & Lodging Association Educational Institute Exam Food Safety & Sanitation 	Not available
Early Childhood Education	AA/Certificate	Early Childhood Education Practicum, CD292	Faculty developed checklist and rating sheet	Not available
Education	AA/Certificate			Not available
Electronics & Computer Networking	Secondary	Networking II, VEEE066	CISCO Networking Academy	N=71; 50=achieved 70% or better
Hospitality Industry Management	AS	Hospitality Industry Computer Systems, HS268	American Hotel & Lodging Association Educational Institute Exam Food Safety & Sanitation	Not available
Lodging Management	Secondary	Program	Faculty developed evaluation	Not available
Marketing	Secondary	Marketing IIB, VEMK061	Faculty developed test	Not available
Marketing	AS		Faculty developed test	Not available
Medical Assisting	AS/Certificate		Faculty developed lab test	Not available
Nursing Assisting	Secondary	Nursing Assisting, NU101	Faculty developed checklist	Not available
Office Technology	AS/Certificate	Machine Transcription, OA240	Faculty developed checklist and test	Not available
ProStart	Secondary	ProStart II, VETT065	Faculty developed checklist	Not available
Practical Nursing	Certificate	Program	Faculty developed checklist	N=12; 9=achieved 53% or better
Supervision and Management	AS/Certificate	<ul style="list-style-type: none"> ▪ Management Skill Development, SM220 ▪ E-Commerce Management, SM211 	Faculty developed test	<ul style="list-style-type: none"> ▪ N=10; 10=achieved 70% or better ▪ N=17; 15=achieved 70% or better
Systems Technology	Certificate	Computer Networking IV, EE268	Faculty developed test	N=8; 8=achieved 80% or better
Visual Communications	Secondary	Visual Communications, VEVC054	Faculty Developed Test	Not available
Visual Communications	AS	Macintosh Applications, CS152	Faculty developed test	Not available

The need to further develop GCC's assessment model (i.e., career and technical skill attainment) and provide Guam a competent workforce comes at a pivotal time as Guam prepares for the arrival of military personnel because of an agreement between the U.S. and Japan to downsize

and transfer 8,000 U.S. Marines and 9,000 dependents within the next seven years to Guam. The transfer will require Guam to upgrade various industries – primarily construction related careers – in the next five to eight years as the military strengthens its capacity in the Pacific region. Thus developing a competent workforce is embedded in GCC’s Institutional Strategic Master Plan (ISMP) scheduled for completion July 2008. To ensure alignment of State goals and objectives, Guam’s State Director for CTE and adult education and many of the individuals (faculty, staff, students, administrators, and key stakeholders) involved in the development of Guam’s Career and Technical Education Five-Year State Plan, 2008-2013, were involved in the development of the ISMP.

V. Tech Prep Programs

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under §201 with funds received under §111 in order to carry out the activities described in the State plan submitted under §122. Only States that will use all or part of their allotment under §201 need to complete items in this §of the State plan.

Guam is allotted funds to implement career and technical education programs under paragraph (1) of §111(a). As such, Guam is not eligible to receive Tech Prep funds under §201, State Allotment and Application, by which the Secretary will provide States with funds to support Tech Prep Programs in the same manner as funds are allocated to States under paragraph (2) of §111(a).

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VI. Financial Requirements

A. Statutory Requirements

1. Fund allocation and consolidation

Guam will allocate funds received under paragraph (1) of §111(a) (A) between career and technical education at the secondary and postsecondary/adult level. Under this paragraph, the Secretary will reserve 0.13 percent to carry out §115, Assistance for the Outlying Areas by making a \$660,000 grant to Guam the first year and in equal proportion in subsequent years. In response to the limited funds reserved to outlying areas, Guam applied an alternate formula to more equitably distribute funds between State Leadership and State Administration (items described below). Additionally, Guam will pursue the grant made by the Secretary to the Pacific Region Educational Laboratory (PREL) in Honolulu, Hawaii in order to implement career and technical education services or activities. These services or activities will include professional development (teacher and counselor training and retraining); curriculum development; and program improvement (career and technical education and training programs in secondary schools and institutions of higher education or improving cooperative education programs involving secondary schools and institutions of higher education).

- Not less than eighty-five percent (85%) of the funds received will be distributed under §131 or 132, secondary education programs and postsecondary education programs, respectively.
- Not more than five percent (5%) of the funds received will be used to carry out State Leadership activities. Under State Leadership, not more than one percent (1%) will be used to serve individuals in State institutions, such as Guam's Department of Corrections and institutions that serve individuals with disabilities. Not more than four percent (4%) will be used for services that prepare individuals for non-traditional fields.
- Not more than ten percent (10%) will be used for State Administration activities. These activities include developing the Guam State Plan for Career and Technical Education, reviewing a local plan, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, providing technical assistance, and supporting and developing Guam's data system relevant to this Act.

2. Fund distribution among LEAs, CTE Schools, and educational service agencies

Guam will distribute \$140,250, or twenty-five percent (25%), of the funds received under §115 to eligible recipients who successfully are awarded a grant to implement career and technical education programs under §131. Guam requests for a waiver to provide for a more equitable distribution and more effectively target funds under §133, Special Rules for Career and Technical Education, by having eligible providers compete for funds under §131 and 132.

3. Fund distribution among postsecondary institutions

Guam will distribute \$420,750 or eighty-five percent (85%) of the funds received under §115 to eligible recipients who successfully are awarded a grant to implement career and

technical education programs under §132. Guam requests for a waiver to provide for a more equitable distribution and more effectively target funds under §133, Special Rules for Career and Technical Education, by having eligible providers compete for funds under §131 and 32.

4. Fund allocation among secondary consortia

Funds received for the period covered under the Guam Five-Year State Plan for Career and Technical Education(July 1, 2008 – June 30, 2013), funds will be distributed among any consortia that will be formed among secondary schools. The rationale for allocation of funds among consortia is based on the Memorandum of Agreement (between Guam Community College and the Guam Public School System) and the needs of the schools to carry out secondary career and technical education programs.

5. Fund Allocation among postsecondary consortia

Funds received for the period covered under The Guam Five-Year State Plan for Career and Technical Education(July 1, 2008 – June 30, 2013), will be distributed among any consortia formed among postsecondary institutions. The rationale for distribution of these funds is based on student enrollment, program distribution, and financial support.

6. Data adjustment to reflect changes

Funds that are not allocated will be redistributed to local educational agencies that meet the requirements in accordance with provisions of §131(a) (3).

7. Alternative Allocation Formulae

Public Law 14-77 gave GCC the sole responsibility for the administration and implementation of career and technical education activities within Guam. GCC is the State Education Agency (SEA)/State Agency and the Local Education Agency (LEA) for Career and Technical Education. To maximize the use of the limited amount of funds allocated to Guam for local educational programs (\$140,250), Guam is requesting a waiver to distribute funds to secondary programs based on individuals aged 13 to 17 residing at each of Guam's four school districts rather than to adhere to §131(a)(1) and (2)[Appendix 5]. This waiver request is in accordance to §131(b).

B. Other Department Requirements

1. Detailed Project Budget

Section B-1 of this document provides a detailed budget for the distribution of funds received under paragraph (1) of §111(a) (A) and §115 (a) for career and technical education programs at the secondary and postsecondary/adult level and assistance for the outlying areas, respectively.

2. List of Allocations Made to Consortia

The State allocation to secondary and postsecondary programs and reserve is described below.

- Not less than eighty-five percent (85%) of the funds received will be distributed under §131 or 132, secondary education programs and postsecondary education programs, respectively.

- Not more than five percent (5%) of the funds received will be used to carry out State Leadership activities. Under State Leadership, not more than one percent (1%) will be used to serve individuals in State institutions, such as Guam's Department of Corrections and institutions that serve individuals with disabilities. Not more than four percent (4%) will be used for services that prepare individuals for non-traditional fields.
- Not more than ten percent (10%) will be used for State Administration activities. These activities include developing the State Plan, reviewing a local plan, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, providing technical assistance, and supporting and developing Guam's data system relevant to this Act.

3. Secondary and postsecondary formula employed to allocate funds

Below is a description of the allocation of funds available under §112(a) to support activities described in §131(a) and §132(a).

- Not less than eighty-five percent (85%) of the funds received will be distributed under §131 or 132, secondary education programs and postsecondary education programs, 25% and 85% respectively.

4. Competitive basis or formula to be used to award reserve funds under section 112(c)

Guam will award funds under §112(a) on a competitive basis. The Guam Community College is the State and local educational agency and follows the requirements established by the Board of Trustees which also serves as the Territorial Board of Control for Career and Technical Education, hereinafter referred to as the Board. A copy of the application for funding (Program Agreement form) is found in the Appendices of this State Plan.

The following pertain to local applications:

- Local applications are for the same period as covered by the State Plan.
- The application describes the career and technical education programs, services and activities to be funded.
- The application describes how the proposed programs, services and activities will coordinate with relevant programs under the Adult Education Act, in order to avoid duplication.

Methods of Administration:

The system for administration of funds under The Guam Five-Year State Plan for Career and Technical Education is a centralized system operated by Guam Community College, with the State Director serving as the overall program administrator. The State Agency assumes this responsibility under local law as well as Federal; P. L. 14-77, enacted by the Guam Legislature mandates GCC as the SEA to administer Career and Technical Education on Guam. The Guam Community College Board of Trustees serves as the State Board of Control for Career and Technical and Adult Education. As the designated State Education Agency (SEA), GCC is responsible for the State Plan development and submission as well as the coordination of planning and other related activities with appropriate agencies and groups.

Appeals Procedures:

Appeals procedures by which a eligible recipients may appeal decisions adverse to its interests with respect to programs assisted under this Act, are set forth in Resolution No. 25-86, "Rules of Procedure and Evidence in Appeal Hearings, adopted by the Board on April 10, 1981, and amended on October 29, 1986.

Applicants requesting funding who are denied may appeal through this system. The applicants are normally administrators and instructors from the various program areas in the College.

Application Requirements:

The Board will comply with the requirements of §122 by planning and developing a State Plan. The State Agency will provide for proper and efficient administration of the Act. The State Agency will comply in the spending of amounts reserved for Guam under § 112(a) of the Act.

Applications

Each eligible provider desiring a grant or contract under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C. 2301 et seq. as amended by P.L. 109-270 (Perkins IV) shall submit an application which will be evaluated on the basis of the criteria described in "Evaluation of Application" of this Plan.

- The application will contain information and assurances that funds awarded under Perkins IV will be spent to provide career and technical education programs and services by providing information on the items.
 - (a) Demonstrate to what extent career and technical education programs required under §135(b) will be carried out with funds received under this title.
 - (b) Describe the extent program activities meet Guam's adjusted levels of performance established under §113.
 - (c) Explain ways in which the eligible recipient will provide the following:
 - i. Offer the appropriate courses of not less than 1 of the career and technical programs of study described in §122 (c)(1)(A);
 - ii. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in (i) the core academic subjects (as defined in §9101 of the Elementary and Secondary Education Act of 1965); and (ii) career and technical education subjects;
 - iii. Provide students with strong experience in, and understanding of, all aspects of an industry;

- iv. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - v. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in §9101 of the Elementary and Secondary Education Act of 1965).
- (d) Describe a comprehensive professional development activity (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel that promotes the integration of coherent and rigorous content career and technical education (including curriculum).
- (e) Illustrate that parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of Tech Prep consortia (if applicable), representatives of the entities participating in activities described in §117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs. Also include to what extent these individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.
- (f) Assure that the career and technical education program is of such size, scope, and quality to bring about an overall improvement in the quality of career and technical education programs.
- (g) Describe the process to evaluate and continuously improve the performance of the eligible recipient.
- (h) Demonstrate that an eligible recipient (a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; (b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and (c) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- (i) Illustrate that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- (j) Describe the extent that funds be used to promote preparation for non-traditional fields.

- (k) Illustrate that career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
- (l) Explain efforts to improve (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (b) the transition to teaching from business and industry.
- Provide a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of career and technical education activities.

5. Procedures employed to rank and determine eligible recipients seeking funding

Eligible providers are prioritized based on the following criteria:

- Completion of the application form as described in Section IV-A.4 above
- Program applications geared towards high-demand, high-wage occupations as defined by the State, or those geared towards one of the five priority career clusters (i.e. Transportation, Allied Health, IT, Services, and Construction Trades) in need of career and technical educational assistance for the local economy.

Applications are initially graded on a 100-point scale. Those receiving over 50 points proceed to go through an evaluation by the Project Review Committee. The Project Review Committee, which is comprised of representatives from the State Agency, GPSS, UOG, and two industry representatives, utilizes an evaluation tool formed in conjunction with the State which measures:

- The required use of funds
- The suitability of the budget according to the proposed program

6. Procedures employed to rank and determine eligible recipients in rural and sparsely populated areas

Guam is defined as a rural state; as such, all procedures as stipulated in Section IV-A.5 (above) apply.

VII. EDGAR Certifications and Other Assurances

A. Edgar Certifications

B. Other Assurances

See Microsoft Office Document Imaging File.

Guam's Response and Assurances to USDE Conditions

July 11, 2008

1. The State Plan has been revised to reflect Guam's procedures to ensure submission of complete data in the future (State Plan pages 38, 41, 42, 43, 67, and 69).

a. Two key barriers prevented Guam from reporting complete disaggregate data on the 2007 CAR: *limitation of GPSS' accountability system and voluntary information from participants in special population categories.*

b. Guam has one school district, the Guam Public School System (GPSS). Its four public high schools collect and maintain student information data on an independent antiquated system. At the end of each semester, GPSS compiles data from the high schools and then electronically transmits secondary student information data to the State Agency. In contrast, GCC collects and maintains postsecondary student information data on newly acquired "MyGCC Portal" an integrated database system located on campus. NOTE: GPSS is waiting approval of a contract to purchase a web based student management system scheduled for implementation at various high schools Spring 2009.

Guam's strategy, to address the barriers identified above, is to provide technical assistance, monitor data, and communicate progress.

c. The following table describes specific activities, staff responsible for the successful and timely completion of each activity, and the timeline to complete each step.

Action Step	Staff	Completion Date
Notify key administrators (GCC's VPs, deans, associate dean, registrar, counselors, institutional researcher and GPSS' system analyst and planning/research administrator) of data initiative.	Assist. Director, State Agency Office	July 11, 2008
Revise Student Information Sheet	Registrar	July 31, 2008
Announce data initiative at Convocation	VP, Academic Affairs Division	August 8, 2008

Action Step	Staff	Completion Date
Provide technical assistance on data initiative and core indicators of performance (counselors, institutional researcher, registrar, system analyst).	Assist. Director, State Agency Office	August 15, 2008
Meet with GPSS superintendent to discuss data concerns	State Director	To be announced
Disseminate Student Information Form	Sec - Associate Dean PS – Registrar	August 18, 2008
Collect Student Information Form	Sec - Associate Dean PS – Registrar	August 29, 2008
Validate Completeness of Student Information Form to Class Roster	Sec – Faculty & Associate Dean ⁵ PS – Registrar	September 8, 2008
Create database and input data	Sec - State Agency Office ⁶ PS – Registrar	October 13, 2008
Validate database	Sec - State Agency Office ⁷ PS – Registrar	October 20, 2008
Provide State Agency Office with validated data ⁸	Sec - State Agency Office PS – Registrar	October 31, 2008
Complete required CAR	Assist Director, State Agency Office	December 31, 2008

VP – Vice President, Sec – Secondary, PS – Postsecondary

2. Guam will judiciously work with GPSS to assure aggregate and disaggregate data on all student populations for the three NCLB core indicators (academic attainment in reading/language arts (1S1), academic attainment in mathematics (1S2), and graduation rates (4S1) in addition to all other required core indicators.

3. Guam will file the first quarter report (July, August, and September 2008 by October 15, 2008) on the status of its corrective actions to Mr. Edward Smith, Branch Chief, Program Administration Branch, Division of Academic and Technical Education, Office of Vocational and Adult Education as required. Subsequent quarterly reports will follow accordingly with aggregate and disaggregate student data provided with the second and fourth quarterly reports.

⁵ To be accomplished by GPSS effective school year 2008-9/GCC Registrar

⁶ Ibid.

⁷ To be accomplished by Associate Dean/Institutional Researcher and System Analyst effective school year 2008-9

⁸ Ibid.

Part B. Budget Forms

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I. Title I: Career and Technical Education Assistance to States

(Estimated Allocation for Federal funds to become available beginning July 1, 2008)

A.	Total Title I Allocation to the State	\$ 660,000.00
B.	Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	N/A
C.	Total Amount of Combined Title I and Title II Funds to be distributed under §112 (<i>Line A + Line B</i>)	\$ 660,000.00
D.	Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ 561,000.00
	1. Reserve (<i>not more than 10% of Line D</i>)	N/A
	1.a. Secondary Programs (<i>__% of Line D</i>)	N/A
	1.b. Postsecondary Programs (<i>__% of Line D</i>)	N/A
	2. Available for formula allocations (<i>Line D – Line D.1</i>)	\$ 561,000.00
	2.a. Secondary Programs (<i>25% of Line D.2</i>)	\$ 140,250.00
	2.b. Postsecondary Programs (<i>75% of Line D.2</i>)	\$ 420,750.00
E.	State Leadership (<i>no more than 10%</i>)	\$ 33,000.00
	1. Nontraditional Training and Employment	(\$_____)
	2. Corrections or Institutions	(\$_____)
F.	State Administration (<i>no more than 5%</i>) (<i>Line C x 10%</i>)	\$ 66,000.00
G.	State Match (from non-Federal funds) ⁹	\$ 126,882.00

⁹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year

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II. Title II: Tech Prep Programs

Guam is allotted funds to implement career and technical education programs under paragraph 1 of §111(a). As such, Guam is not eligible to receive Tech Prep funds under §201, State Allotment and Application, by which the Secretary will provide States with funds to support Tech Prep Programs in the same manner as funds are allocated to States under Paragraph 2 of §111(a).

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Part C. Accountability Forms

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I. Definitions Of Student Populations

A. Secondary Level

Participants –

A secondary participant is a student who has earned half (1/2) or more credits in any career and technical education program during the reporting year.

Concentrators –

A secondary concentrator is a student who has earned at least one (1) or more credits in a single career and technical education program area during the reporting year.

B. Postsecondary/Adult Level

Participants –

A postsecondary/adult participant is a student who has earned one (1) or more credits in a career and technical education program area during the reporting year.

Concentrators –

A postsecondary/adult concentrator is a student who during the reporting year:

- Completes at least six (6) academic or career and technical education credits within a single program area sequence that is comprised of six (6) or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or
- Completes a short-term career and technical education program sequence of less than six (6) credit units that terminates in the award of an industry-recognized credential, a certificate, or a degree.

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II. Identification Of Measurement Definitions/Approaches [NOTE: Refer to Guam's Response and Assurances to USDE Conditions, July 11, 2008 - page 55 for additional information.]

Guam students continue to test below the national standard for grades K-12 on Stanford Achievement Test Series, 10th edition (SAT). The challenge we face is bringing students up to grade level of academic performance. In addition, there is a need to raise the local career and technical academic standards.

Enrollment in career and technical programs has fluctuated over the past three years. Major contributing factors are the low School Cohort Graduation Rate (Southern High School - 60.9%, Simon Sanchez High School – 71.8%, John F. Kennedy High School – 56.0%, and George Washington High School – 63.1%) at the secondary level¹⁰ and unemployment rate --- 6.9% in March 2006, down from 15.3% in July 2000¹¹ --- resulting in a smaller pool of students entering career and technical programs. The population for the measurement of these indicators is students enrolled in at least one career and technical course. At the postsecondary level, the population for the measurement of these indicators is all students enrolled at the Guam Community College in a program of study that leads to a certificate or degree.

GPSS data for secondary core indicators of performance continues to be unsystematically compiled and reported to the State Agency Office. In response to this, GCC has established policies, procedures, and activities that address secondary career and technical programs and student information data. They include the “Memorandum of Agreement (MOA) between Guam Public School System (GPSS) and the Guam Community College”, “GPSS/GCC MOA Compliance Directive”, GCC Career Counselors, and the Career Placement Center. Additionally, full implementation of a new unified network system for GCC that integrates financial and student data and provides a seamless and secure access to campus information and services will be in place June 2007.

The Memorandum of Agreement (MOA) between Guam Public School System and the Guam Community College Regarding the GCC Career and Technical Education Programs in the Guam Public Schools [Attachment 2] ~ In 1999, a Memorandum of Agreement was amended and approved between GPSS and GCC to strengthen the framework for delivery of GCC's Career and Technical Education (CTE) programs and activities within GPSS. The MOA also requires GPSS to collect, compile, and maintain accurate and reliable secondary student information data.

GPSS administers secondary education on Guam. Each high school gathers and maintains a stand-alone student information database on the Columbia School System. Data from the high schools is merged and consolidated into a single database file at the Financial, Student and Administrative Information Systems (FSAIS) Office within GPSS. FSAIS then transmits student data saved onto a diskette to GCC's Registrar who uploads the information to GCC's student information system – National Institute for Administrative Systems, Inc. (NIAS). GCC's postsecondary student information is also maintained in NIAS.

¹⁰ School Annual Report Card, SY 2005-2006

¹¹ Department of Labor, Bureau of Labor Statistics, Unemployment Situation of Guam: 1974 - 2006

GPSS/GCC MOA Compliance Directive ~ Although the MOA required complete and accurate secondary data, it became apparent that data fields were inconsistent and maintained independently at each public high school. On August 8, 2006, a GPSS directive was approved to standardize and clarify these data fields. Effective immediately, all GPSS high schools are required to use specific "course cluster program codes" for CTE programs (i.e., Autobody, Automotive Service, Allied Health, Construction, Visual Communications, Marketing, Tourism, and Electronics).

GCC Career Counselors ~ Since the inception of GCC's career and technical programs at the public high schools, student enrollment, retention, program completion, and transition to a postsecondary career and technical program was hampered. To address this problem, four Career Counselors were hired and strategically placed at each public high school (January 2006). The goal of the Career Counselor is to "support the overall goal of developing effective and streamlined Career and Technical Education for youth that prepares them for opportunities for life-long learning and successful careers; improve secondary and postsecondary linkages; and include continuous upgrade and development of a more comprehensive Career Guidance and Counseling Program for secondary students." The role of GCC Career Counselors is included in the MOA (Appendix H) between GPSS and GCC.

GCC Career Placement Center ~ The Center's mission is to "provide quality training and resources that support and prepare students for transition into their long-term career pathways reflective of the community and industry need on Guam and the region." Students and alumni can readily obtain career related resources, job referrals, job listing, job search strategies, resume writing, interview mocking, employability workshop, and career job fairs. The Center maintains a database on the number and type of services it provides to students and GCC alumni.

The Career and Technical and Adult Education State Plan Task Force ("Task Force") will continue to address these issues and a number of fundamental questions to provide definitions, framework and modification or development of systems to gather complete and accurate data.

The table that follows describes the indicator and citation, measurement definition, and measurement approach for each core indicators performance required for submission in the Guam State Plan for Career and Technical Education. These indicators are 1S1 - Academic Attainment – Reading/Language Arts (113(b)(2)(A)(i)), 1S2 - Academic Attainment – Mathematics (113(b)(2)(A)(i)) and 4S1 - Student Graduation Rates (113(b)(2)(A)(iv)).

III. Baseline Data

Column 4 of the table which follows reflects baseline data on the most recent completed program year for each of the core indicators of performance.

IV. Performance Levels [NOTE: Refer to Guam’s Response and Assurances to USDE Conditions, July 11, 2008 - page 55 for additional information.]

Columns 5 and 6 of the table which follows show performance levels which have been pre-populated by the OVAE’s Regional Accountability Specialist.

A. Secondary Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
IS1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b) (3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores was included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State/Local Administrative Records: Reporting CTE concentrators – on academic attainment in reading/language arts using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B:	A: 50%	A: 51%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b) (3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores was included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State/Local Administrative Records: Reporting CTE concentrators – on academic attainment in mathematics using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B:	A: 50%	A: 51%
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE concentrators who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on technical skill attainment using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 67%	L: A:	A: 70%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3S1 Secondary School Completion 113(b) (2) (A) (iii) (I-III)</p>	<p>Numerator: Number of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>State/Local Administrative Records: Reporting CTE concentrators – on secondary school completion using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.</p>	B: 58%	L: A:	A: 62%
<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State/Local Administrative Records: Reporting CTE concentrators – on secondary student graduation using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.</p>	B:	A: 50%	L: 51%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the secondary quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on secondary placement using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 77 %	L: A:	A: 80%
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on nontraditional participation using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 21 %	L: A:	L: 22%
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on nontraditional completion using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 11%	L: A:	L: 12%

B. Postsecondary/Adult Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of CTE concentrators who took the assessments during the reporting year.	State/Local Administrative Records: Reporting CTE concentrators – on technical skill attainment using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 86%	L: A:	L: 87%
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	State/Local Administrative Records: Reporting CTE concentrators – on credential, certificate, or degree using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 86%	L: A:	L: 87%
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of CTE concentrators who enrolled in postsecondary education in the fall of the previous year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	State/Local Administrative Records: Reporting CTE concentrators – on student retention or transfer using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 42%	L: A:	A: 47%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on student placement using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 79%	L: A:	L: 80%
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on nontraditional participation using information from local data. These data are maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 19%	L: A:	L: 20%
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State/Local Administrative Records: Reporting CTE concentrators – on nontraditional completion using information from local data. These data is maintained as individual student records and sent to the State as individual student records or aggregated program or school level data.	B: 7%	L: A:	L: 8%

V. State Confirmation of Final Agreed Upon Performance Levels

Once Guam has reached an agreement with the Office of Career and Technical and Adult Education, Guam will confirm these levels via email submission of the FAUPL form. Guam's final agreed-upon performance levels for the first two program years will be incorporated into our State Plan.

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APPENDICES