



**American Samoa
Community College**
P.O. Box 2609
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Adult Education Literacy and Extended Learning (AELEL)

American Samoa Narrative Report 2012-2013

GENERAL INFORMATION

The American Samoa Community College receives grant funding from the Adult Education and Family Literacy Act (AEFLA) grant to provide educational and literacy programs within the Territory of American Samoa. Grant funds are utilized for programs as indicated by law. The AEFL program in American Samoa is 100% federally funded.

The target population for the Adult Education and Literacy Programs are adults with none or minimal formal education, adults who do not speak English and/or limited proficiency and 16 year olds and above who have not receive high school diplomas.

There is a continued overwhelming need to provide and expand adult education and literacy programs in American Samoa. The goals of Adult Education programs are indicated in the State Plan. To assist illiterate adults with formal learning, literacy programs are offered to the villages through community based organizations and workplace that are partners with Adult Education Literacy and Extended Learning (AELEL). Instructors continue to conduct workshops emphasizing the teaching of English Literacy and/or Basic Math Skills courses in addition to Basic Life Skills essential to any adult learner, to all who attend.

Secondary education is addressed through the General Education development program (GED). This is a national testing program for adults 16 years of age and above to demonstrate high school equivalency ability. Classes are held at the American Samoa Community College to prepare candidates a second chance in attempting to obtain a diploma, a program that has shown much improvement this year. American Samoa Adult Education Program was asked by the GED Testing Service to name a candidate for the first seating of the 2014 GED computer based test. It is with great pleasure to report that Mr. Ioane Tuumalo sat and passed the exam.

GED participants who successfully completed the program and earned a high school diploma equivalency continued to be mainstreamed into the American Samoa Community College (ASCC) through the College Accelerated Preparatory Program (CAPP). This allows program our student to move through these developmental courses in a timely manner so that they can address their college level courses as soon as possible.

The ASCC organizational chart shows that AELEL program is under the Vice President of Academic and Student Affairs. This is a positive change by the college which shows their high regards of the academia value of the various programs offered by the AELEL division. In addition to a new classroom given to AELEL division to accommodate the increase in our total enrollment, we have the Director's Office, teacher's office and a computer/resource center. There has been much improvement in tools and resource materials for faculty and students. The college was able to give the 2 classrooms assigned to AELEL a facelift with funding from ARRA projects. We are currently using a mini computer lab for our students made available from ASCC ARRA projects.

The evaluation of the program is based on measurable objectives and indicators as appeared in the Adult Education Plan. The number of classes held, annual population count of participants, program reports, and the number of GED participants passing the test for their high

school diplomas, are used as data for monitoring progress of the program. With the intended use of CASAS data and TOPSpro use in the future will continue to improve this area.

SUCCESSFUL ACTIVITIES

This past fall, four instructors, the administrative assistant/data clerk and I attended the Colorado Adult Education Professional Association (CAEPA) annual conference to get professional development on the various areas of the educational spectrum specifically with exposure to latest research in promise practices. In doing so, we were able to update our skills in teaching methodologies and strategies that could make a difference in the delivery of lessons to our students. We also got the full extent of participation by sharing with each other during our monthly workshops upon returning.

The Adult Education Literacy and Extended Learning Division of the American Samoa Community College in partnership with the Department of Public Safety/Tafuna Correctional Facility (TCF) agreed to continue literacy program at the correctional facility in Tafuna. We currently offer ESL and Adult Basic Mathematic to inmates who are qualified for this service. We are also proposing for a GED program for those who need this service.

AELEL currently employed 4 full time instructors to carry the full 20 courses offered under our schedule. These courses include 5 GED preparatory, 5 Pre-GED courses, 6 ESL courses, and 4 ABE Math courses. We also have adjunct faculties of 4 that are employed part time status to assist with programs offered at the TCF and the community.

EVALUATION OF THE AMERICAN SAMOA ADULT BASIC EDUCATION PROGRAM PER INDICATOR

Indicator #1: Obtained a GED or Secondary School Diploma

The Adult Education Literacy and Extended Learning Program (AELEL) have continuously offered educationally disadvantaged adults the opportunity to earn their high school credentials. In the Territory, as it is on some of the U.S. states, the GED diploma represents a second chance at secondary education and opening of new opportunities. Those in the general public who have not had the opportunity to complete their high school education are the primary targets of the program. Preparatory courses for the GED exam is part of the AELEL course offering at the college every semester.

In SY 2011-12 69.2% achieved their goal of obtaining a GED diploma, this percentage has dropped to 68% SY 2012-13. Attendance and drop rate are the major factors that contributed in this decrease.

Indicator #2: Enter Employment

Many students who enter our Adult Basic Education and English Second Language programs indicated entering employment as one of their goals. It is also a fact that most of them if not all do not have a high school diploma to land a decent job. Having this information on hand

encourages the program to advise the students to seek their diploma through GED exam first before deciding to get a job. Although this is our preference, the students have shown to leave the program to take up a job. This is an ongoing issue this reporting year as the global economic downturn had our local economy devastated. The truth holds for this reporting year. Our enter employment percentage for this year is 77%. This will be a continuous challenge for our program for years to come, just because our students seek to satisfy their basic needs before education. Most of them are young parents trying to raise a family and a good number of our students are taking up any job just to help their families.

Indicator #3: Retained Employment

AEEL established a partnership with ASCC's Trades and Technology Division (TTD) in providing basic literacy course in mathematics and English as a second language. Through this partnership we were able to serve 45 students. These participants were enrolled from the TTD Apprenticeship Program. The majority of them are currently employed and needed to take up a specify trade course to hopefully obtain a certificate of proficiency from the college for certification purposes. AEEL experience a slight decrease in this indicator due to the fact that people are holding on to their jobs to try and survive the global economic effects. In SY 2011-12, we achieved 79.2% but this year we achieved 80%.

Indicator #4: Enter Postsecondary Education or Training

The only institution of higher learning in the Territory is the American Samoa Community College. This is also the major service provider for AEEL. We are able to work closely with the Office of the Registrar in transitioning our students to college. A few of our students left the island to further their education and/or training but when they do, it is difficult to track them. Due to the effects of the global economic hardship, many of our students are seeking jobs instead of continuing their education. This reporting year we are seeing an increase in this indicator due to hard push by the community for students to stay in school and go further than a high school diploma/equivalency. In SY 2011-12 we had 58.3% and now in SY 2012-13 our performance went up to 71%.

SUPPORTING INTEGRATION OF ACTIVITIES SPONSORED UNDER TITLE II

Currently, we are working to have the Adult Education Program represented in the State Workforce Investment Board. Efforts in getting the WIA board to partnership with the Adult Education Literacy & Extended Learning hasn't been forthcoming due to the fact that the WIA board has been inactive for a while. This is due to the fact that the American Samoa Government Department of Human Resources Director has not yet decided on the fate of WIA board. On the contrary, the Trades and Technology Division at the college has an agreement with AEEL in providing training for the local workforce. In this agreement we will utilize the CASAS employability assessment to assess the participants and provide basic skills courses in English and mathematics. In addition, we will provide basic literacy courses in English and mathematics to the participants of their certification programs for auto mechanic, welding, electrician, and carpentry. This will be the case with their recent apprenticeship program. These programs have

been ongoing with our Trades and Technology division here at the college. We will continue to seek membership in the local WIA board so that we can better serve the people of American Samoa.

ACTIVITIES SUPORTED WITH EL CIVICS FUNDS

American Samoa does not receive any funding for El Civics activities.