



CAREER READINESS:

**Working Together to Build
Guam's Future Workforce**



**A Presentation to the
GUAM CHAMBER OF COMMERCE**

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GDOE Superintendent of Education

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Career Readiness:

A high priority in GDOE's State Strategic Plan



Guam Department of Education PATHWAY TO GRADUATION



The mission statement of the Guam Department of Education holds firm to its goal, that is, to prepare ALL students for life, promote excellence, and provide support.

The vision statement is to educate ALL students to be responsible, respectful, and ready for life.



Career readiness is a key priority



**WHERE are we
at with high
school career
readiness?**

1. **Driven by GDOE State Strategic Plan**
2. **Supported within our curriculum**
3. **Supplemented with federal funding**
4. **Connected through our GCC partnership**
5. **Enhanced by a nationally recognized career readiness assessment (WorkKeys)**

What are GDOE'S goals?

- **Goal #1:** All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or **to assume gainful employment within the public or private sector.**
- **Goal #2:** All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.
- **Goal #3:** All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.
- **Goal #4:** All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.
- **Goal #5:** All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

GPSS R – Graduate, Progress, Standards, Sustain safe environment, Resources

GOAL 1 – College and Career Ready

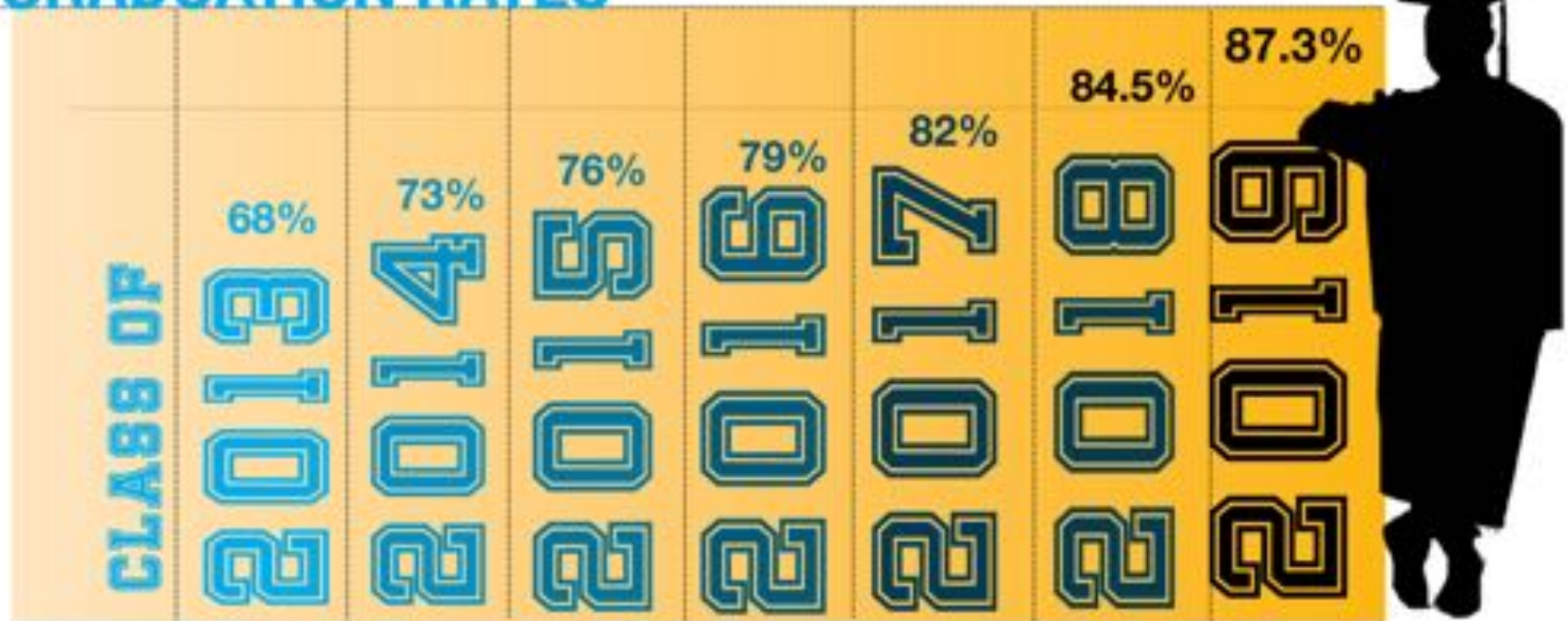
All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

- **Objective 1.1:** By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.
- **Objective 1.2:** By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment.
- **Objective 1.3:** By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment.
- **Objective 1.4:** By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.
- **Objective 1.5:** By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.

Where are we at with these objectives?

Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.

GRADUATION RATES



ACT Aspire: BENCHMARK ANALYSIS

Scale scores are 3-digit numbers transmuted from the student's 2-digit raw score for valid comparison. Scale scores help answer the question

“How are students progressing toward unlocking their potential and preparing for college and a career?”

Students who meet the ACT benchmark at **READY** level are on track for meeting the rigorous demands of the next higher grade level.

Students who achieve **“READY”** level at 10th grade have more than 50% chance of passing the ACT (College Entrance) Test and succeeding in college

SY18-19 ACT Aspire Comparative Results: GDOE versus ACT Benchmark				
Measure	Grade	English	Reading	Math
ACT Aspire Benchmark	3	413	415	413
GDOE	3	413	408	409
GDOE Readiness Level	3	Ready	In Need	Close
GDOE versus Benchmark	3	0	-7	-4
ACT Aspire Benchmark	4	417	417	416
GDOE	4	416	410	412
GDOE Readiness Level	4	Close	In Need	Close
GDOE versus Benchmark	4	-1	-7	-4
ACT Aspire Benchmark	5	419	420	418
GDOE	5	419	413	412
GDOE Readiness Level	5	Ready	In Need	Close
GDOE versus Benchmark	5	0	-7	-6
ACT Aspire Benchmark	6	420	421	420
GDOE	6	420	414	414
GDOE Readiness Level	6	Ready	In Need	Close
GDOE versus Benchmark	6	0	-5	-6
ACT Aspire Benchmark	7	421	423	422
GDOE	7	421	416	412
GDOE Readiness Level	7	Ready	In Need	In Need
GDOE versus Benchmark	7	0	-7	-10
ACT Aspire Benchmark	8	422	424	425
GDOE	8	424	419	416
GDOE Readiness Level	8	Ready	Close	In Need
GDOE versus Benchmark	8	+2	-5	-9
ACT Aspire Benchmark	9	426	425	428
GDOE	9	424	418	416
GDOE Readiness Level	9	Close	In Need	In Need
GDOE versus Benchmark	9	-2	-7	-12
ACT Aspire Benchmark	10	428	428	432
GDOE	10	426	420	418
GDOE Readiness Level	10	Close	In Need	In Need
GDOE versus Benchmark	10	-2	-8	-14

Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.



The results are consistent: we have work to do in Math to help our students succeed.



GCC introduced the “CLYMERS” program to help students earn college credits instead of enrolling in remedial classes.



Though GDOE has not yet met the target goal, the percentage of students in Remedial Math has gone down.



Where are we at with these goals?

Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.

ACT WorkKeys Curriculum helps individuals build the essential career-relevant skills needed for learning, personal development and effective job performance. It's the only **curriculum** built from the ground up to align with the **WorkKeys** National Career Readiness Certificate® (NCRC) assessments.

The **ACT WorkKeys test scores** are used to determine aptitude for a specific career, or to demonstrate expertise to future employers.

Why WORKKEYS?

Nationally recognized

Available curriculum for
skill building and test
prep

Job attainment,
promotion, and security

Reduce
employee
turnover

Match the
right people
to a
specialized
job

Improve
retention
and
employee
safety

Develop
highly skilled,
specialized
talent

Stackable
credential

Increase
employee
productivity
and
performance

WorkKeys In a Nutshell



Aligned with the Workplace



ACT WorkKeys Assessment

measures *foundational workplace skills* valuable for an occupation, at any level, and in any industry

3. Get Workplace Certified

ACT[®] National Career Readiness Certificate[™]



ACT certifies that

JOHN P. CRUZ

has earned the ACT National Career Readiness Certificate[™] at the Platinum level.

Registered Certificate # J088P7J001
Issue Date: September 26, 2014

The ACT National Career Readiness Certificate[™] (ACT NCRC) is an assessment designed to measure the skills that employers seek in new hires. The ACT NCRC certifies the foundational work skills needed for success in job across industries and occupations.

The certificate holder has earned a **Score: ACT NCRC** of **Score** certificate indicates achievement of a **Level 5** or above on each of the ACT WorkKeys assessments that comprise the ACT NCRC.

The certificate holder's Level 5 score on each individual assessment is provided below. The types of skills measured by each assessment are described on right.

JOHN P. CRUZ	
ACT WorkKeys Applied Mathematics	6
ACT WorkKeys Locating Information	6
ACT WorkKeys Reading for Information	7

JOHN P. CRUZ

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ACT WorkKeys Reading for Information	7



The ACT WorkKeys Applied Mathematics assessment measures the ability to apply mathematics principles to math-related problems encountered in the workplace. The assessment measures four skill levels, and each level builds on the skills measured in the previous levels.

Level 1 assesses the ability to translate complex verbal information into more advanced numeric expressions and perform calculations based on multiple separate mathematics operations information provided in Level 1 test questions may be incomplete.

Level 2 assesses the ability to translate complex verbal information into numeric expressions and perform calculations based on multiple separate mathematics operations.

Level 3 assesses the ability to set up and solve mathematics problems that require multiple calculations based on several separate mathematics operations.

Level 4 assesses the ability to set up and solve mathematics problems that require several separate mathematics operations. Level 4 test questions may include extensive information.

Level 5 assesses the ability to set up and solve mathematics problems commonly encountered in the workplace that require one-step mathematics operations.

The ACT WorkKeys Locating Information assessment measures the ability to find, analyze, and apply information presented in workplace graphics. The assessment measures four skill levels, and each level builds on the skills measured in the previous levels.

Level 1 assesses the ability to draw conclusions based on information found in one or more specialized or technical workplace graphics, including the ability to make predictions based on observed patterns.

Level 2 assesses the ability to draw conclusions based on information found in one or more complex workplace graphics, including the ability to apply information to situations not described in the scenarios presented.

Level 3 assesses the ability to compare and summarize information found in one or more common workplace graphics.

Level 4 assesses the ability to find information presented in common workplace graphics and to information required by work-related forms.

The ACT WorkKeys Reading for Information assessment measures the ability to understand and apply information presented in workplace documents. The assessment measures four skill levels, and each level builds on the skills measured in the previous levels.

Level 1 assesses the ability to synthesize and apply information presented in one or more complex workplace documents. These documents are dense and include difficult concepts or descriptions of complicated procedures.

Level 2 assesses the ability to synthesize information presented in one or more complex workplace documents and requires inference about the definition of specialized technical terms.

Level 3 assesses the ability to apply information presented in one or more complex workplace documents to situations not described in the test question and may require inference about the definition of uncommon terms.

Level 4 assesses the ability to apply information presented in common workplace documents to situations not described in the test question.

Level 5 assesses the ability to understand terms, apply instructions, and identify the main ideas presented in common workplace documents.

Show Your ACT NCRC to Employers
Each ACT NCRC is registered in the ACT National Career Readiness Certificate database. If you take action to show your certificate (go to www.act.org/certificates/verified for more information), it may be verified at www.act.org/certificates/verified to include information about your achievement on the ACT NCRC in your resume or job applications and media prospective employers to verify its authenticity.

ACT NCRC Level 5 (Enter the level you have earned)
Registered Certificate # (Enter the ID found on the front of your certificate)
Issue Date (Enter the date on which you earned the certificate)

WORKKEYS ASSESSMENT LEVELS

	 BRONZE	 SILVER	 GOLD	 PLATINUM
Certificates are awarded by achieving a minimum	Level 3 score on all assessments	Level 4 score on all assessments	Level 5 score on all assessments	Level 6 score on all assessments
Skill levels demonstrate ability for	16% of jobs*	67% of jobs*	93% of jobs*	99% of jobs*
Sample Occupation Correlation	<ul style="list-style-type: none"> • Auto Body Repair Technician • Veterinary Assistant • Janitorial Supervisor • Drywall Installer • Pharmacy Aid 	<ul style="list-style-type: none"> • Administrative Manager • Head Cook • Medical Assistant • Engineering Technician • Machinist 	<ul style="list-style-type: none"> • School Counselor • Pharmacy Technician • Semi-Conductor Processor • Business Executive • Electrician 	<ul style="list-style-type: none"> • Accountant • Technical Writer • Sales Manager • Registered Nurse Manager • Elevator Installer and Repairer

*Approximate percentage based on jobs in the WorkKeys® occupational profile database.

GDOE WORK KEYS ASSESSMENT RESULTS

ACT WORK KEYS ASSESSMENT

3-Year Comparison



% based on Official Enrollment and not based only on the number of Work Keys test-takers

Career and Technical Education (CTE) in GDOE

The GDOE Career Technical Education is three-pronged:

- 1. “Homegrown” Courses offered within GDOE:**
Business Education, Computer Science, Family and Consumer Sciences, and School To Work
- 2. CTE Programs through the Guam Community College:**
Automotive Service Technology, Automotive Collision Repair, AutoCAD, Construction Trades, Early Childhood Education, Electronics Technology, Health Careers & Sciences, Lodging Management, Marketing, ProStart (Culinary), Telecommunications, and Visual Communications
- 3. CTE Programs thru the GCA Trades Academy:**
Construction Craft Laborer Levels 1 and 2

SY 18-19 GDOE ENROLLMENT IN GCC CTE PROGRAMS

Total Enrollment = 2,754 students in all High Schools for SY 2018-19

- GWHS with highest enrollment of 657
- Lodging management most popular, followed by marketing and culinary
- Tiyan HS launched first telecommunications pathway

	GW	JFK	OHS	SHS	SSHS	THS	All HS	
Allied Health	71	70		53	79		273	
Automotive Services	57	57	57	42	54	52	319	
Automotive Collision Repair	53			30			83	
Construction Trades AutoCAD	35						35	
Construction Trades Carpentry	45	63	62		40	47	257	
Early Childhood Education	94						94	
Electronics	55		81	40	75		251	
Marketing	55	81	75	45	64	85	405	**
Lodging Management	72	97	88	49	77	89	472	*
ProStart (Culinary)	66	69	82	55	68		340	***
Telecommunications						86	86	
Visual Communications	54					85	139	
Total	657	437	445	314	457	444	2754	

GDOE- GCC CERTIFICATES OF MASTERY

Total Certificates of Completion = 1,851 SY 2012-18

Total Certificates of Mastery = 1,097 SY 2012-18

Annual Year	Certificate of Completion – Awarded to secondary students who completed all technical courses (3 years) with an average grade of “C” or better. Eligible for 6 GCC credits	Certificate of Mastery – Awarded to secondary students who completed all technical courses (3 years) with an average grade of “B” or better, and completed 180 hours of work experience. Eligible for 9 GCC credits.
2018	409	189
2017	308	214
2016	315	185
2015	289	196
2014	267	166
2013	263	147

Summer Work Experience Top Partners

Cinnabon

Dusit Thani Guam Resort

Fiesta Resort Guam

Guam Fastfood Inc.

Hilton Guam Resort & Spa

Hotel Nikko Guam

Hyatt Regency Guam

LeoPalace Resort

Outrigger Guam Beach Resort

Pacific Islands Club

Sheraton Laguna Guam Resort

Wendy's

Westin Resort Guam

Churrasco Brazilian Steakhouse

Guam Plaza Hotel

JP Superstore

Nana's Café

Tarza

Guam Airport Hotel

Guam Reef and Olive Spa Resort

Mosa's Joint Restaurant

Onward Beach Resort

Proa Restaurant

Underwater World Guam

Fuji Ichiban

Jai Restaurant

Le Tasi Bistro bakery

Lotte Hotel Guam

Onward Beach Resort

Pika's Restaurant

Royal Orchid Guam

Sheraton Laguna Guam Resort

Marriott Guam Resort & Spa

Table 35

Kentucky Fried Chicken

Starts Guam Golf Resort

Sea Grill Restaurant

Value of GDOE's Career Readiness Program



WHY
can this be
important to
the Guam
Chamber of
Commerce?

- ✓ Focuses on teaching the skills that students need to succeed in real-world jobs.
- ✓ High schools now do the training of potential employees instead of the employer.
- ✓ Some individuals have the education and experience but lack soft skills such as communication and not present themselves very well during an interview. The Work Keys certification provides important information to employers.
- ✓ Potentially, the employers may unknowingly and inadvertently contribute to unemployment and underemployment and loss of an important tax base.

WHAT CAN WE DO MOVING FORWARD...



SO WHAT
CAN WE DO
TOGETHER?

Build capacity

Uphold authentic partnerships

Identify talent pipeline gaps

Lead accountable talk with school district leaders, Guam Education Board, Executive and Legislative branches.

Develop “thought partnership” with education entities



Build capacity: Regularly convene the business community around education policy and quality schools.

Today is a good example of convening the Guam Chamber of Commerce to listen and talk about education priorities.

GDOE needs to know what skills are needed by the businesses given their direct contact and experience with our graduates in the job site.

GDOE relies on the businesses to know where we need to go with our Career and Technical Education (CTE) programs

WHAT CAN WE DO MOVING FORWARD...



Uphold authentic partnerships: Assist with developing best practices around quality partnerships in schools

For example, the Guam Association for Career & Technical Education (GACTE) is helping to build business and school professionals.

Tiyan High School is interested in working with GACTE and industry partners to build up their Career Academies.

Partnership between GCC and GDOE has been very strong and productive. **GDOE wants to partner with the Guam Chamber of Commerce to build up Career Academies** in the other GDOE high schools



Identify talent pipeline gaps:

Work with the school district's smaller learning communities to create homegrown training programs for students through industry certification attainment .

Schools need to help business see through the lens of education and educators to see their curricula through the lens of business.

GDOE needs to line up its career readiness program with jobs that will be here in the future. **The Chamber can advise GDOE what kinds of jobs and skills are needed and what businesses and industries are growing so GDOE can align its CTE programs based on this information**

WHAT CAN WE DO MOVING FORWARD...



SO WHAT
CAN WE DO
TOGETHER?

Lead accountable talk with school district leaders, Guam Education Board, Executive and Legislative branches

Focus on being at the table and not wait for an invitation to drive change in educational reform.

GDOE can provide the Chamber schedules of Guam Education Board meetings and just attend with no need for invitation

Become a Guam Education Board member either as elected or appointed member

Chamber can be a force in legislative discussions impacting industry labor and manpower needs

WHAT CAN WE DO MOVING FORWARD...



Develop “thought partnership” with education entities

Chamber must not just wait for the products of GDOE but become a guiding force in the CTE programs and courses that GDOE offers

GDOE is updating and revising its Five Year State Strategic Plan; Does the Chamber want to have a say on it? GDOE will arrange for an open conversation

The Chamber has first hand knowledge of where Guam is going economically. Can the Chamber and GDOE develop a JOINT WORKFORCE STRATEGIC PLAN?

WHAT CAN WE DO MOVING FORWARD...

BE OUR
PARTNER IN
BUILDING
THEM UP!



For more information regarding this presentation, please contact Supt. Jon Fernandez at jonfernandez@gdoe.net, copy Dr. Zenaida N. Natividad at znnatividad@gdoe.net

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