

Guam Narrative Report 2009-2010

NARRATIVE

By virtue of Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) is given the sole responsibility to administer and implement an adult education program within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education. Guam's Narrative Report covers the period of July 1, 2009 through June 30, 2010, and addresses progress toward the goals and activities as outlined in the Guam State Plan for Workforce Investment Act, Title II Adult Education and Family Literacy Act (AEFLA).

As the State Agency, services to adult learners provide support to their successful completion and opportunity transition into a postsecondary career and technical program directly linking to GCC's primary mission – "... to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia." A description of GCC's adult education program and activities, include Adult Education and Literacy, English Literacy, and Family Literacy. This programs as describe below.

ADULT EDUCATION AND LITERACY:

GCC offers the **Adult Education** program to individuals who have not obtained a high school diploma and want to earn an equivalency diploma (General Education Development). This program is available to those who are at least sixteen years of age, no longer enrolled or required to be enrolled in secondary education, or lack literacy skills to enable them to function effectively in the community. Individuals may enroll into the program to take classes related to Basic Skills, English as a Second Language, Adult High School, or Family Literacy. Adult Education classes are offered at GCC's Mangilao campus as well as off-campus at neighborhood villages convenient to them in an effort to eliminate educational barriers such as transportation (see Enrollment by Village table).

Enrollment by Village	Enrollment
Agat	72
Mangilao	32
Asan	24
Chalan Pago	24
Dededo	20
Agaña Heights	19

To participate, and eligible adult learners must first take Comprehensive Adult Student Assessment System (CASAS) eTest to assess his/her English and math skill level. The learner is then place into the appropriate educational level based on their pre-test score. The eTest facilitates a seamless process to move a learner into the correct pre-test.

Learners with a score at or above 7th grade level and have a scale score of 236 and above, are advice to take the GED test. On the contrary, learners with a score below 236 are advice to take the appropriate Basic Skills course. CASAS pre-test scale score is valid for six months from the date administered.

At the beginning of this reporting year, adult education classes were offered on a semester basis with classes starting August (fall) and January (spring). By the end of the reporting year, sixteen Basic Skills classes were offered at Guam Community College and seven at neighborhood villages. Total adult learner served through this program both on and off campus is four hundred seventy nine (479).

ADULT HIGH SCHOOL

Adult learners have an opportunity to attain a high school diploma through GCC's **Adult High School (AHS)** program. The program utilizes a performance-based assessment for placement that includes the CASAS eTest appraisal and pre-test. Learners having at least a 236 scale score on the CASAS pre-test are encourage to participate on this program. The adult learner is required to submit a sealed transcript from his/her previous high school. An AHS counselor reviews the transcript and together with the adult learners develops an Individual Educational Plan (IEP). The table below describes the IEP and required classes.

Adult High School Diploma Program - Individual Educational Plan	
Subject	Semester Hours
English	12
Mathematics	6
Science	3
Social Studies	9
Student Success Workshop	3
CTE Elective	12

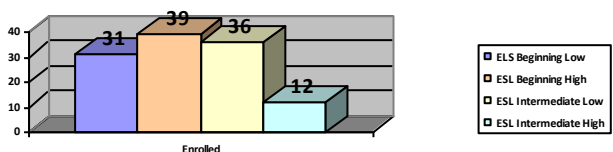
Completion requirements include: 1. Successful completion of 48 semester hours; 2. Admission as a diploma student; 3. Successful completion of at least four elective courses at GCC; and 4. Completion of the Individual Educational Plan. One hundred fifty eight (158)¹ students registered in this program during the reporting year, seventy four (74) male and eighty four (84) female.

ENGLISH LITERACY:

The **English as a Second Language (ESL)** program is designed to give adult learners' exposure to the English Language. Emphasis is place on practicing oral/aural skills through visual and physical responses, practicing on listening and speaking, increased emphasis on oral production such as reading and writing in English, and integrates functional reading and writing skills using authentic materials for adult learners. Adult learners, with a score between 150 and 250 on CASAS Life Skills, participate in the program. Learners include those who may have a high school diploma or one that is not from United States, but still have difficulty speaking, reading, writing, or understanding the English language. The program utilizes the CASAS pre-test for placement and evaluation of student progress. By using the CASAS Skill Level Descriptors, the test examiner or administrator can determine the correct level course of the student.

Although services were provided to one hundred eighteen (118) adult learners during the program years eighty five (85) are reported are reported on Table 1 (Participants by Entering Educational Functioning Level, Ethnicity and Gender) having at least 12 hours instruction. Of the eighty five (85), eighteen (18) are male and sixty seven (67) are female; with 54% or 46 are within the age of 25-44². It is worthy to mention that the ESL learner has the highest percent of paired test³. The graph below shows that the highest enrollment (thirty nine (39) or thirty three percent 33%) is in ESL Beginning High while the lowest is in ESL Intermediate High (twelve (12) or ten percent (10%).

Through a Memorandum of Agreement, ESL classes were held (FALL 2009) at Iron Wood Estate, Dededo. Twenty students were enrolled in this class, 15 female and 5 male.



¹ TOPSpro Class Roster

² Federal Table 3, Participants by Program Type and Age

³ Federal Table 4b, Educational Gains and Attendance for Pre- and Post tested Participants

Professional Development is offered by the State Agency Office to disseminate information and encourage cohesiveness and collaboration amongst local and regional providers (e.g., CNMI, Guam, and Palau. The 2nd Annual Insular Area Conference (IAC) was held September 2009 at Guam Community College's Multi-Purpose Auditorium. Thirty one (31) individuals participated at this three 3-day training event including adult education instructors, as well as representatives from the Mayors' Council, Agency for Human Resources Development (AHRD), Department of Corrections (DOC), Guam Public Library and Adult Drug Court (ADC).

The IAC conference focused on four specific areas:

- The use of the National Reporting System Federal tables/data for program improvement;
- To develop strategies to improve student retention;
- To develop strategies to increase number of participant taking a paired test; and
- To identify and implement teaching methodologies.

Evaluation survey results overwhelmingly point out those participants "strongly agree" that the information and materials were effective, concepts were appropriate, and content area were well paced and organized. Several participants indicated that the information on TOPSpro and CASAS were most beneficial to them. Because of the positive feedback Guam has decided to continue to host future sessions.

Technical Assistance is an opportunity for eligible providers to learn of the use and requirements of the AEFLA grant. The State Agency Office posts the Notice of Funding Availability in Guam's local newspaper (Pacific Daily News) and on GCC's website. The Notice also contain information on the annual Technical Assistance Workshop. During the reporting period two sessions were conducted. Theses workshops provide guidance and information on AEFLA, application process, local and federal regulations, NRS federal tables, and OVAE NRS assessment document. This past year, 10 individuals attended the workshop form non-profit organizations. In addition to the annual Technical Assistance Workshop, "mini-clinics" were also conducted daily (3:00 – 5:00 p.m.) for one week.

Once an application is approved the State Agency conducts a Post Award Briefing Session to further understanding of local and federal rules and regulations, reporting requirements, procurement, budget, assessment, allowable costs, etc. In addition to requiring the program administrator to attend the Post Award Briefing Session, the State Agency Office also has representatives from the Business and Finance Office (federal accountant and procurement administrator (Materials Management) available. Information disseminated at this session includes: AEFLA Definitions, NRS requirements, NRS Federal Tables, Approved Budget, CASAS Suggested Next Test, Friendly Reminders, Guam's Assessment Policy, Local program guidelines/procedures for recording contact hours – NRS requirements, OMB Circular A-21 [j. General Provisions for Selected Items of Cost], Transfer Authority, Required reports (Cumulative Monthly Activity, Close-Out Report, and Inventory report), Standard Operating Procedure – AEFLA Follow Up Survey, and Standard Office Procedures – Data Validation.

Finally, as the SEA and LEA, the State Agency staff is equipped to provide immediate technical assistance and resolve concerns almost instantaneously.

Technology Assistance is provided through GCC's Management Information System (MIS) department. A computer systems analyst is assign to provide technical to the adult education office and State

Agency office. During the year, the analyst successfully relocated and, in consultation with CASAS technicians, installed the TOPSpro database system and OpScan scanner at the State Agency Office. The scanner is used to capture, create, collect, and store data information as a TOPSpro file from the TOPSpro Entry Record form. The database accounts for all of the adult learners in the adult education program. Additionally, the Admissions department also provides technical assistance on Banner, GCC's integrated student-financial system.

Literacy Resource Centers are found on and off campus. The GCC Adult Education Office adopted the Kentucky Network (KET)/LiteracyLink) curriculum for instructional materials, curriculum guides, and texts books. Moreover, GCC's newly completed state of the art Learning Resource Center (LRC) contains learning materials and equipment for adult learners and faculty to use. GCC will proudly open the LRC, a two-story, 22,000 square feet – the first government of Guam LEED-certified facility mid January. The LRC includes a reading area/collection section, computer work areas, a computer lab, group meeting rooms, audio visual rooms, staff areas, and a large group meeting room. The Center uses KINDLE, an e-book reader device that will help the students conduct research quickly. With this new technology, adult learners will be further encouraged to use or borrow materials to supplement and reinforce classroom activities enabling them to better achieve their educational goals.

Monitoring of program was accomplished several ways during the program year. The State Agency office provides a Budget Status Report (BSR) monthly to program administrators. In addition to providing information on available budget and pending items, this report also includes updates on adult education. Site visits by the State Agency office are conducted to validate activities. Program administrators also submit a Cumulative Monthly Activity Report (CMAR). This report provides the State Agency office with an overview on the program administration progress.

GCC's State and Local staff use the integrated student-financial system (Banner) to monitor budget, encumbrance, purchase orders, and to monitor the status of adult learners who have outstanding obligations such as health clearance and post-test.

Curriculum Development this year (March 2010) included the review of SP045A GED Prep Reading and SP045B GED Prep Math to ensure consistency and alignment to the NRS Educational Functioning Level. Plans are to align all of the Basic Skills courses by the end of summer.

As the State Agency for adult education on Guam, GCC adheres to a four-year assessment cycle for academic programs and a two-year cycle for student services and administrative units. Accordingly, the adult education program conforms to GCC's assessment cycle which demonstrates its commitment to student learning, accountability, and program improvement.

Support Services were successfully implemented during the program year through career guidance and counseling, tutorial services, registration, accommodative services, referrals, student parking, food service, book store and student identification cards and other services. These support services were provided by various GCC offices (SAO, Adult Education Office, Accommodative Services, Admissions and Registration, Assessment and Counseling, and Student Services) and community partners (i.e., Mayors' Office, Agency for Human Resources Development (AHRD), Department of Public Health and Social Services, Department of Youth Affairs (DYA), and the Department of Labor (DOL)). Additionally, the opening of GCC's newly constructed Allied Health Building will further expand instructional and support services to adult learners.

Linkage with Workforce Investment was accomplished this program year. The GCC continues to refer participants seeking employment opportunities to AHRD. The Center for Student Involvement (CSI) provides adult learners the opportunity to be involved in programs and activities through Student Governance, Campus Life, and Leadership Development. Students, including adult learners, continue to be engaged with their community. In addition to these activities, students were given the opportunity to attend three informational sessions on Students Leading Students, Building a Stronger Workforce, and Military Build-Up, all of which will likely affect their employment opportunities. The military buildup will create at least 33,000 civilian jobs in Guam⁵; most of which will employ adult learners. In preparation of this, GCC's Continuing Education and Workforce Development Office is tasked to develop a stronger relationship between GCC and industry by working collaboratively with various departments, including the Adult Education Office, and the Department of Labor, Guam Chamber of Commerce, and various institutions – all in an effort to address Guam's workforce needs.

Instructional Program- Agency	Adult Learners Registered	Enrollment w/ 12 Hours ⁴
Basic Skills (ABE)	479	382
ESL	118	85
High School Diploma	158	162
GED	247	4
Total	1,002	633

Postsecondary Linkage is in the forefront more so because of the U.S Military's plan to increase its presence in the Pacific region. For Guam, this equates to the creation more civilian jobs by 2014. As such, GCC has an opportunity to advance workforce development by providing training programs. Recognizing that adult learners will contribute to this workforce it is critical that they be given an opportunity to advance themselves educationally into postsecondary. GCC's adult education office is working with the academic vice president to develop a process that will assist adult learners' transition into postsecondary. By attaining an AHS/ GED diploma, adult learners can apply and pursue a CTE program. GCC is committed to expanding the number of CTE programs and strengthening academic and job training to ensure that students are well equipped with the knowledge and technical skills necessary to competently compete for the high wage, high-growth or high skill careers.

Describe any significant findings of the adult education and literacy activities based on the core indicators of performance.

One thousand two (1,002) adult learners registered during this program year; thirty one (31) participants received service through the Guam Humanities Council (GHC).

The NRS federal table counts adult learners having at least twelve contact hours. Among the 1,002 participants 633 adult learners met the required contact hours during the program year (Federal Table 1 - Participant Entering by Entering Educational Functioning Level, Ethnicity and Sex). The 633 participants include those with an Entering Educational Functioning Level in Basic Skills - 382 or 60.3%⁶, 162 or 25.6% in adult secondary education, and 85 or 13.4% in ESL.

⁴ Table 1, Participants by Entering Educational Functioning Level, Ethnicity, and Sex

⁵ Japan Official: Buildup a go, Pacific Daily News, December 10, 2009

⁶ Table 4, Educational Gains and Attendance by Educational Functioning Level

Table A, Summary of Program Participants, offers a quick profile of Guam’s adult learners in terms of gender, educational functioning level, ethnicity, and age group. More than 96% (611) were served through GCC’s Adult Education Office (AEO). Over half of the total numbers (633) of adult learners (354 or 55.9%) were female; 564 or 89% were Native Hawaiian or Other Pacific Islander; and 486 or 78% were between the ages of 16 and 44⁷.

Providers	Total	Gender		Educational Functioning Level			Ethnicity		Age Group		
		Male	Female	Completed a level & advanced one or more levels	Separated before completed	Remaining within level	Native Hawaiian or other Pacific Islander	Other	16-24	25-44	45 & older
AEO	611	272	339	62	171	303	544	67	344	228	39
GHC	22	7	15	2	0	5	20	2	4	12	6
Total	633	279	354	64	171	308	564	69	348	240	45

Source: Federal Table 1, Participants by Entering Educational Functioning Level, Ethnicity & Gender
 Federal Table 2, Participants by Age, Ethnicity and Gender
 Federal Table 4, Educational Gains and Attendance by Educational Functioning Level

Federal Table 4 (Educational Gains and Attendance by Educational Functioning Level) is used to measure and evaluate Guam’s adult education and literacy programs by assessing participants using their educational functioning level, attendance hours, and completion percentage against the negotiated performance indicators. Table 4 reflects that Guam achieved one of the fifteen negotiated core indicators of performance (ESL Advanced). Guam did not meet fourteen core indicators of performance (Table C): ESL Beginning Literacy, ESL Low Beginning, ESL Low Intermediate, ESL High Intermediate, ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ABE Intermediate High, ASE Low, and ESL High Beginning, Entered Employment, Retained Employment, Obtain High School Diploma/GED, and Entered Postsecondary Education/Training.

In general, the ability to achieve its targeted core indicator of performance for ESL Advance is a result of having a permanent ESL faculty and the alignment of curriculum to educational functioning levels. On the other hand, Guam’s inability to meet the core indicators of performance is primarily the result of CASAS modification of its TOPSpro system on how GED students are tracked on the NRS Federal table and Guam’s ability to place learners into the appropriate educational functional level, to align curriculum to the NRS functioning level, to have paired tests, and finally to conduct semester classes. All of these issues were identified and solutions in place by January 2010. These solutions include:

- State Agency Office conducted program improvement sessions.
- State Agency Office will closely validate data upon completion of a class
- Validate enrollment via Banner.
- All adult learners – including those simply wanting to take the GED Test – are required to take the CASAS appraisal and pre-test.
- AEO staff revisited the CASAS Skill Level Descriptors to ensure learners are placed into the appropriate

⁷ Table 2, Participants by Age, Ethnicity and Gender

educational functioning level.

- A task force, which includes faculty and State and Local staff, was created to assess and modify curriculum to ensure alignment to the NRS educational functioning levels.
- AEO implemented a process to ensure learners have paired tests.
- AEO reviews attendance sheets and designated a staff to call learners in an effort to curtail absenteeism.
- Classes are now offered as needed rather than having classes start in the fall or spring.
- AEO and State Agency office staff attended the Insular Area Conference.
- AEO will develop a student survey to help gauge the effectiveness of the instructor’s teaching methodology and program’s curriculum.
- Establish an Adult Education committee to assess relevancy of curriculum and program.
- Conduct outreach efforts.

Although the number served this program year (633) dropped more than 54% when compared to 2009 (1,154), this drop is directly attributed to the modifications made by CASAS on TOPSpro which no longer included GED test takers column (PY09-10). Therefore, these participants who were previously reported on Table 1 in the Educational Functioning Level column (PY09-10) were dropped.

Table B compares the negotiated and the actual core indicators of performance (PY08-09 and PY09-10) for program year 2009 and 2010. The overarching factor is that only 42% (266)⁹ learners have a paired test making it difficult to validate the appropriateness of the program’s curriculum or instructional methodology. Rather, it is evident that when a post-test is taken, the percent completing a level drastically increases (Table C).

Table B ~ Educational Functioning Level Core Indicator of Performance

Description	Actual PY08-09	Negotiated PY09-10	Actual PY09-10 ⁸
ABE Beginning Literacy	30%	42%	41%
ABE Beginning Basic	29%	41%	36%
ABE Intermediate Low	40%	47%	45%
ABE Intermediate High	16%	30%	24%
ASE Low	11%	22%	2%
ASE High	N/A	N/A	25%
ESL Beginning Literacy	100%	38%	0%
ESL Beginning Low	100%	42%	0%
ESL Beginning High	42%	46%	36%
ESL Intermediate Low	42%	44%	14%
ESL Intermediate High	81%	42%	11%
ESL Advanced	41%	30%	45%

Source: Federal Table 4 – Educational Gains and Attendance by Educational Functioning Level

⁸ Table 4, Educational Gains and Attendance by Educational Functioning Level

⁹ Table 4b, Educational Gains and Attendance by Educational Functioning Level

Guam's target for ABE Beginning Literacy is 42%; actual performance is 41%. Guam had twenty two (22) participants in this educational functioning level; 8 did not take a post-test while the 4 that took a post-test remained in the same scale score range (150-200).

Table C ~ Comparison Educational Functioning Level Core Indicator of Performance

Description	Target PY09-10	Negotiated PY09-10	Difference
	Table 4	Table 4b	
ABE Beginning Literacy	42%	64%	22%
ABE Beginning Basic	41%	62%	21%
ABE Intermediate Low	47%	75%	28%
ABE Intermediate High	30%	42%	12%
ASE Low	22%	31%	9%
ASE High	N/A	50%	50%
ESL Beginning Literacy	38%	0%	-38%
ESL Beginning Low	42%	0%	-42%
ESL Beginning High	46%	83%	37%
ESL Intermediate Low	44%	80%	36%
ESL Intermediate High	42%	40%	-2%
ESL Advanced	30%	83%	45%

The target for ABE Beginning Basic Education is 41%; actual performance is 36%. Guam did not meet this core indicator of performance. Of the ninety one (91) at this level, fifty-three (53) participants' had a paired test. Of the

53, 18 remained within the same educational functioning level, 17 advance one or more levels, 2 dropped in their educational functioning level, and 33 participants successfully completed a level. Thirty eight (38) learners did not take a post-test.

Guam did not achieve the ABE Intermediate Low indicator; target is 47% and actual performance is 45%. There were one hundred five (105) participants placed in this level. Of the 105, only sixty three (63) participants had a paired test.

The target for ABE Intermediate High is 30%; actual performance is 24%. One Hundred and sixty four (164) participants tested at this educational functioning level. Only ninety three (93) had a paired test. Fifty individual remained at the same functioning level.

Guam's target for ASE Low is 22%; the actual performance is 3%. Guam did not meet the ASE Low target. One hundred forty-nine (149) learners did not take a post-test. Of the 162, 3 left the program, one drop in their educational functioning level while 6 remained.

The target for ESL Beginning Literacy is 38%; actual performance 0%. No one reported having this functional level.

The ESL Beginning Low target is 42%; actual performance 0%. Two learners had this educational functioning level however they did not take a paired test.

Guam's target for ESL High Beginning for this program year is 46%; actual performance 36%. There were fourteen (14) participants who were placed in this level; five (5) completed a level and 1 remain within their educational functioning level.

The ESL Intermediate Low target this program year is 44%; actual performance 14%. Although twenty nine were enrolled only five took the post-test.

Guam's target for ESL Intermediate High 42%; actual performance is 11%. There were eighteen enrolled during the program year but only five took the post test.

ESL Advanced target for the year is 30%; actual performance 45%. Twenty two registered but only twelve have a paired test.

Key Findings:

The population for this program year decreased from 1,154 to 633 first, because of modifications made by CASAS TOPSpro which excluded GED participants previously counted. Secondly, adult education classes were offered following a semester cycle (fall and spring) hampering immediate and successive enrollment into the next level. Finally, lack of paired test adversely affected the percent completing a level (Table 4).

In light of these findings, Guam's State Agency Office implemented several initiatives (see page 9). Moreover, the State Director's commitment to better serve adult learners is further demonstrated as plans are finalized to renovate a building on campus that will house the AEO. This building – expected to be completed by the end of 2011 – is adjacent to the new LRC. The entire second floor is designed for classrooms, office space for faculty, a counselor, and staff, and a testing room. The newly assigned program specialist for the AEO will continue to establish relationships with community leaders (Mayors Council) and administrators while maintaining established procedures within the office.

Describe how Guam supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities.

As the State Agency for Adult and Career and Technical Education, GCC will continue to integrate adult education activities with career development, employment, and training to achieve a seamless transition into higher education. Services (i.e., Assessment and Counseling Department, Center for Civic Engagement, etc.) at the college help minimize barriers and prepare adult learners for training in career and technical education or other career paths. GCC's adult and career and technical (secondary and postsecondary) programs integrate counseling and advising for a flawless student support system. In addition, formal Memorandum of Agreements (MOA) are in place that link GCC's programs in adult and career and technical education to other employment and training agencies, and outline how GCC's programs and services (e.g. direct instruction, counselor training, and/or promotional presentations) will be provided. These agencies include AHRD, One Stop Career Center, Division of Vocational Rehabilitation, Department of Corrections, Guam Public School System, and the University of Guam.

The ability to know how to use a computer system is considered an entry-level skill in the Information Age of the 21st century. The adult education program allows participants, upon entry and throughout their educational experience, to be immersed in the use of computers through activities such as eTests, class assignments, and Internet activities. GCC also utilizes a campus-wide web accessible information system that allows students to register online, access grades and course/class information while also providing portal services to students, faculty, staff, and administrators.

GCC remains an active member of the Workforce Investment Act (WIA) Workforce Investment Board.

Due to Guam's small geographic size and population, Local and State Boards were consolidated into the Guam Workforce Investment Board (GWIB). The College's Chief Executive Officer (CEO) is a member of GWIB to assure both adult and career and technical education initiatives are well represented. The Guam Workforce Board continues to prioritize the need to increase the number of programs assisting individuals in obtaining their GED or adult high school diploma to address Guam's high number of individuals without a high school diploma. Additionally, GCC's Assistant Director of Continuing Education and Workforce Development works closely with Department of Labor, Guam Chamber of Commerce and industry representatives to help strengthen the link between education and workforce development.

Referrals from the One-Stop Career Center for clients interested in both adult and career and technical education continues. Brochures and other informational materials describing various adult and career and technical programs are made available at the One-Stop Career Center. An electronic informational presentation on GCC's adult and career and technical programs was previously provided to AHRD for clients' to view at their reception area.

WIA, Title II funds are not expended directly to support activities at the One-Stop Career center. Instead, as a One-Stop Career Center partner, GCC provides assistance through on-site counseling, career exploration workshops, and informational materials/brochures.

Describe activities and services supported with EL Civics funds.

Guam does not receive EL Civics funds.