

CTE Activities to be assisted that are designed to meet or exceed the State adjusted levels of Performance

## 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 requirements to extend its State Plan and will address the following.

#### 2. Career and Technical Education Activities

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, as amended by Public Law 31-99 (September 2011), recognizes that Guam Community College (GCC) is solely responsible for the administration and implementation of career and technical activities within Guam. GCC is the State Education Agency (SEA) and the Local Education Agency (LEA) for Career and Technical Education on Guam. GCC's vision to be recognized as the "premier educational institution for providing globally recognized educational and workforce development programs." A subsequent Public Law was signed (PL 31-156) to mandate the integration of "academic curriculum and career and technical education into the Guam Department of Education's basic curricula".

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 every public high school campus. 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, and family literacy) at the GCC campus as well as at various

locations throughout the community depending on the needs of the population to be served. GCC also offers industry certifications and high school equivalency exams. These exams and 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 support 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 by working with employers to determine local or regional hiring needs and design of training programs that are responsive to those needs.
- Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction that link secondary to postsecondary education that may include work-based learning opportunities with employers (e.g., service learning, internships, etc.).

#### **Mission Statement**

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.  
(Board of Trustees Policy 100)

#### **Sinangan Misión** (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfáache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananágui yan i fina'na'guen cho'cho' para Maikronesiha.

#### **Vision**

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.

## Guam Career and Technical Education

### Five-Year State Plan 2008-2013, as extended 2016

- Increase Guam's flexibility to provide access to supportive services, relevant guidance, 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. Training is a part of a continuum of education leading to credential attainment, increased earnings, and career advancement.

In 2001, GCC adopted an institutional wide comprehensive assessment cycle to improve the delivery of secondary and postsecondary career and technical and adult education 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 its initial accreditation in 1979. The Accrediting Commission conducted a site visit in March 2012. Subsequent to its visit, the Commission reaffirmed GCC's accreditation through spring 2018. In a letter, Commission President wrote "... Guam Community College had attained the sustainable continuous quality improvement level for SLOs on the Commission's rubric. The College also is commended for its flexibility in managing financial resources and for its efforts to compensate for irregular cash flow issues. Finally, the College is commended for its accelerated construction program, which has resulted in many new buildings since the last comprehensive visits, and for the steps the College has taken in response to the recommendations made by the 2012 evaluation team, even before the Commission met in June."<sup>1</sup> This reaffirmation 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 will receive \$660,000.00 in grant amount from funds reserved pursuant to section 111(a) (1) (A) 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.

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<sup>1</sup> Accrediting Commission for Community and Junior Colleges, Commission President letter, July 2, 2012

**Guam Career and Technical Education**

Five-Year State Plan 2008-2013, as extended 2016

**(a) CTE Programs of Study**

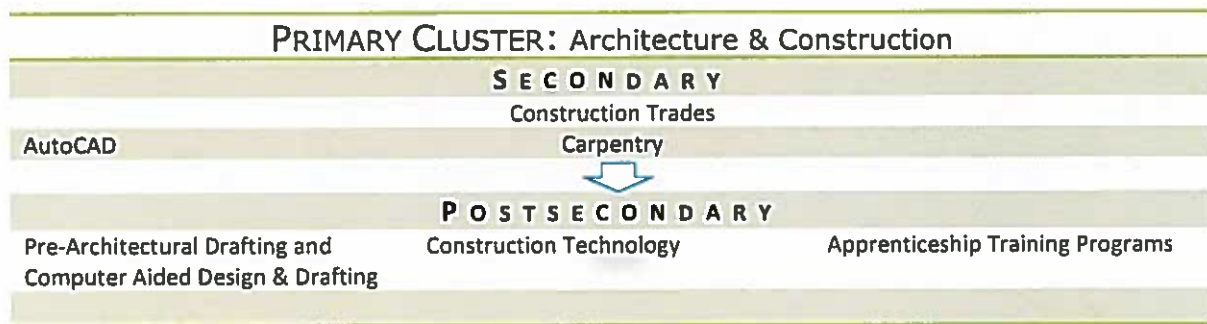
Guam will provide career and technical education programs of study which will:

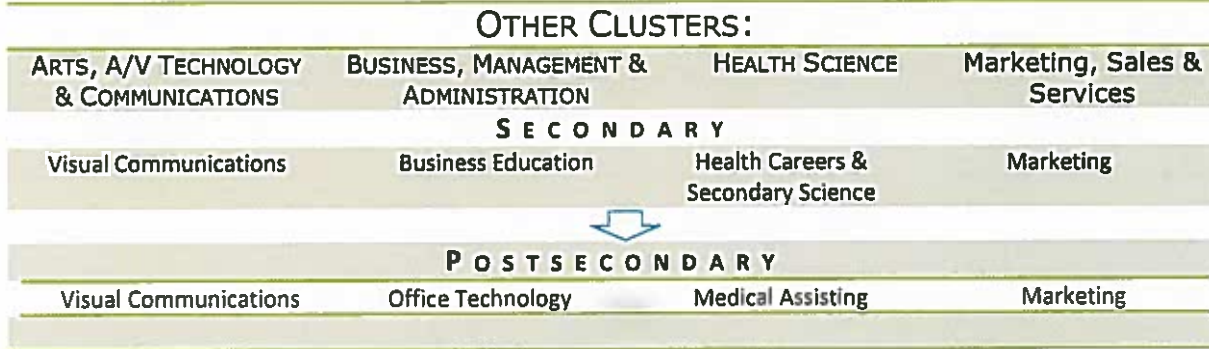
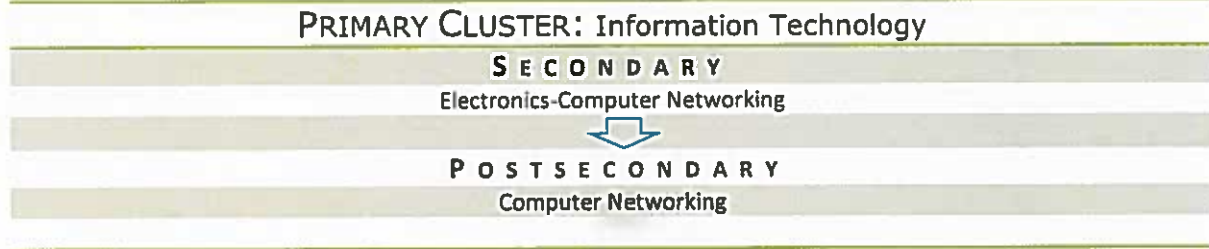
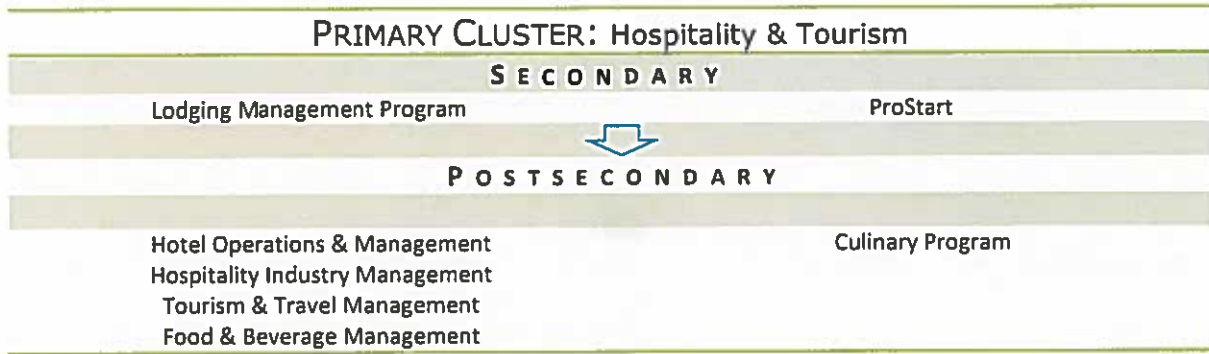
- incorporate secondary and postsecondary education elements;
- promote coherent and rigorous program content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary with postsecondary education 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 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





**Career Cluster Task Force Group**

Each career cluster or program has an advisory group which establishes 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 group should 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., GDOE, 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 Department of Education (GDOE)) 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 that leads to postsecondary education;
- 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.
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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 GDOE 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 GDOE 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 GDOE 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;
- The postsecondary level that are relevant and challenging;
- Both the secondary and postsecondary levels that lead to employment in high-skill, high-wage, or high-demand occupations; and

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- Both the secondary and postsecondary levels that contribute to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.

**(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 GDOE 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.

GCC implemented the Dual Credit Articulated Programs of Study (DCAPS) spring 2012. Agreements and guidelines were developed based on best practices of other institutions with dual credit programs. Agreements, between GCC and the Guam Department of Education (GDOE) were established for the secondary courses listed below.

SECONDARY PROGRAM OF STUDY	GCC POSTSECONDARY PROGRAM	DATE ESTABLISHED
ProStart	Associate of Arts in Culinary Program	May 2013
AutoCAD	Pre-Architectural Drafting Computer Aided Design & Drafting	May 2013
Carpentry	Certificate in Construction Technology	May 2013
Lodging Management	Hotel Operations and Management Tourism & Travel Management Food & Beverage Management	May 2013
Lodging Management	Hospitality Industry Management	August 2012
Automotive Service Technology	Associate of Science in Automotive Service Technology	May 2013
Automotive Service Technology	Certificate in Automotive Service Technology	March 2012
Marketing	Associate of Science in Marketing	May 2013
Electronics Technology	Associate of Science in Computer Networking	May 2013
Early Childhood Education	Associate of Science in Early Childhood Education	May 2009
Business Education	Associate of Science in Office Technology	April 2014

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**(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.

**(m) Integration of Perkins to Workforce Innovation and Opportunity Act**

As there is a need to collaborate across federal agencies; it is critical to appropriately and effectively align federal investments (Carl D. Perkins and WIOA) in order for Guam's students to be competitive and succeed in today's 21<sup>st</sup> century workforce.

- **Attainment of industry-recognized credentials:** GCC is the State Agency for Carl D. Perkins Career and Technical Education *and* Adult Education and Family Literacy, WIOA, Title II. As a key partner in Guam's WIOA Combined State Plan, GCC acknowledges the new statutory definition for "recognized postsecondary credentials" that covers the full spectrum of degrees, certifications, and credentials available to students beyond a high school diploma.
- **Coordinating with the Wagner-Peyser system:** The Guam Department of Labor (GDOL) maintains Guam's American Job Center (AJC) – a one-stop service delivery system – which provides job search and placement assistance, job referral, re-employment services, and recruitment services to employers with job openings. Other services include skill assessment, career guidance, and workshops. Guam's AJC also provides for locating education and training. As a primary partner in Guam's WIOA Combined State Plan, GCC continues to collaborate with GDOL, to work towards an effective strategy for strengthening labor market alignment, and to ensure CTE programs have relevancy to Guam's employment needs and opportunities.
- **Engaging employers:** GCC will continue to maintain a State Project Review Panel Advisory Council and CTE Advisory Committees – education/industry-led partnerships to ensure employers provide meaningful information to curriculum (review and development) and program implementation.
- **Complimenting Career Pathways with CTE POS:** GCC successfully incorporated CTE POS into the Guam's WIOA Combined State Plan complimenting the delivery of educational services that lead to credentials/certifications.
- **Aligning data systems, definitions, and performance negotiations:** As GCC is both the State Agency for Perkins and WIOA, Title II, Adult Education and Family Literacy, alignment of CTE programs to WIOA's six core indicators of performance where appropriate will be better coordinated. This designation can allow for better data definitions and systems that create efficiencies and reduce administrative burden within and across workforce and education reporting systems. In addition to this, both grants support training – of representatives from Guam Community College, Guam Department of Education (K-12 secondary system), and the University of Guam – to create Guam's State Longitudinal Data System.

### 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;



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- 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;
- Assists in accessing and utilizing student achievement data and assessments;
- Ensures equal opportunity for all students – Every Student Succeeds Act (ESSA), signed by President Obama December 10, 2015;
- Promotes integration of professional development carried out under ESSA; and
- Ensures the expansion of educational opportunities and improvement of student outcomes;

#### **4. Transition into baccalaureate degree programs**

Participants wishing to enter a CTE Program are 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 Project Review Panel Advisory Council (PRPAC)**

The State PRPAC was created to serve at the pleasure of the State Director and will review proposals and 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. Training sessions will be conducted for the State PRPAC and the Career Cluster Advisory Group by the State Agency Office identifying roles, objectives, and required outcomes. The State Advisory Council and Taskforce will adopt operating plans establishing defined objectives, outcomes and a regular meeting schedule managed by the State Agency Office.

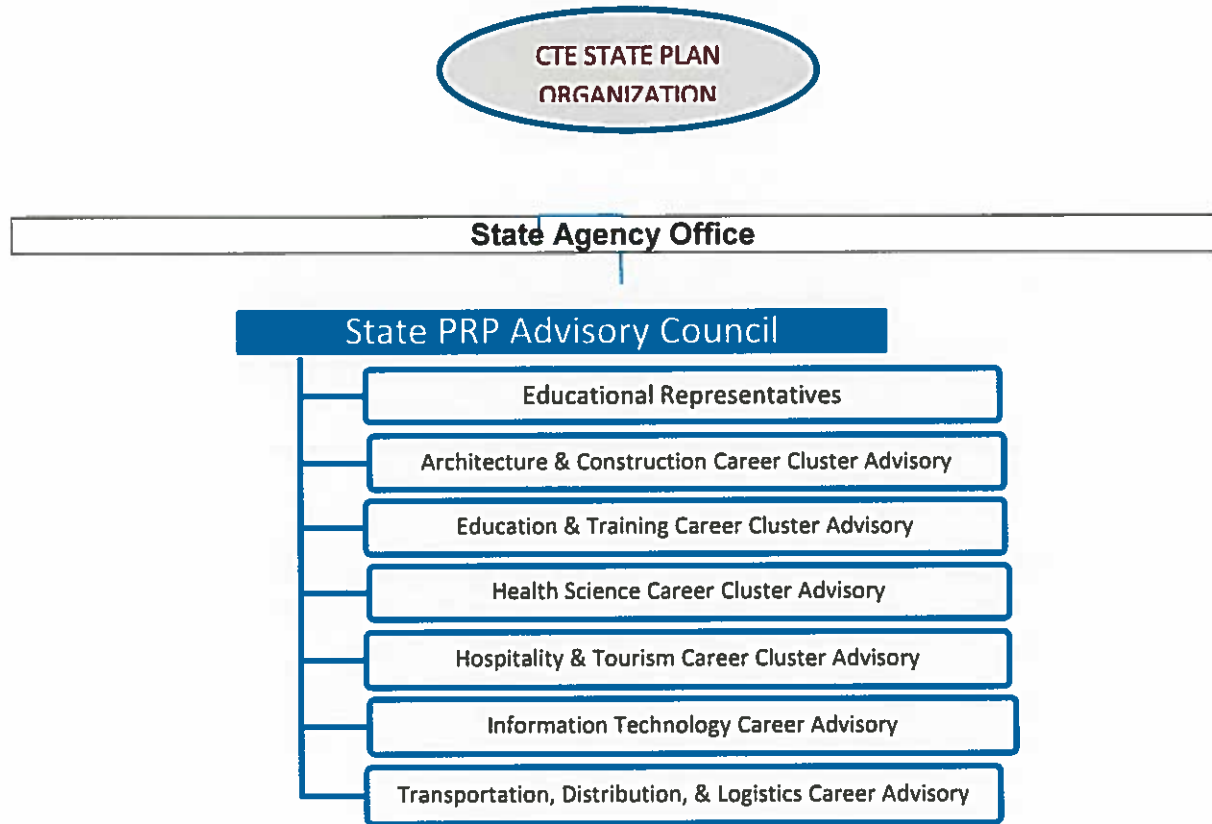


Fig.2 Organization of the State Agency Office

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

- 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 between the State Agency Office and or with 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 or Media Outreach: 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 (ESSA); 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 through the office of Continuing Education. 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 PRP Council 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-9 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 in Appendix 8.

**2. Governance Structure**

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

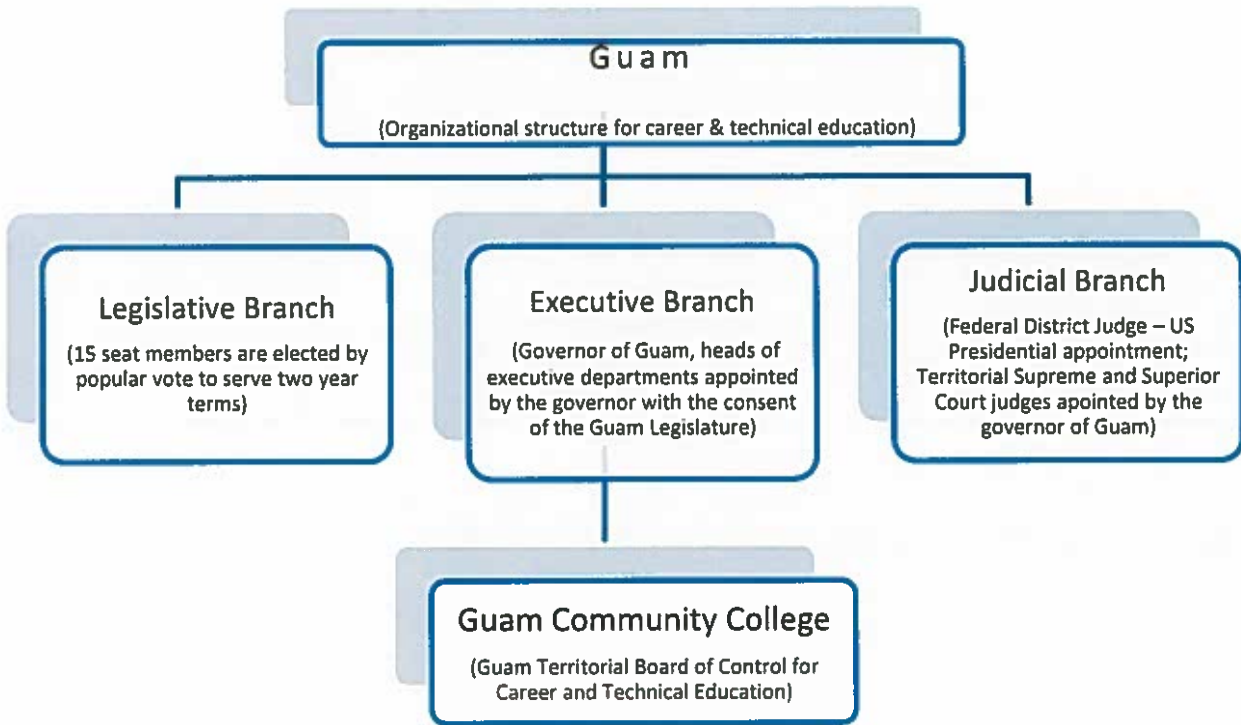


Fig.3 Guam CTE Governance Structure

**Guam Territorial Board of Control  
 Career and Technical Education**

Frank P. Arriola  
 Chairperson

Richard P. Sablan  
 Vice Chairperson

Gina Ramos  
 Secretary

Eloy Hara  
 Treasurer

Adrian Davis  
 Student Member

Frederick Tupaz  
 Faculty Advisory Member

Kenneth C. Bautista  
 Support Staff Advisory Member

Deborah C. Belanger  
 Member

Mary A.Y. Okada, Ed.D.  
 CEO/Persident

## **Guam Career and Technical Education**

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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'lahan 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 involvement with the Guam Department of Labor to participate in Guam's American Job Center, formally the One-Stop Career Center, Delivery System. This process allows counselors to provide career and technical program advisement at the postsecondary level, to be a conduit to CTE program and services, including career services, and to accept enrollment applications. As a primary partner in Guam's Combined State Plan, GCC will continue to be an active contributor in Guam's workforce development as described in the Guam Combined State Plan.