

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. As part of its mandate to administer secondary, postsecondary and adult education programs, GCC's accreditation was reaffirmed July 2012 by the Accrediting Commission for Community and Junior College (ACCJC) Western Association of School and College (WASC) through Spring 2018. Reaffirmation provides credibility primarily in terms of student learning and achievement and compliance standards set forth by the commission.

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."

This document is Guam's Narrative Report, which covers the period of July 1, 2011 through June 30, 2012, 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).

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.

Most significant is an event that transpired late in the year. On November 5, 2012, a dream was realized for Guam Community College as adult learners in the Adult Basic Education (ABE), Secondary Education, and English as a Second Language (ESL) programs were welcomed to their new home – the Foundation Building. This 21,000 square foot renovated building is the second building seeking Leadership in Energy and Environmental Design (LEED) certification on campus; GCC's Learning Resource Center acquired gold LEED certification in 2010.

The entire second floor of the Foundation building was designed for adult learners featuring classrooms – with overhead projectors – for ABE and Adult High School (AHS). The ESL classroom is equipped with computers and for students to use speaking software. Additionally, there are testing rooms for CASAS, and offices for the adult education staff, the counselor assigned to adult learners, and the ESL faculty. Finally, students can also relax at the "networking area" or the café located on the first floor. Finally, the bookstore is also located on the first floor along with four more classrooms. What else might a learner seek in a building conducive to learning? As GCC's President stated, "Giving them better facilities in which to study, earn diploma, and then helping them to move on to post-secondary education is workforce development at



its most basic. It is what we are all about: giving people the skills they need to be able to secure better jobs, support their families, and built better quality of life on our island.”¹

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. 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 (ESL), Adult High School (AHS), or Family Literacy classes. Regardless of which adult education program, the eligible adult learner must first take CASAS (Comprehensive Adult Student Assessment System) Employability Competency System series (ECS). This CASAS eTest will assess his/her English and math skill level and CASAS score. The adult learner is then 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 as CASAS has determined score as a good predictor to passing the GED®. Learners who score below 236 are advised to take the appropriate Basic Skills or ESL course.

TABLE A - Adult Learners Served

Location	# Served	Percent
On Campus	1,561	78.8
Off Campus - villages	420	21.2
Total	1,981	100%

TABLE B - Enrollment by Village

Village	Count	Percent
Agat	92	4.6
Dededo	154	7.8
DOC	26	1.3
Hagatna	32	1.6
Sinajana	69	3.5
Talafofo	47	2.4
Total Served at Villages	420	21.2
Total Served	1,981	

One thousand nine hundred eighty one (1,981) individuals were served this program year (Table A, Adult Learners Served), 420 individuals or 21.2% participated at an off campus site - neighborhood village program (Table B, Enrollment by Village). The majority (171 or 40.7%, Table C, Enrollment by District) are from the southern district comprised of three villages – Agat, Hagatna, and Talafofo.

TABLE C - Enrollment by District

District	Count	Percent
Northern	154	36.7
Central	95	22.6
Southern	171	40.7
Total	420	100%

Most significant is that there is an increase of 7.8% (TABLE D, Adult Learners Served by Program Year compared to those served last program year (1,837, PY2011 and 1,981, PY2012). This increase of 144 adult learners may directly be related to individuals electing to continue their education

TABLE D - Adult Learners Served by Program Year

Adult Learners	PY2011	PY2012	Percent Change
Number Served	1,837	1,981	7.8
Number with at least 12 hours of instruction	539	873	62

and better prepare themselves for high-wage, high-demand careers. Of the 1,981 served 873 received 12 or more hours of instruction this program year. This represents a whopping 62% increase when compared to last program year. This huge increase (62%) is directly related to having classes offered as needed rather than having classes start at the beginning of a semester. It should also be noted that

¹ USDA Officials tour GCC Foundation Building, Marianas Variety, the Local and Regional Newspaper, 9/13/12

of the 1,981 (TABLE G) 297 individuals took the CASAS appraisal but elected not to enroll in an adult education program.

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 Employability Competency System series (ECS) 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

TABLE E - Adult High School Diploma Program²

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

TABLE G – Adult Learners Served PY2012

Educational Functioning Level	Enrollment	
	Per Class Roster ³	With 12 or more hours ⁴
ABE	1,196	713
ASE	324	58
ESL	164	102
Took eTest but not enrolled	297	0
Total	1,981	873

school. An AHS counselor reviews the transcript and together with the adult learner, develops an Individual Educational Plan (IEP).

An AHS diploma is earned 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 with CTE electives are either supported by GCC or Guam Department of Labor. During this program year, one hundred sixty six (166 – 70 male and 96 female)⁵ students enrolled in the AHS program. Of this, twenty (20) – the number of participants by entering functioning level as reported on NRS Federal Table 1, Participants by Entering Educational Functioning Level, Ethnicity and Gender, received 12 or more hours of instruction.

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 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.

TABLE F – Functioning Level

ESL	Number	Percent
Beginning Literacy	4	0%
Low Beginning	5	1%
High Beginning	25	3%
Low Intermediate	30	3%
High Intermediate	23	3%
Advance	15	2%
Total	102	
	873	12.00%

² GCC 2010-2011 Catalog

³ TOPSpro Class Roster

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

⁵ TOPSpro Class Roster

Although English Literacy services were provided to one hundred sixty four (164) adult learners during the program year, only one hundred two (102) or 12% are reported on NRS Federal Table 1 (Participants by Entering Educational Functioning Level, Ethnicity and Gender) having 12 or more hours of instruction. Of the one hundred two (102), twenty-two (22) are male and eighty (80) are female. While the largest age population falls in the 25-44 (48 or 46.1%) age bracket, the smallest is in the 16-18 age category (3 or 3%). ESL's highest number of participants by entering functioning level is in Low Intermediate (30 or 29.4%) the smallest is in Beginning Literacy (4 or 4%).

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., community partners instructor Commonwealth of Northern Mariana Islands (CNMI), and Palau). This year, the Guam State Agency Office hosted the 4th Annual Insular Area Conference (IAC) *“Effectively Teach Adult Learners”* on March 3-5, 2012 at GCC’s Student Training Room and the Multi-Purpose Auditorium. Thirty eight (38) individuals participated in the twenty-hour conference, including adult education instructors, counselors, and program administrators from Guam, Palau, Northern Marianas College (NMC) participated at this event.

The *“Effectively Teach Adult Learners”* session accomplished five specific goals.

- To demonstrate effective strategies to improve adult learners reading comprehension skills and math skill;
- To demonstrate how to teach adult learners;
- To share strategies to minimize attrition by keeping learners motivated;
- To develop a syllabus; and
- To demonstrate how to be an effective adult education teacher.

These goals realized through several sessions (Motivating Adult Learners, Teaching Math & Science, Creating a Syllabus/Lesson Planning, Writing Skills, Unique Characteristics of Learners, Reading Comprehension, etc.). At the end of each session, the Conference Evaluation Survey was administered to gauge appropriateness of content. Of the 38 participants, 28 completed the Conference Evaluation Survey. Of the 28, 24 or 86% of the respondents “strongly agree” on the following:

- Presenters thoroughly know their content area and used instructional materials effectively, and
- Concepts presented were understood, well-paced, and met participants’ expectations.



Based on survey results, the conference was a success as it addressed identifying characteristics of learners, improving reading comprehension, motivating adult learners, teaching math and science, creating syllabus/lesson plan, enhancing writing skills, presenting lesson plan, and providing information on transitioning adult learners to postsecondary, and administering CHOICES, and WorkKeys.

The Adult Education Office (AEO) also hosted a professional development activity – the 2nd annual Adult Education Day “Promoting Literacy through Diversity” at GCC’s Multi-Purpose Auditorium on April 11 and 12, 2012. Two hundred sixty three (263) individuals participated at the event it includes one hundred seventy two (172) adult learners, sixty (60) faculty, and twenty-seven (27) service representatives (e.g., Mayors’ Council of Guam, Department of Labor, Agency for Human Resources & Development, Public Health & Social Services, Guam Police Department, Department of Public Works, military recruiters, GCC Financial Aide, Continuing Education Department and GCC Counselors). The focus of the 2-day event is to discuss services for adult learners – those who do not have a secondary education diploma, not enrolled or required to be enrolled at a secondary school, who lack sufficient mastery of basic educational skills that would enable them to function effectively in society, and or who lack of Basic Skills language, speaking, reading, or writing skills. At the end, 135 or 51.2% responded to the survey. Of those respondents, 33.7% indicated on a Likert 5-scale exit survey “strongly agree” that the “content of the session was informative”.

The State Agency’s program coordinator attended the Annual CASAS Summer Institute “Changing Landscape of Adult Education”, June 12-14, 2012 in San Diego California, and received information and training on current online test tools such as CASAS e-test and TOPSpro online. CASAS eTests online has simple toolbars that enable users to navigate the pages with ease. It reduces test time, provides greater accuracy, produces reports (e.g. learning gains), exports results to common database application, gives option to combine locator and pretests in one test event, immediately gives test results, and automatic selection of next appropriate test based on test scores. TOPSpro online, new improvement of the reporting system is the use of comprehensive data for analysis, customize and organize data, target assistance, improve program, monitor progress, and get meaningful information. Finally, as the program coordinator completed the sessions as one of the Technology Trainer, CASAS allow program coordinator to conduct training to faculty, staff, and eligible providers.

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 – February 14 and July 11, 2012. 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, eight (8) 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 Session. Session includes a discussion on 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 Section j. General Provisions for Selected Items of Cost⁶, 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 staff from the State Agency Office 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. The analyst also monitors the CASAS local network system if another version needs to be updated in transitioning 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 also extended to Community partners such as Agat Mayors, Barrigada Library, Ironwood Village, Sinajana Mayors to improve institutional management and academic quality through the integration of CD's included with the text books and a web accessible information system. Ten (10) laptops were given to each community partners.

Literacy Resource Center GCC's Learning Resource Center (LRC) certified gold LEED facility has approximately 20,000 books, 50 periodical subscriptions and over 1,000 videos and other multi-media items as part of its collection.⁷ 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).

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.

⁶ http://www.whitehouse.gov/omb/circulars_a021_2004#j

⁷ www.guamcc.edu

Curriculum Development and research took place during the program year. Adult High School Diploma Program (AHSD) courses were assessed and modified to align to the post-secondary curriculum and NRS Educational Functioning Levels. March 26, 2012 approved course guides were institutionalized and implemented fall 2012.

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 demonstrates its commitment to student learning, accountability, and program improvement as evidence in the reaffirmation for accreditation.

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 was offered (CPAL), July 2011, as a progress on this program there were six hundred fifty seven (657) adult learners attend the workshop, Four hundred ninety four (494) for Fall and one hundred sixty three (163) for Summer. It shows that the program was implemented to reach out and help most adult learners identify their interest, values, personality and skills with interest as they move to post-secondary education. Of 56 classes that were held, CPAL Counselor did a random survey to 18 classes which is twelve (12) classes in FA11 and five (5) classes in SU12. They surveyed one hundred eighty nine (189) adult learners; one hundred sixty nine (169) indicated that they "agree" that the session provides resources and training that will improve their job readiness, it is important to invest higher education to pursue college education.

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 accomplished primarily through the College Access Challenge Grant Program. As part of the underserved population, Adult learners and their families receive information to learn and prepare for entry and succeed in postsecondary education. Services include tutoring and workshops (College Preparation & Admissions, SAT/ACT Preparation, etc.) and Career Goals Assessment Counseling.

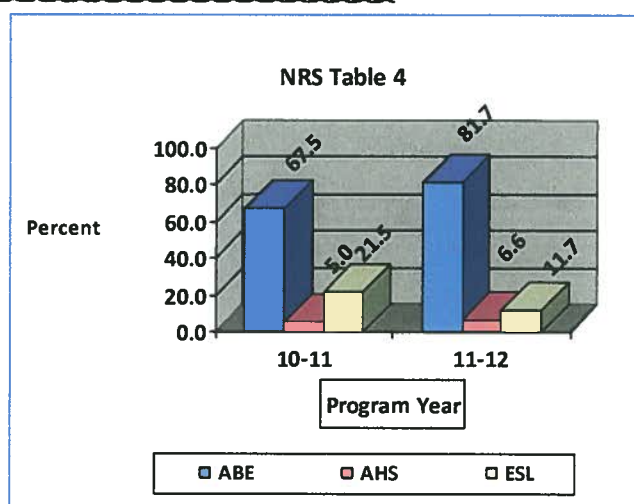
The U.S military continues to increase its presence in the Pacific region thus possibly creating a number of new civilian jobs by 2014. The anticipated economic growth and demand to develop housing, safety, and infrastructures (e.g., roadway, potable water, and sewer⁸) places GCC at an

⁸ www.one.guam.gov – October 2011 issue

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 that will provide information needed for learners to gain knowledge or skills needed in their quest in transitioning into post-secondary. 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.

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

Guam's adult education program provides classes both on campus and at neighborhood village sites. This effort resulted in serving one thousand nine hundred eighty one (1,981) adult learners during the year representing a 7.8% increase compared to PY2010-11 (1,837) (Table D). Of the 1,981, 873 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 functioning level, attendance hours, and completion percentage against the negotiated performance indicators. Among the 1,981 adult served, 873 adult learners met the required 12-contact hours (NRS) during the program year. Of the 873 adult learners counted on the NRS Table 4, 713 (81.7%)⁹ are in Adult Basic Education (ABE), 58 (6.6%) are Adult Secondary Education (AHS), and English as a Second Language (ESL) 102 (11.7%). The bar-graph above shows the percent of adult learners participating in one of the three levels, ABE, ASE, and ESL for program year 2010-11 as compared to program year 2011-12. The largest percent change is in the ABE program (67.5% to 81.7%) followed by ASE (5% to 6.65%) while the ESL program experienced a significant drop (21.5% to 11.7%) during the same period.

TABLE H - Summary of Program Participants

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
873	376	497	248	55	227	746	127	528	278	67

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

⁹ 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. Over half of the total numbers (873) of adult learners (497 or 56.9%) were female; 746 or 85.5% were Native Hawaiian or Other Pacific Islander; and 806 or 92.3% were between the ages of 16 and 44¹⁰. Finally, 248 or 28.4% of the learners successfully completed and advanced one or more levels during the program year, 227 or 26% remain within the same 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. Based on NRS Table, Educational Gains and Attendance by Educational Functioning Level, Guam **successfully achieved thirteen of the fifteen negotiated core indicators of performance**. Two indicators of performance that were not achieved – Table I [bold]. (ASE Low and ESL Advance), are associated with an educational level. Guam’s inability to meet two core indicators of performance is primarily attributed to curriculum change, not enough students for ESL advance, and change in the AEO staff.

Table I provides a comparison between Guam’s actual performance in PY10-11 and PY11-12. While Guam did not meet two indicators, its achievement of the thirteen core indicators of performance is significant when compared to last program year.

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:

- Monthly 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

TABLE I - Summary of Core Indicators of Performance¹¹

Description	Performance		
	Actual PY10-11	Target PY11-12	Actual PY11-12
ABE Beginning Literacy	54%	45%	63%
ABE Beginning Basic	55%	41%	56%
ABE Intermediate Low	44%	47%	62%
ABE Intermediate High	15%	25%	25%
ASE Low	7%	3%	0%
ASE High	94%	68%	95%
ESL Beginning Literacy	100%	39%	100%
ESL Beginning Low	83%	43%	60%
ESL Beginning High	94%	40%	84%
ESL Intermediate Low	74%	40%	83%
ESL Intermediate High	48%	40%	57%
ESL Advanced	14%	46%	27%
Entered Postsecondary Ed/ Training	18%	20%	42%
Entered Employment	10%	18%	62%
Retained Employment	75%	45%	84%

¹⁰ Table 2, Participants by Age, Ethnicity and Gender

¹¹ Table 4, Educational Gains and Attendance by Educational Functioning Level PY 10-11 and PY11-12

- 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 two core indicators that were not realized – ASE Low, and ESL Advance.

ASE Low: The target core indicator of performance (3%) was not realized this program year. Guam’s actual performance is 0%. Of the 20 individuals enrolled in this educational functioning level, 5 or 25% remain within the same level, and 15 or 75% separated before completing the level.¹²

ESL Advanced: Of the six ESL levels (beginning to advanced), all but one (ESL Advanced) core indicator of performance was not achieved this program year. The actual performance for ESL Advanced is 26.7%. Fifteen (15) adult learners are at this educational level; 4 or 26.7% completed the level, 66.7% remain within the level, and 6.6% separated before completing the level.¹³

Table C ~ Comparison Educational Functioning Level Core Indicator of Performance

Description	NRS Table 4, Educational Gains and Attendance by Educational Functioning Level Program Year 2011-2012		
	Target	Actual	Difference
ABE Beginning Literacy	45%	63%	18%
ABE Beginning Basic	41%	56%	15%
ABE Intermediate Low	47%	62%	15%
ABE Intermediate High	25%	25%	0%
ASE Low	3%	0%	-3%
ASE High	68%	94%	26%
ESL Beginning Literacy	39%	100%	61%
ESL Beginning Low	43%	60%	17%
ESL Beginning High	40%	84%	44%
ESL Intermediate Low	40%	83%	43%
ESL Intermediate High	40%	57%	17%
ESL Advanced	46%	27%	-19%
Entered Postsecondary Ed/Training	20%	42%	22%
Entered Employment	18%	62%	44%
Retained Employment	45%	84%	39%

Key Findings:

The population for this program year increase by 210 adult learners, from 633 PY11 to 873 PY12. Although, the population increased, there is some factor that deviates in not meeting all the fifteen core indicator performance. This program year the Adult Education Office staff either end their contract 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. Finally, Guam’s State Director remains steadfast to improve services to adult learners with 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. The newly assigned program specialist for AEO will continue to establish relationships with community leaders (Mayors Council) and administrations 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.

¹² Table 4, Educational Gains and Attendance by Educational Functioning Level

¹³ Table 4, Educational Gains and Attendance by Educational Functioning Level

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.