

Narrative

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, as amended, gave Guam Community College (GCC) the responsibility to administer and implement adult education programs within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for adult education. This document is Guam's Narrative Report, which covers the period of July 1, 2010 through June 30, 2011, and addresses progress toward the goals and activities 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 promote successful completion of secondary education and transition from academia to employment or to a postsecondary career and technical program all of which directly link 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."

GCC offers a variety of adult education programs (Adult Education and Literacy, English Literacy, and Family Literacy) to adult learners in pursuit of their life-long goal in that the key to self-sufficiency is by having acquired a high school diploma and communicating effectively. A description of each program follows along with State Leadership activities, and significant findings based on the core indicators of performance.

ADULT EDUCATION PROGRAMS ~ "IT'S NEVER TOO LATE TO GRADUATE"

GCC offers **Adult Education and Literacy** programs to adult learners who have not obtained a high school diploma and want to earn an equivalency diploma (GED®). Participants in this program are 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. Adult education classes are offered at GCC's Mangilao campus and off-campus at neighborhood villages to minimize educational barriers such as transportation and childcare. Individuals enrolled in this program take Basic Skills, English as a Second Language, Adult High School, or Family Literacy classes. In spite of the adult education program, the eligible adult learner must take CASAS (Comprehensive Adult Student Assessment System) eTest to assess his/her English and math skill level. An eligible adult learner is placed into the appropriate educational functioning level and class based on his/her CASAS appraisal/pre-test score. Learners with a score of at least 236 (CASAS) or above 7th grade level are advised to take the GED® test or enroll in the Adult High School Program. Learners who score below 236 are advised to take the appropriate Basic Skills or ESL course.

One thousand eight hundred thirty seven (1,837) individuals were served this program year (Table A, Adult Learners Served), 213 individuals or 11.6% participated off campus at a neighborhood village program (Table B, Enrollment by Village). The majority (113 or 53.1%, Table C, Enrollment by District) are from the central district comprised of four villages – Asan, Chalan Pago, and Mangilao. Of the 66 participants from Mangilao, 25 are from the Department of Corrections.

| Location | # Served | Percent |
|-----------------------|--------------|---------------|
| On Campus | 1,624 | 88.4 |
| Off Campus - villages | 213 | 11.6 |
| Total | 1,837 | 100.0% |

| Village | Count | Percent |
|---------------------------------|--------------|--------------|
| Agat | 16 | 7.5 |
| Asan | 23 | 10.8 |
| Chalan Pago | 24 | 11.3 |
| Dededo | 22 | 10.3 |
| Mangilao | 66 | 31.0 |
| Talafofo | 19 | 8.9 |
| Tamuning | 17 | 8.0 |
| Umatac | 10 | 4.7 |
| Yigo | 16 | 7.5 |
| Total Served at Villages | 213 | |
| Total Served | 1,837 | 11.6% |

Noteworthy is that 1,837 (adult learners served) represents a whopping 83.3% (Table D, Adult Learners Served by Program Year) increase when compared to those served last program year (1,002). This increase may directly be related to individuals preparing for the anticipated economic growth and frequency of class offerings. As part of the US military's plan to strengthen its presence in the Pacific region, Guam will host the US Third Expeditionary Marine Force (8,000 Marines plus 9,000 dependents) from Okinawa, Japan to Guam. This relocation, which is expected to require approximately 12,000 job opportunities to Guam, has everyone preparing for career opportunities. The frequency of class offerings had also changed. Classes are offered as they are needed rather than only at the beginning of the semester (Fall and Spring) as previously practiced. This procedural change became effective June 2011. Of the 1,837 served 539 have 12 or more hours of instruction this program year – a 14.8% decrease when compared to last program year. The decline is primarily a result of postponing the offering of several classes until curriculum documents, to better align with CASAS, were assessed, modified, and approved.

| District | Count | Percent |
|--------------|------------|---------|
| Northern | 55 | 25.8% |
| Central | 113 | 53.1% |
| Southern | 45 | 21.1% |
| Total | 213 | |

| Adult Learners | PY2010 | PY2011 | Percent Change |
|----------------------------------------------|--------|--------|----------------|
| Number Served | 1,002 | 1,837 | 83.3% |
| Number with at least 12 hours of instruction | 633 | 539 | -14.8% |

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 CASAS eTest - a performance-based assessment for placement. Learners having a CASAS scale score of at least 236 on eTest pre-test are advised to participate in the AHS program – a 48 credit program (Table E, Adult High School Diploma Program). Entry into this program requires submittal of a sealed transcript from his/her previous high school. An AHS counselor reviews the transcript and together with the adult learner, develops an Individual Educational Plan (IEP).

| Subject | Semester Hours |
|--------------------------|----------------|
| English | 12 |
| Mathematics | 6 |
| Science | 3 |
| Social Studies | 9 |
| Computer Skills | 3 |
| CTE Electives | 12 |
| Student Success Workshop | 3 |

An AHS diploma is awarded upon successful completion of required subjects, workshop, and career and technical education (CTE) electives. To prepare learners for the world of work learners are encouraged to take nine of the 12 CTE elective credits to be from the same career program. Cost associated to these CTE electives are absorbed by the College or supported by the Guam Department of Labor. During this program year, one hundred sixty eight (168 – 75 male and 93 female)² students enrolled in the AHS program. Of this, fifty-nine (59) – the number of participants by entering functioning level as reported on NRS Federal Table 1, Participants by Entering Educational Functioning Level, Ethnicity and Gender, have 12 or hours of instruction. This number represents twenty-seven (27) male and thirty-two (32) female. The largest age population falls in the 25-44 (24 or 40.7%) age bracket – closely followed by 19-24 (22 or 37.3%) – the smallest is in the 45-59 age category (3 or 5.1%).

ENGLISH LITERACY:

The **English as a Second Language (ESL)** program is designed to provide individuals with limited English proficiency skills to speak, read, or write the English Language – having limited English proficiency. Emphasis is placed on practicing oral/aural skills through visual and physical responses, listening and speaking, and on oral production such as reading and writing in English. ESL instruction integrates functional reading and writing skills using instructional materials for adult learners. Adult learners, with

¹ GCC 2010-2011 Catalog

² TOPSpro Class Roster

a score between 150 and 250 on CASAS Life Skills, participate in this program. The program utilizes the CASAS to place and evaluate students' progress. By using the CASAS Skill Level Descriptors, the test examiner or administrator can determine the appropriate ESL level course of study for the learner.

Although English Literacy services were provided to one hundred fifty six (156) adult learners during the

| TABLE F – Functioning Level | | |
|------------------------------------|---------------|----------------|
| ESL | Number | Percent |
| Beginning Literacy | 4 | 3.4% |
| Low Beginning | 12 | 10.3% |
| High Beginning | 17 | 14.7% |
| Low Intermediate | 31 | 26.7% |
| High Intermediate | 23 | 19.8% |
| Advance | 29 | 25.0% |
| Total | 116 | |
| | 599 | 21.5% |

program year, only one hundred sixteen (116) or 21.5% is reported on NRS Federal Table 1 (Participants by Entering Educational Functioning Level, Ethnicity and Gender) having 12 or hours of instruction. Of the one hundred sixteen (116), twenty-eight (28) are male and eighty-eight (88) are female. While the largest age population falls in the 25-44 (52 or 44.8%) age bracket, the smallest is in the 16-18 age category (7 or 6%). ESL's highest number of participants by entering functioning level is in Low Intermediate (31 or 26.7%) the smallest is in Beginning Literacy (4 or 3.4%) (Table F).

FAMILY LITERACY:

Guam Humanities Council (GHC) implemented Motherhead®, a nationally recognized FAMILY LITERACY program³ that teaches critical thinking while inciting a love for reading, improving quality time, and expanding social competency skills between parent and child. Curriculum expound on reading, pre-writing, arts and crafts, story sharing, and cultural activities and includes five themes: Understanding Families Value, Expressing Needs and Feelings, Establishing Independence, Sharing and Cooperating, and Self Possibilities. Program participants are from diverse backgrounds, for instance families who speak English as a second language, institutionalized individuals, homeless, or faith-based organizations.

During the program year, GHC served ninety three (93) individuals at nine locations throughout the island (e.g., Carlos Heights, DL Perez, Lagu Youth Center, DOC/RSAT, Parent Information Center, Santa Teresita, Finagayen, Pagacho, and Ironwood). Of this, thirty-one (31) had 12 hours or more of instruction on NRS federal table; 12 or 38% adult learners completed an educational functioning level.

STATE LEADERSHIP ACTIVITIES:

Professional Development is provided by the State Agency Office to disseminate information and encourage cohesiveness and collaboration amongst local and regional program providers (e.g., village Mayors, Commonwealth of Northern Mariana Islands (CNMI), and Palau). The 3rd Annual Insular Area Conference (IAC) was held November 18-20, 2010 at Guam Community College's Anthony Leon Guerrero Allied Health Building. Twenty six (26) individuals participated at this event including adult education instructors and representatives from the Mayors' Council, Agency for Human Resources Development (AHRD), Guam Humanities Council, and Northern Marianas College (NMC).

The IAC provided information to improve delivery and retention of adult learners. The IAC conference focused on seven goals. They include,

- To provide information to improve adult literacy;
- To develop strategies to improve retention of adult learners;
- To identify and implement teaching methodologies that improve adult literacy;
- To provide technical assistance on developing curriculum aligned to National Reporting System (NRS) educational functioning levels;
- To use the NRS federal tables/data for program improvement;
- To provide technical assistance to maintain TOPSpro database; and
- To develop strategies to increase the number of participants taking a paired test.

³ Guam Humanities Council 20 Colorful Years March 16, 2011

Two individuals were brought to Guam from the US to facilitate and ensure goals were realized. At the end of each day, participants were asked the appropriateness of the day's topic on a Likert-type scale – strongly agree, somewhat agree, agree, somewhat disagree, or strongly disagree. Respondents indicated they strongly agree (94%) the "conference presenters illustrated thorough knowledge of their respective content area"; 92% indicated, "presenters used materials and audio visual aids effectively"; and 88% that they "understood and could apply the main concepts presented". Several participants found curriculum standard, NRS Report, CASAS, and binder were most beneficial and all agreed that session should continue annually.

A few months later, the Adult Education Office (AEO) held a 2-day conference March 23-24, 2011. Two hundred eighty seven (287) adult learners, faculty, counselors, and community partners attended the two-day conference at GCC's Multi-Purpose Auditorium. The theme, "Celebrating Adult Literacy Across All Cultures" was chosen to bring together the myriad of ethnic groups on Guam (e.g., Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, China, Japan, Korea, Philippines, and the US). Several community partners (Mayors' Council of Guam, Department of Labor, Agency for Human Resources & Development, Public Health & Social Services, Department of Mental Health and Substance Abuse, counselors, and military recruiters) shared how their services extend to adult learners. At the end, 81.4% of the participants indicated on a Likert 5-scale exit survey "strongly agree" or "somewhat agree" that the "content of the session was informative".

Finally, the State Agency Office developed a Standard Operating Procedure (SOP) to provide consistency when providing information or documents to prospective adult learners. The SOP addresses, staff's responsibilities, intake process, faculty packet, books, post test, class attendance sheet, adult learners' file, data, and end of year activities. The SOP was developed at a pivotal point as the AEO experienced a 100% turnover with staff moving off island or transferring to another department.

Technical Assistance is an opportunity for the State Agency Office to provide eligible providers information on the use and requirements of the AEFLA grant. The State Agency Office posted the Notice of Funding Availability in Guam's local newspaper (Pacific Daily News) and on GCC's website inviting providers to the annual Technical Assistance Workshop. Two 4-hour sessions were conducted - October 2010 and April 2011. The workshops provided guidance and information on AEFLA, the application process, local and federal regulations, NRS federal tables, and OVAE NRS assessment document. In addition to the annual Technical Assistance Workshops, "mini-clinics" were held for five consecutive days (3:00 – 5:00 p.m.) to assist eligible providers develop AEFLA applications. This past year, five (5) individuals from non-profit organizations attended the workshop.

Once the application is evaluated and awarded the State Agency Office conducts a mandatory Post Award Briefing Sessions. Session include 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. Joining the program administrator at this session are representatives from the Business and Administration Office (federal accountant and procurement administrator).

Finally, the State Agency staff provides immediate technical assistance - by virtue of its designation as SEA and LEA – to discuss and resolve questions or concerns almost instantaneously.

Technology Assistance is provided through GCC's Management Information System (MIS) department. A computer systems analyst is assigned to assist the Adult Education and the State Agency Office. During the year, the analyst successfully upgraded the CASAS local network system from V3.4 to V3.6 version. The system upgrade was necessary to prepare to transition from CASAS eTests to online.

The Admissions and Registration Office also provides technical assistance on Banner, GCC's campus-wide web accessible student and financial information system, which allows students to print registration form, add/drop form, register online for continuing students, access grades and course/class information while also providing portal services to students, faculty, staff, and administrators. Adult learners are given a student identification number enabling them to register online. Assistance was extended to Guam Humanities Council (GHC) - provider of the Motheread® family literacy program as they implemented CASAS eTest to improve institutional management and

TABLE G – Adult Learners Served PY2011

| Educational Functioning Level | Adult Learners - Enrollment | |
|-------------------------------|-------------------------------|------------------------------------|
| | Per Class Roster ⁴ | With 12 or more hours ⁵ |
| ABE | 656 | 364 |
| ASE | 382 | 59 |
| ESL | 156 | 116 |
| Took eTest but not enrolled | 544 | 0 |
| Total | 1,837 | 539 |
| Family Literacy | 99 | 31 ⁶ |

academic quality through the integration of a web accessible information system. Seven (7) laptops were purchased to administer the CASAS appraisal, pre-test and post-test.

Literacy Resource Center this program year (GCC's Learning Resource Center (LRC)) received gold LEED certification, May 2011. As expected, the new LRC enticed inquisitive learners and faculty alike to visit and use its services equipped with spacious reading environment, computer work areas, a computer lab, group meeting rooms, audio visual rooms, and a large group meeting room). GHC also maintains a mini library with a variety of books,

curriculum/instructional materials, and equipment for adult learners and faculty to utilize twenty nine (29) books in its collection.

Monitoring of adult education programs was accomplished several ways during the program year. The State Agency Office provides administrators with a monthly report which includes budget, encumbrance, and key updates. Site visits by the State Agency Office are conducted to validate activities. Program administrators also submit a Cumulative Monthly Activity Report (CMAR) to provide the State Agency Office an overview of activities to date.

GCC's State and Local staff use the integrated student-financial system (Banner) to monitor budget, encumbrance, purchase orders, and the status of adult learners who have outstanding requirements such as health clearance and post-test. Adult education data is maintained on TOPSpro by the State Agency Office. Learners' Entry Record and Update forms, attendance sheets, contact hours, and Add & Drop form is compiled at the local level and transmitted to the State Agency Office. The State Agency Office validates and creates or updates student data when class is completed.

Curriculum Development and research took place during the program year. Basic Skills courses were assessed and modified to align to the CASAS Content Standards and NRS Educational Functioning Levels from January and April 2011. By May 2011, approved course guides were institutionalized. It should be noted that the revised course guides is an outcome of the November Insular Area Conference.

⁴ TOPSpro Class Roster

⁵ Table 1, Participants by Entering Educational Functioning Level, Ethnicity, and Sex

⁶ Table 6, Participants and Program Enrollment

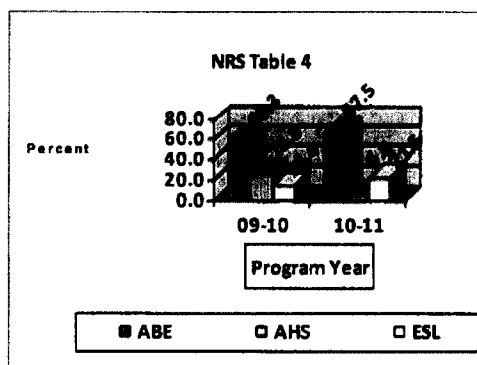
Support Services were successfully offered by various GCC offices to include the Adult Education Office, Accommodative Services, Admissions and Registration, Assessment and Counseling, Project Aim, College Access, and Student Services, and community partners (i.e., Mayors' Office, Agency for Human Resources Development (AHRD), Department of Public Health and Social Services (DPHSS), Department of Youth Affairs (DYA), and the Department of Labor (DOL)) to adult learners during the program year such as career guidance and counseling, tutorial services, registration, accommodative services, and referrals. GCC's State Agency Office in collaboration with the AEO and Assessment and Counseling Department launched a State Leadership project, Career Pathway for Adult Learners (CPAL), July 2011, whose overarching goal is to prepare adult learners for the world of work by furthering their education. The objectives are to identify, retain, and transition adult learners into postsecondary education. Outcomes from this project reported in program year 2012 report.

Linkage with Workforce Investment was accomplished this program year in several ways. First, GCC continues to refer participants seeking employment opportunities to AHRD. The Center for Student Involvement (CSI) encourages adult learners to be involved in activities through Student Governance, Campus Life, and Leadership Development. Students, including adult learners, continue to be engaged with their community through service learning. In addition to these activities, students have an opportunity to attend informational sessions such as Students Leading Students and Building a Stronger Workforce all of which will likely affect their employment opportunities.

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 of civilian jobs by 2014. The anticipated economic growth and demand to develop housing, safety, and infrastructures (e.g., roadway, potable water, and sewer⁷) places GCC at an optimal position to advance workforce development by providing training and academic programs. As adult learners will likely populate entry level positions, it is critical for them to obtain a high school diploma or its equivalency. GCC's AEO is working with the Academic Vice President to develop a process for adult learners' to effortlessly transition into postsecondary. This process will incorporate WorkKeys and CHOICES Planner where adult learners participate in a variety of personalized assessments (e.g., interests, values, skills, and aptitude). WorkKeys will determine learners' career path through workshops. CHOICES Planner and WorkKeys sessions will be held monthly basis.

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

Guam's Adult Education and Family Literacy programs were offered through GCC's AEO and the Guam Humanities Council (GHC). While the AEO provides programs both on campus and at neighborhood village sites GHC provides Motherread®, a nationally recognized FAMILY LITERACY program,⁸ at several villages. Their joint effort resulted in serving one thousand eight hundred thirty seven (1,837) adult learners during the year representing an 83.3% increase compared to PY2009-10 (1,002) (Table D). Of the 1,837, 539 learners had 12 or more hours of instruction.



NRS federal tables only include adult learners having had at least 12 hours of instruction during the reporting year. NRS Table 4, Educational Gains and Attendance by Educational Functioning Level measures and evaluates Guam's adult education and literacy program participants' educational

⁷ www.one.guam.gov – October 2011 issue

⁸ Guam Humanities Council 20 Colorful Years March 16, 2011

functioning level, attendance hours, and completion percentage against the negotiated performance indicators. By Entering Educational Functioning Level, 364 (67.5%⁹) of these participants are in Adult Basic Education (ABE), 28 (5%) Adult Secondary Education (AHS), and, and 116 (21.5%) in English as a Second Language (ESL) (NRS Table 4). The graph above shows the percent of adult learners participating in one of the three levels, ABE, ASE, and ESL in program year 2009-10 when compared to program year 2010-11 (NRS Federal Table 4). The largest percent change is in the ESL program (13.4% to 21.5%) followed by ABE (60.3% to 67.5%) while the AHS program experienced a significant drop (25.6% to 5%) during the same period.

TABLE H - Summary of Program Participants

| 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 | 508 | 212 | 296 | 108 | 71 | 210 | 391 | 117 | 269 | 185 | 54 |
| GHC | 31 | 6 | 25 | 7 | 3 | 16 | 29 | 2 | 4 | 15 | 11 |
| Total | 539 | 278 | 364 | 115 | 74 | 226 | 420 | 119 | 273 | 201 | 65 |

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

Table H, Summary of Program Participants with 12 or more hours of instruction, offers a quick profile of Guam's adult learners in terms of gender, educational functioning level, ethnicity, and age group. More than 94% (508) were served through GCC's AEO and 6% (31) were through Guam Humanities Council. Over half of the total numbers (539) of adult learners (364 or 67.5%) were female; 420 or 77.9% were Native Hawaiian or Other Pacific Islander; and 273 or 50.6% were between the ages of 16 and 44¹¹. Finally, 115 or 21.3% of the learners successfully completed and advanced one or more levels during the program year, 226 or 41.9% remain within the same level.

Based on NRS Table, Educational Gains and Attendance by Educational Functioning Level, Guam **successfully achieved twelve of the fifteen negotiated core indicators of performance**. Furthermore, all three indicators of performance that were not achieved – Table I [bold]. (ABE High Intermediate, ASE Low, and ESL Advance), are associated with an educational level. Guam's inability to meet three core indicators of performance is primarily attributed to curriculum change, semester classes, and change in the AEO staff.

TABLE I - Summary of Core Indicators of Performance¹⁰

| Description | Performance | | |
|------------------------------------|----------------|----------------|----------------|
| | Actual PY09-10 | Target PY10-11 | Actual PY10-11 |
| ABE Beginning Literacy | 41% | 31% | 54% |
| ABE Beginning Basic | 36% | 30% | 55% |
| ABE Intermediate Low | 45% | 41% | 44% |
| ABE Intermediate High | 24% | 17% | 15% |
| ASE Low | 2% | 12% | 7% |
| ASE High | 70% | 50% | 94% |
| ESL Beginning Literacy | 0% | 39% | 100% |
| ESL Beginning Low | 0% | 43% | 83% |
| ESL Beginning High | 36% | 47% | 94% |
| ESL Intermediate Low | 14% | 45% | 74% |
| ESL Intermediate High | 11% | 44% | 48% |
| ESL Advanced | 45% | 42% | 14% |
| Entered Postsecondary Ed/ Training | 24% | 41.7% | 17.7% |
| Entered Employment | 57% | 66.7% | 9.7% |
| Retained Employment | 44% | 63% | 75% |

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

¹⁰ Table 4, Educational Gains and Attendance by Educational Functioning Level PY 09-10 and PY10-11

¹¹ Table 2, Participants by Age, Ethnicity and Gender

Table H provides a comparison between Guam's actual performance in PY09-10 and PY10-11. While Guam did not meet three indicators, its achievement of the twelve core indicators of performance is significant when compared to last program year when only one was achieved (ESL Advanced).

The primary initiative this year which attributed to realizing several of these indicators is the alignment of curriculum to the CASAS Content Standards and NRS Educational Functioning Levels. Other initiatives incorporated during the year by the State Agency Office include:

- Weekly technical assistance sessions with the Adult Education Office;
- Validation of data when class is established and completed;
- Implementation of Adult Education Standard Operation Procedure (SOP);
- Validation of enrollment on GCC's student information Banner integrated data system;
- Ensure adult learners are placed into the appropriate educational functioning level (CASAS Skill Level Descriptors);
- Review attendance sheets/class rosters;
- Designation of a staff to call learners to curtail absenteeism;
- Offer classes as needed rather than at the start of the fall or spring semester;
- Required a student survey to gauge the effectiveness of the instructors' teaching methodology and curriculum; and
- The Adult Education Office reconvened the adult education committee to assess curriculum and program and conducted outreach activities with village mayors.

Below is a summary of the three core indicators which were not realized – ABE Intermediate High, ASE Low, and ESL Advance.

ABE Intermediate High: Guam did not achieve the ABE Intermediate High core indicator of performance; target is 17% and actual performance is 15%. There were one hundred twelve (122) adult learners at this functioning level of which sixty-one (61) or 50% had a paired test (Table 4B, Educational Gains and Attendance by Educational Functioning Level). Of the 122, 18 or 14.8% completed this level, 71 or 58.2% remain within the level, and 33 or 27.0% that left before completing the level.

TABLE J ~ Comparison Educational Functioning Level Core Indicator of Performance

| Description | NRS Table 4, Educational Gains and Attendance by Educational Functioning Level Program Year 2010-2011 | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------|--------------|-------------|
| | Target | Actual | Difference |
| ABE Beginning Literacy | 31% | 54% | 23% |
| ABE Beginning Basic | 30% | 55% | 25% |
| ABE Intermediate Low | 41% | 44% | 3% |
| ABE Intermediate High | 17% | 15% | -2% |
| ASE Low | 12% | 7% | -5% |
| ASE High | 50% | 94% | 44% |
| ESL Beginning Literacy | 39% | 100% | 70% |
| ESL Beginning Low | 43% | 83% | 40% |
| ESL Beginning High | 47% | 94% | 47% |
| ESL Intermediate Low | 45% | 74% | 52% |
| ESL Intermediate High | 44% | 48% | 48% |
| ESL Advanced | 42% | 14% | -27% |
| Entered Postsecondary Ed/Training | 24% | 41.7% | 17.7% |
| Entered Employment | 57% | 66.7% | 9.7% |
| Retained Employment | 63% | 75% | 12% |

ASE Low: The target core indicator of performance (12%) was not realized this program year. Guam's actual performance is 7.1%. Of the 28 individuals in this educational functioning level, 2 or 7.1% completed the level, 12 or 42.9% remain in the same level, and 14 or 50% separated before completing the level.

ESL Advanced: Of the six ESL levels, all but one (ESL Advanced) of the negotiated core indicators of performance was achieved this program year. The actual performance is 14%. Twenty nine (29) adult learners are at this educational level; 4 or 13.8% completed the level, 82.6% remain within the level, and 3.4% separated before completing the level.

Key Findings:

In the past two years, all of the Adult Education Office staff either relocated off island or transferred to another department within GCC leaving a void in programmatic knowledge. To minimize the gap, the State Agency Office immediately conducted one-to-one and group sessions with staff to discuss processes, local and Federal rules and regulations, CASAS, and AEFLA requirements. Second, the newly assigned program specialist reestablished relationships with stakeholders both on and off campus. Third, the staff turnover also extended to faculty. Of the six experienced teachers employed during the year, five were new to *teaching* adult learners. Forth and most significant is that NRS Educational Functioning Levels (reading and math scale score range) do not recognize gains within the educational functioning level on Federal Table 4. For example, an adult learner whose entering educational functioning level for Beginning Basic Education, reading and math (201-210), will have to score at least 211 to complete a level. Therefore, if the learner's initial score is 201 and his/her post test score is 210, the 9-point gain will not be recognized; the learner will be included in the "number remaining within level". Similar scores will adversely affect the "percentage completing a level". Finally, Guam's State Director remains steadfast to improve services to adult learners. Plans continue to move forward to renovate a building on campus to house adult education programs. The renovated building, with the entire second floor dedicated to adult education activities complete with classrooms, testing rooms, and office space for faculty, a counselor, and staff may open as early as Summer 2012.

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

GCC is the LEA and SEA, for both AEFLA and Perkins IV. By having both initiatives under the State Agency Office GCC is able to capitalize by coordinating and integrating 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, College Access, etc.) at the College 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 sound student support system. In addition, formal Memorandum of Agreements (MOA) are maintained to bridge GCC's adult and career and technical education to other employment and training agencies. 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 21st century. The adult education program allows participants, upon entry and throughout their educational experience, to be immersed in the use of computers by integrating its use through activities such as eTest and class assignments. While adult learners use GCC's campus-wide web accessible information system (Banner) faculty and administrators also use the same system to access grades and course/class information to better assist learners.

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. Finally, GCC's Assistant Director of Continuing Education and Workforce Development works closely with Department of Labor, Guam Chamber of Commerce and

industry representatives advocating the link between education and workforce development.

GCC continues to receive referrals from the One-Stop Career Center for clients interested in both adult and career and technical education. Brochures and other informational materials describing various adult and career and technical programs are 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 counseling, career exploration workshops, and informational materials/brochures.

Describe activities and services supported with EL Civics funds.

Guam does not receive EL Civics funds.