

**ADULT BASIC EDUCATION  
NORTHERN MARIANAS COLLEGE  
ANNUAL PERFORMANCE REPORT  
2012-2013**



Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth.

The mission of the Adult Basic Education Program is to assist adults to become literate and obtain the knowledge and skills necessary to obtain a job or improve in their present jobs, to assist parents to be more involved with the educational development of their children, and to provide the opportunity for educational disadvantaged adults to complete a secondary education or credential.

Northern Marianas College Adult Basic Education Program receives an annual grant from the U.S. Department of Education. The statutory authority for this program is the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy also referred to as P.L 10-220. The Northern Marianas Colleges Adult Basic Education administers these funds in accordance with its State Plan for each Federal Fiscal Year to qualified adult learners of the CNMI. P.L 10-220 is currently being reauthorized. Until such time, the NMC ABE Program plans on full implementation of the CNMI five-year State Plan for Adult Education and Family Literacy to provide the following types of instruction:

Adult Basic Education (ABE) provides adults instruction in basic skills for adults with low literacy skills. Adult Secondary Education (ASE) provides adults instruction whose literacy skills equate to a high school level and their goals is to obtain a high school equivalency diploma by either passing the General Educational Development (GED) tests or obtaining an adult high school credential.

English as a Second Language (ESL) provides adults who lack proficiency in English and who seek to improve their literacy and competence in English.

In serving its students, the NMC ABE program believes that adult learners learn best when:

1. They are in a comfortable with the learning environment and they attempt task that allow them to succeed within the contexts of their limited time and demanding lives;
2. They provide input into the planning of their learning goals and processes;
3. They have opportunities to engage in social learning, enabling them to learn from their peers and their instructors;
4. They have a variety of options appropriate to their learning styles and have opportunities to analyze and expand their modes of learning;
5. They are able to associate new learning with previous experiences and to use those experiences while learning;
6. They have an opportunity to apply theory/information to practical situations in their own life; and
7. When the instructors deal with learning difficulties and disabilities tactfully and patiently.

The CNMI Adult Basic Education Program has been designed for:

- Non-native speakers of English to improve their conversational, reading, and writing skills in English;
  - Adult students (16 years old and older) who did not complete their high school education, but plan to complete the GED examinations or adult school program ;
  - Returning adult speakers who did not complete their high school education to prepare to take the GED examination;
  - Adult literacy students to improve their basic reading, writing, and/or mathematics skill(s);
  - Adults to be prepared for entry level jobs or career training; and
  - Adults who are parents preparing to become effective first teachers of their children.
- The performance measures for ABE programs are outlined in the Workforce Investment Act, Title II, Adult Basic Education and Family Literacy.

These measures include adult learners who show measurable gains in the following:

1. Completing an educational functioning level
2. Passing the GED test
3. Completing the Adult School Program
4. Getting a job or advancing in a job
5. Entering higher education or vocational training

The above performance measures are achieved by the following: 1. Attending regular classes held at NMC As Terlaje campus and outreach sites 2. Using the Open Computer Lab for student-paced, independent study, tutor assisted learning 3. Using the Educational Enrichment Center (EEC) for student-paced, independent study, tutor assisted learning 4. Using textbooks designed for self-study on an “open entry – open exit” schedule; and 5. Using Learning 100 English instructional reading software program.

### ***LOCATION OF THE ABE PROGRAM FOR SY 2012-13***

#### **A. ADMINISTRATIVE SITES**

The NMC ABE Program is administratively located at the Northern Marianas College campus in As Terlaje, Saipan. Three classrooms have been permanently assigned to hold ESL, ABE, ASE classes. ASE classes have also been conducted on NMC’s Tinian Instructional Sites.

#### **B. OUTREACH PROGRAMS**

In its efforts to respond to community needs, the program had opened a site in the village of Garapan to provide ASE courses this reporting year. Our former sites at the Trades Institute and the San Antonio Manhoben Center closed down their services.

## **INSTRUCTION FOR INSTITUTIONALIZED INDIVIDUALS:**

The latest Memorandum of Understanding (MOU) with the Department of Corrections is dated back in 1991. We have communicated with DOC officials to discuss and update the deliverables for the Memorandum of Understanding.

No services or funds have been procured for this reporting year to individuals from the Kagman Juvenile Detention Center on Saipan. However, the application and assessment process has been completed. In the meantime, individuals who were released are referred or redirected to continue their education at NMC ABE until a Memorandum of Understanding has been completed.

## **EVALUATION OF THE NMC ADULT BASIC EDUCATION PROGRAM PER INDICATORS**

### *Indicator #1: Educational gains:*

The ABE Program has continuously offered educationally disadvantaged adults the opportunity to earn their high school credentials. In the Commonwealth, as it is on the U. S. mainland, the GED diploma represents a second chance at education and an 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. To open the doors of opportunity wider, the program has enthusiastically sought to find potential students in private businesses, churches, and government agencies, such as the Ayuda Network Board, the CNMI Head Start Community Partnership Committee, the Department of Public Works, the Mayor's Office, the CNMI Public School System, Workforce Investment Act (WIA) Program, and other entities. Media (radio, newspaper, cable television, church bulletins, etc.) coverage, training seminars, personal contacts, and other recruitment means were utilized to broadcast the educational opportunities through the Adult Basic Education Program.

In SY 2012-13, eight (08) students received their GED diplomas, while eighteen (18) students received their Adult School diplomas.

### *Indicator #2: Curriculum and Instruction:*

The CNMI ABE Program Manual describes the following ABE curricular offerings: (ABE) Basic Integrated Courses, (ESL) English as a Second Language, and (ASE) Adult School, Pre-GED and GED courses. Both Pre-GED and GED courses focused on the five (5) core subjects: writing, mathematics, science, social studies, and literature and arts.

The Basic Integrated Courses focuses on reading, writing, and mathematics. Because the courses are offered for literacy, the instructor is encouraged to use materials suited to the literacy levels of the students.

The Pre-GED and GED curricula have been patterned after the Steck-Vaughn books' contents and sequencing. Since Steck-Vaughn's content coverage is comprehensive and develops test-taking skills, instructors have been advised to adhere closely to the books while also using supplementary materials.

The Adult School curriculum has two (2) phases. The first consists of five (5) learning modules:

- 1.) Occupational Knowledge, 2.) Community Resources, 3.) Consumer Economics, 4.) Health, 5.) Government and Law.

A cyclical schedule has been developed so that the first two modules are offered in the spring semester, the third in the summer, and the last two in the fall. While completing the first phase, the student can be pursuing the second phase simultaneously. The second phase is a fulfillment of one of the following:

- Proof of gainful employment (at least six months to one year on the job);
- Proof of marketable skills;
- Enrolled in a job training program for at least 30 hours;
- Volunteered for an agency or completing a program (e.g., Motherhead/Fatherhead Program) for at least 30 hours;
- Completion and passing of one vocational class (e.g., computer, plumbing, carpentry, masonry, electricity, entrepreneurship, etc.) for at least 30 hours; and
- Completion and passing of a college course.

Books and materials for the NMC Adult School are adopted from the Hawaii Adult High School Program and were made relevant to the CNMI setting by various contracted instructors.

Thomson. The instructors chose to use this series because it is competency based and is designed to facilitate active learning.

Textbooks, computers, TV/VCR/DVDs, overhead projectors, tutorial, and library services are available to students. An "Open Entry – Open Exit" arrangement has been made available to students who cannot attend scheduled classes because of family and work demands. Kentucky Network (KET) instructional videos and computer software are also available to ABE students at the NMC Educational Enrichment Center (EEC). Students familiar with the use of computers can access Internet materials in the NMC Computer Laboratory or Open Lab. To further facilitate learning, student tutors are made available to assist ABE students in the Open Lab. An English instructional software program, Learning 100, is available to the students.

assessments assist the program in assigning students to the appropriate instructional levels.

Students are required to take the CASAS appraisals and pretests before registering for classes and are post-tested after 45 hours of documented instruction. In addition to paper-and-pencil test assessment, instructors are encouraged to use portfolios to monitor student progress throughout the semester.

As part of ABE's End of Semester Checklist, Instructors are required to choose three students and submit three copies of their assignments to reflect their progress from the beginning, middle, and end of the semester.

The ABE Program has always sought quality instruction for adult learners. ABE instructors (though adjunct faculty) are outstanding educators from the Commonwealth's private schools, NMC, and Public School System. Retention of instructors is based on student evaluation at the end of each semester and on formal observation, conducted by the ABE Program administration. All ABE instructors undergo a certification process from the ABE office to ensure that the instructor has met all of the qualifications in order to be an ABE, ASE, and/or ESL instructor.

*Indicator #3: Instructional Tailoring:*

Due to diverse educational levels, cultures, expectations, and motivations, instruction is tailored to student needs, especially in the ABE and ESL levels. To meet the program's specific needs in the CNMI, student workbooks are revised to tailor the instruction to the needs of the CNMI.

Accommodation in instruction and assessment has always been extended to all students who declared a disability(s) through NMC's Counseling Office support and guidance. In addition, the program continues to collaborate with Office of Vocational Rehabilitation (OVR) and the CNMI Developmental Disabilities Council's Assistive Technology Program.

To facilitate better learning, multi-level instruction is assigned to instructors who have intensive and extensive experience in special education, as well as in language teaching. Students may be moved from one level to the other depending on their post-test score. Pre-GED and GED students have been encouraged to focus on academic preparation through the development of reading and test taking skills needed to pass the five (5) GED tests in writing, mathematics, science, social studies, and literature and arts.

Scheduling of classes is adjusted to student demand. Many working ESL students have Sunday as their only day off. Therefore, Sunday classes have proven most popular.

*Indicator #4: Program Planning and Evaluation:*

After more than twenty years of existence, the CNMI ABE Program is well positioned to serve the islands' educationally disadvantaged adult learners. Program evaluation has been conducted to further improve the Program. Program Review is done annually. Student Learning Outcomes (SLO's) were developed in line with the program review process with which the effectiveness of the ABE Program is continuously measured. Student Satisfactory Surveys are conducted every semester to gauge progress within the program. Collaboration with other insular areas has been ongoing by sharing staff development resources and expertise.

*Indicator #5: Participatory Planning Group (PPG):*

A participatory planning group is envisioned as the CNMI ABE Program's partner for progress. The participatory planning group is still being reestablished and will include representatives from the following entities:

1. Public School System (PSS)
2. Workforce Investment Agency (WIA)
3. Karidat (Catholic Social Services)
4. Office of Vocational Rehabilitation
5. Department of Corrections
6. Division of Youth Services
7. Department of Community and Cultural Affairs
8. Ayuda Network, Inc.
9. Head Start Community Partnership Committee
10. MIHA (Section 8 Housing)
11. Department of Labor

Representatives from various church groups have also been reached by ABE to elicit help in planning and implementing the Program.

The Participatory Planning Group (PPG) takes the following program roles:

1. To assist the ABE program in identifying: a. Community needs to be addressed by the program, and b. Community resources that can be tapped for the program's use;
2. To assist the program in developing its state plan, this is required for grant application, and to amend the same to conform to changing expectations and goals;
3. To assist the program in identifying and articulating indicators of program quality and in conducting performance evaluation in order to measure the extent of achieving program goals;
4. To act as a public information vehicle to inform the community about the ABE Program and its services;
5. To act as recruiters by encouraging educationally disadvantaged adults to participate in the program; and
6. To act as advoc

*Indicator #6: Program Planning – Computerized Program:*

The ABE Program is a part of the computerized network linking it with the rest of the programs of the Northern Marianas College. An ABE homepage is listed within the Northern Marianas College Website under COMPASS (Community Programs and Services). The website needs to be updated. COMPASS no longer exists and ABE has been moved to the Academics.

*Indicator #7: Staff Development:*

The entire staff of the ABE Program has continually engaged themselves in professional development. A staff/adjunct meeting before student orientation and registration marks the opening of each semester. This staff meeting is a venue to introduce the program to

new instructors and recalibrate the goals of the program for incumbent instructors. The exchange of ideas, questions/answers, sharing of successes and concerns, and sharing of expertise in instructional strategies and technology, make the staff meetings effective and contribute to strong staff development.

*Indicator #8: Program Recruitment:*

The ABE program has been continually aggressive in its recruiting effort in the past year despite many challenges. The last garment manufacturer was officially closed in 2009. In addition, the islands of Saipan, Tinian and Rota had experienced an exodus of residents leaving to the U.S. for better opportunities. Foreign garment workers who were not able to obtain contractual employment had left back to their respective homeland. The program surmises that this explains the drastic decrease of enrollment starting from the year 2000 most especially since most of the adult learners served under the program are enrolled in its ESL Program. The CNMI is now challenged with the possible loss of it foreign workers with the recent federal control of the CNMI's immigration. The 2010 Census Report also shows a marked decrease in the CNMI population. In any case, recommendations as well as oppositions are still being debated at this time with the U.S. Legislature on possible naturalization of the CNMI's foreign workers. Until such time, the CNMI needs to skill and educate its remaining population to survive and thrive on opening other economic avenues as well as stability in the CNMI workforce.

*Indicator #9: Student Retention:*

Student retention in SY 2012-13 has decreased from the previous year. We continue to lose a number of our ESL students due to immigration issues and we will continue to see a decrease until the Department of Homeland Security issues some sort of relief to the contract workers here in the CNMI. The program continues to see stop-outs. The program has identified common factors that cause students to leave. Some of the factors are as follows:

- a. transportation problems;
- b. child care difficulty;
- c. change of job/ job shift;
- d. family problems;
- e. loss of job;
- f. pregnancy
- g. moving to another country
- h. family
- i. poor health

The ABE Office has increased its awareness campaign and has been successful in increasing the enrollment of local residents into the program. We will continue working hard in trying to meet the needs of the students and the CNMI community.

*Indicator #10 Program Support Services:*

The ABE Program has continuously been supported by the Northern Marianas College through students' use of NMC facilities such as classrooms, college library, the Educational Enrichment Center, Computer laboratories, Admissions and Financial Aid Office, the Bookstore, and College Finance Office.



A blended instruction to include web based open source system such as Moodle is envisioned as one possible mean to decrease the number of stop-outs. Students who are having short-term difficulties mainly with transportation may access Moodle to keep on track with their peers in the classroom. The ABE Program anticipates exploring this program support avenue further with the NMC Institution. The ABE Staff and Adjunct Faculty had received overview training in Moodle this reporting year.

The Workforce Investment Agency (WIA), Nutrition and Assistance Program, and Northern Marianas Housing Incorporation, have been sending their clients to ABE classes as requirements to continue receiving privileges from those agencies. In addition, the Ayuda Network, a corporation established by local social and human service agencies, also refers students to the program and provides information materials that tell students where to seek help in times of need. Karidat, another social service agency, also refers students from the women's shelter and protection program. The Office of Vocational and Rehabilitation continues to refer their clients to the program to complete their education and provide recommendations when needed. Another strong organization is the Head Start Community Partnership Committee. Through this organization ABE is able to network with many federal and local governmental agencies.