

**Part A. Cover Page for the Consolidated Annual Report
Under the Carl D. Perkins Career and Technical
Education Act of 2006 (Perkins IV)**

STATE NAME:Guam

PROGRAM YEAR COVERED BY THIS REPORT: July 1, 2008 – June 30, 2009

PR/AWARD NUMBERS:

TITLE I (STATE BASIC GRANT): V048A080053

TITLE II (TECH PREP GRANT): not applicable

TITLE II CONSOLIDATION (CHECK ONE):

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion, of its Title II grant with its Title I grant during the program year covered by this report.

STATE CAREER AND TECHNICAL EDUCATION (CTE) DIRECTOR INFORMATION:

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TITLE/AGENCY: President/State Director, Guam Community College

TELEPHONE: (671)735-5700 **E-MAIL:** mary.okada@guamcc.edu

CERTIFICATION: I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31, submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a) (1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State CTE Director Signature or PIN

Date

***Note:** The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.

LEAD INDIVIDUALS COMPLETING THIS REPORT

Sections of the Report		
Narrative Performance Information	Financial Status Reports	Performance Report
Place a (√) in the box for any section where the lead individual is the same as the State CTE director listed on the previous page.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide the following information for any section where the lead individual is different than the State CTE director listed on the previous page.		
NAME: Doris U Perez	NAME: Cheryl San Nicolas	NAME: Richard Quiambao
TITLE: Assistant Director	TITLE: General Accounting Supervisor	TITLE: Institutional Researcher
AGENCY: Guam Community College	AGENCY: Guam Community College	AGENCY: Guam Community College

Lead Individual Who May Be Contacted to Answer Questions About This Report

Check (√) this box if the lead contact for this report is the same as the State CTE director listed on the previous page.

Provide the following information if the lead contact for this report is different than the State CTE director listed on the previous page.

NAME: Mary A.Y. Okada, Ed.D.
TITLE/AGENCY: President/State Director, Guam Community College
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Part B. Narrative Performance Information

1. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

a. REQUIRED USES OF FUNDS

Operating as the State and Local Educational Agency (SEA and LEA), Guam Community College (GCC) supports State Leadership activities on Guam as part of its mandate as an educational institution. The following narrative provides information on each State Leadership required as well as a few permissible uses of funds along with its corresponding activity.

- Assessment of career and technical education programs.

Guam Community College has received accreditation status since 1979 by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). As the State Agency for Career and Technical Education on Guam, GCC continues to conform to a four-year assessment cycle for instructional programs and a two-year cycle for student services and administrative units. 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."¹ GCC's assessment demonstrates commitment to student learning, accountability, and improvement. Postsecondary degree (associate degree and certificate) and secondary program assessment, expressed in student learning outcomes (SLOs), is focused on cognitive, behavioral, and affective abilities.

- Develop, improve, or expand the use of technology in career and technical education.

Guam's first Annual Educational Conference 2009, "Reaching Diverse Learners" was held March 28 - 31, 2009 at Guam Community College. Twenty-three secondary and postsecondary faculty and staff received information and hands-on activities to meet the needs of diverse population in three general areas:

- Teaching practices and skills in meeting the needs of culturally and linguistically diverse learners including special populations and/or their families, such as those with disabilities, homemakers, single parents, and displaced workers.
- Non-traditional careers and the use of career assessment tools.
- Use of technology as a resource in meeting the needs of diverse learners.

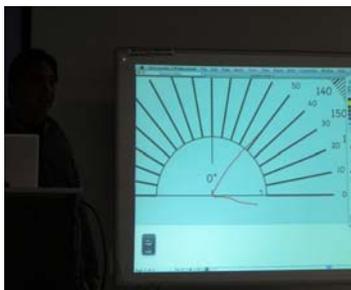
During the "Developing & Expanding the Use of Technology" session a "tech-team" consisting of faculty and industry representatives introduced and demonstrated tools teachers can use to help assist in meeting the needs of

¹Accrediting Commission for Community and Junior Colleges, Commission President letter, June 29, 2006

diverse learners. One presenter demonstrated podcasting as a way of accessing media files over the Internet while other presenters used Promethean's Active Board during their lecture and ActiVote, a software that allows students to take quizzes, debates, or respond to questions using a hand held "egg" shaped electronic tool that captures students' response.



Participants, Reaching Diverse Learners



Active Board



- Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

State Leadership funds supported the development of the course titled, Reaching Diverse Learners. In conjunction with the University of Guam (UOG), Professional and International Programs and Guam Community College, faculty/counselors and staff from Guam Department of Education (GDOE), Department of Defense Education Activity, Guam High School (DoDEA), private educator and GCC participated through lecture, group participation, hands-on activities, and online forums at the conference. Conference topics included: Reaching Diverse Learners, Non-traditional Careers, Career Assessment, Special Populations, and Developing & Expanding the Use of Technology.

- Support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

Faculty received an SLO Writing Workbook to help identify "two to six main things that a student will have attained by the end of a course or program." In addition, an SLO Map is required for each program and related courses. The program level SLO Map identifies a list of student learning outcomes on

the program level and whether, for each course taught under this program, these outcomes: are introduced, reinforced, or emphasized. On the other hand, a course level SLO Map shows a list of general education student learning outcomes and whether these outcomes were introduced, reinforced or emphasized. These SLOs include: Written and Oral Communications (to use writing to discover, organize and communicate ideas, demonstrate mastery of conventions of writing, including grammar, spelling, and mechanics, etc.); Quantitative Reasoning (demonstrate mastery of mechanical concepts, skills, and applications, using technology when appropriate, apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately, etc.); Critical Thinking Skills (identify and analyze assumptions and underlying points of view relating to an issue, etc.); Information Literacy (locate, evaluate, and use information effectively, etc.); Individual and Society (demonstrate an awareness of the relationship between environment and their own physiological and psychological processes, etc.); and Civic Engagement (participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum, etc.).

- Preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

In collaboration with GCC's Center for Student Involvement and the Assessment and Counseling Department several mini-training conferences were offered during the academic year entitled, "Community Partnerships: Building a Stronger Workforce". Additionally, two counselors from the Assessment and Counseling Department presented at the "Reaching Diverse Learners" conference and provided participants with lecture and hands-on activities to better inform and prepare students for opportunities in non-traditional careers and career exploration through CHOICES, an online career information delivery system.

- Partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

GCC continues to cultivate and expand partnerships in the community. Additionally, members (e.g., faculty, industry representatives, administrators, parents, etc.) of GCC's advisory committees focus on ensuring rigorous program curriculum reflective of industry needs and standards. For example, in November 2008, a Memorandum of Understanding (MOU) was signed between Guam Community College and the Guam Contractors Association Trades Academy (GCA Trades Academy). GCA Trades Academy, a well established affiliate with GCC, is a non-profit learning institution that provides accredited training in construction trades. This includes training of apprentices as recognized by the U.S. Department of Labor and the Guam Department of Labor.² The partnership, solidified through the MOU, is significant to the

² Memorandum of Understanding Pertaining to Apprenticeship and Apprentice Training for Construction Skilled

development of Guam's workforce as the United States Department of Defense continues its plans to expand military capabilities on Guam: 1. Relocate a portion of the US Marine Corps (III Marine Expeditionary) from Okinawa Japan; 2. Construct a wharf to support Navy nuclear air craft carriers; and 3. Establish US Army Air and Missile Defense Task Force. It is anticipated that these activities will create over 33,000 civilian jobs in 2014; 2,000 direct on-site construction jobs between 2013 and 2014.

- *Service to individuals in State institutions and institutions that serve individuals with disabilities.*

GCC continues to provide adult and CTE education to individuals incarcerated or that serve individuals with disabilities at the Department of Corrections, Guam Humanities Council, and Catholic Social Services. Services to this population include family literacy, basic skills, and GED preparatory courses both on and off campus. GCC's Philosophy of the College is to "provide each and every individual seeking an education at the College the opportunity to develop to his or her greatest potential..." Throughout the year, eligible clients participating in the Educational Release program from the Department of Corrections are afforded an opportunity to attend postsecondary level classes at GCC.

- *Support programs for special populations that lead to high skill, high wage and high demand occupations.*

GCC provides several support services to students including special populations: **Career Guidance and Counseling Services** – which offers "orientation to college programs and services, college placement tests, career counseling, personal counseling and student rights advocacy"; **Health Services** – in addition to basic health-related services, faculty from the Health Service Center provides workshops and/or continuing education programs on health issues; and **Other Services** – an array of activities (e.g., Student Governance and Leadership Development) are offered to prepare students for workplace and other life commitments.³ The Assessment and Counseling Department also provides students and alumni with services and information to assist in career decisions such as job referrals, job listing, job placement. Additionally, the Career Transition Center assists students and alumni to connect to prospective employers.

- *Offer technical assistance for eligible recipients.*

The State Agency provides technical assistance throughout the year. Technical assistance workshops were held to better inform eligible recipients of the State Plan, purpose of the grant, required uses of local funds, career clusters, allowable costs, application procedure, and the core indicators of performance. Once an eligible recipient is awarded CTE funds, a post award briefing session is held with the grant recipient, the federal accountant, procurement administrator, and State Agency staff to discuss the implementation of the goals and objectives of the program agreement, required reports, rules and regulations and expectations. Finally, as the SEA and LEA, State Agency Staff is better equipped to provide immediate technical

assistance and resolve concerns almost instantaneously.

b. Permissible Activities

GCC continues to perform several permissible activities during the program year. These activities included:

- Conducting monthly meetings between GCC and the Guam Public School System (GPSS) to uphold the Memorandum of Agreement regarding GCC's secondary career and technical education programs at the secondary level.
- Transitioning activities for students from secondary to postsecondary through the Center for Student Involvement and Assessment and Counseling departments.
- Recruiting and retaining students. GCC has a career counselor located at a secondary high school (John F. Kennedy, Southern, and George Washington) with the exception of Okkodo and Sanchez sharing one counselor. These counselors advocate and provide career guidance and counseling to students on their chosen career and technical program.
- Maintaining an established partnership between GCC and various businesses that support student participation in cooperative education or service learning at the secondary or postsecondary level.
- Providing career and technical education programs to adult high school students. Students can take up to 12 credits of career and technical courses as electives.
- Establishing articulation agreements between GCC and the University of Guam and Chaminade University of Honolulu, to provide students with continuous postsecondary education and training opportunities. Most significant is the collaborative work through the Pacific Postsecondary Education Council (PPEC) to serve the needs of member regional and postsecondary institutions on education related issues such as "articulating the compatibility of educational programs to facilitate transferability of academic credits among member institutions."⁴
- Providing a campus-wide web accessible information system that allows students to register online, gain access to grades, and course/class information while also having portal services to students, faculty, staff, and administrators. This system will enhance the collection and analysis of postsecondary data.

While the narrative above describes required and permissible State Leadership activities three local programs were funded during the program year: Carpentry Training Laboratory, Electrical Training Laboratory, and Electronics Program.

Through partnership with the Guam Trades Academy, the Carpentry Training Laboratory supported the acquisition of equipment and tools for students so that upon successful completion of all levels of carpentry technology the student will receive a NCCER certificate of competency as a carpenter and upon successful

4 Pacific Postsecondary Education Council Statement on Transfer and Articulation of Courses and Programs

completion of an apprenticeship program, students indentured as a carpenter apprentice will receive a National Center for Construction Education & Research (NCCER) certificate of competency as a carpenter and USDOL Bureau of Apprenticeship Training certificate of apprentice completion.

Funds for the Electrical Training Laboratory program agreement established to train students in electrical technologies using the Contren® Learning Series curriculum facilitated with practical application. Students who successfully complete all levels of electrical technology will receive a nationally recognized certificate of level completion by NCCER. Those who successfully complete an electrician apprentice will receive a NCCER certificate of competency as an electrician technician and USDOL Bureau of Apprenticeship Training certificate of apprentice.

Finally, funds established the Cisco Networking program (Electronics Program agreement) at the Okkodo high school by funding instructional equipment, supplies, and materials. Cisco courses encourage practical application of knowledge through hands-on activities to prepare students for career opportunities. "Student who complete Information Technology (IT) Essentials I will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. IT Essentials II is an intensive introduction to networking operating systems. Students will explore a variety of topics including installation and configuration procedures. Students will also explore a variety of topics including installation procedures, security issues, back up procedures, and remote access."⁵

2. Progress in developing and Implementing Technical Skill Assessments

As the State Agency for Career and Technical Education on Guam, GCC adheres to an assessment cycle that requires all instructional programs to develop an assessment plan, gather artifacts, and report how successful they are: "We gauge this through the formalized process of systematic and rigorous assessment that allow us to identify, analyze, and deliberate on the strengths and challenges of our programs and courses on a regular basis. We do this for purposes of accountability and improvement."⁶

In addition to having instructional programs follow the assessment cycle, the State Agency Office, initiated key activities by collaboratively working with GCC's Office of Assessment & Institutional Effectiveness, to further develop and implement technical skill assessment into the assessment cycle. Additionally, a State Leadership project, initiated July 2009 and to be reported in the 2010 CAR, addresses technical skill attainment, dual credit, linkage of secondary and postsecondary CTE programs, and policies and procedures for Guam's Career Pathway System. Prior to completing this project, Establishing Guam's Career Pathway System, sessions will be held to disseminate information and garner comments from faculty, staff, administrators, counselors, students, stakeholders, and representatives from industry and secondary and postsecondary educational institutions.

⁵ Electronics Program Secondary Program Agreement

⁶ Academic Vice President's Message, 2008-2010 Catalog, Guam Community College

3. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

Of the five secondary and six postsecondary level core indicators of performance required this program year, Guam was able to exceed six indicators – Table 1 – (2S1 – Technical Skill Attainment, 5S1 – Placement, 1P1 – Technical Skill Attainment, 3P1 – Student Retention or Transfer, 4P1 – Student Placement, and 5P2 – Nontraditional Completion). The target and actual core indicators of performance Guam was not able to attain are summarized in the table below (Table 2).

Description	2009	
	Target (percent)	Actual (percent)
2S1 – Technical Skill Attainment	68.00%	82.17%
5S1 – Placement	80.00%	89.06%
1P1 – Technical Skill Attainment	70.00%	87.22%
3P1 – Student Retention or Transfer	47.00%	61.55%
4P1 – Student Placement	80.00%	93.88%
5P2 – Nontraditional Completion	8.00%	9.09%

Description	2009	
	Target (percent)	Actual (percent)
4S1 - Student Graduation Rates	43.00%	28.36%
6S1 – Nontraditional Participation	22.00%	12.13%
6S2 – Nontraditional Completion	12.00%	6.12%
2P1 – Credential, Certificate, or Degree	87.00%	18.08%
5P1 – Nontraditional Participation	20.00%	7.14%

Although these indicators were not met a lot of progress had taken place over the past few months regarding data. A representative from MPR Associates, Inc. facilitated a two-day site visit on Guam (March 2009) and provided technical assistance to key individuals from both GDOE and GCC (e.g., data input personnel, counselors, registrar, institutional researcher, faculty, and other staff from the Office of Assessment & Institutional Effectiveness and State Agency Office). Topics included accountability and strategies for improving data collection and reporting. As a result of this two-day session, GCC’s institutional researcher utilized the “Recommendations to Improve the Quality of Perkins IV Data in Guam” for compiling and extracting data. For example, the group discussed and clarified that a secondary “CTE

Concentrator” should be a student who has earned two or more credits in a single CTE program area since Guam’s programs range from two to six credits (one to three years) and selecting two credits will ensure students invested a significant number of hours in the program. The primary challenge however, this year was data validation related to GDOE’s student information system (Power School) which was installed over the summer.

Through a Memorandum of Agreement between the Guam Department of Education and the Guam Community College, nine career and technical education programs continue to be offered at the secondary level. These programs include Automotive Service, Allied Health, AutoBody, Construction, Visual Communications, Marketing, Tourism Lodging Management, Tourism ProStart, and Electronics. This year’s data revealed that these programs are extremely popular with the male rather than female gender although focused activities (program brochures and other informational sessions) were accomplished to garner underrepresented gender groups to participate or enroll into a program that leads to employment in nontraditional careers. GCC’s Office of Communications and Promotions along with the Assessment & Counseling Department and department chairs strategized to encourage underrepresented gender groups into nontraditional programs during recruitment, orientation, village outreach sessions, media releases, etc. One effort is the informational video – displayed at the rotunda, where students come together to register or to see a counselor. The video highlights underrepresented students in automotive and allied health classes.

GCC career counselors are located at each public school to help with pre-enrollment counseling, career counseling, educational planning strategies, assist with the gathering of data, identifying and reporting key findings as appropriate.⁷ The counselors’ goal 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.”

Educational planning is critical to the students’ successful completion of a career and technical program. Unfortunately, data reveals a large number of students in the 12th grade level had taken a CTE course(s) that should have been taken at the 10th or 11th grade level. Another key finding is that the number of 12th graders who were not flagged on the data base as having either dropped out, left the island, transferred to another school, or graduated. The State Agency office will discuss these findings with career counselors and develop strategies on how to achieve this core indicator of performance. The State Director will also meet with the Superintendent of Education (Guam Public School System) to discuss class scheduling strategies to ensure students are able to sequentially complete their CTE program requirements.

4. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

Guam Community College is the State and Local Educational Agency for adult education on Guam. As such, Guam will implement and follow item number 3 above.

⁷ Memorandum of Agreement Between Guam Public School System and the Guam Community College

5. TECH PREP GRANT AWARD INFORMATION

This section is not applicable to Guam since Guam is not eligible to receive Tech Prep funds under §201, State Allotment and Application.

Part C. Financial Status Reports (FSR)

Part D. Performance Report

