

## GUAM NARRATIVE REPORT 2014-2015

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, as amended, established Guam Community College (GCC) as the sole entity responsible for the administration and implementation of 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 postsecondary education, GCC continues to be accredited by the Accrediting Commission for Community and Junior College (ACCJC) Western Association of School and College (WASC). In July 2012, GCC's accreditation was reaffirmed through spring 2018. Reaffirmation provides credibility primarily in terms of student learning and achievement and compliance standards set forth by the commission. Services to adult learners promote successful completion of secondary education and transition to employment or to postsecondary education.

Guam's Narrative Report, which covers the period of July 1, 2014 through June 30, 2015, addresses activities towards realizing goals 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 – to acquire a high school diploma or its equivalency. A description of each program follows along with State Leadership activities, and significant findings based on the core indicators of performance.

### ADULT EDUCATION PROGRAMS

**Adult Education and Literacy** programs are offered to adult learners on and off campus. Participants 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. Classes are offered at GCC's Mangilao campus and off-campus at neighborhood villages to minimize educational barriers, such as transportation or childcare. Individuals enrolled in the adult education program take Basic Skills, English as a Second Language (ESL), Adult High School (AHS), or Family Literacy classes. Regardless of the adult learners' educational path, all students must first take CASAS (Comprehensive Adult Student Assessment System) Life Skills and Life and Work test to assess their educational functioning level.

CASAS eTest is used to assess the learners' English and math skill level. The adult learner is then placed into the appropriate educational functioning level and class based on his/her CASAS appraisal/pre-test score. CASAS determined a score of at least 236 is a good indicator that the learner will do well on the high school equivalency (HSE) test (GED®/HiSET®). Accordingly, learners with a score of at least 236 (CASAS) or above 7<sup>th</sup> grade level are advised to take the HSE 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.

During this reporting period, one thousand five hundred fifty-three (1,553) adult learners were served (Table A, Adult Learners Served).

While 395 adult learners (25%) were served off-campus at a neighborhood village program (Table B, Adult Learners Served by Village), the majority were served on campus (1,158 or 75%). The top three villages where adult learners were served are Dededo (162 or 41%), followed by Mangilao (Guam Department of Corrections and Pacific Island University; (55 or 14%)) and Asan (43 or 11%). Along with the Adult Education Office, the Dededo Mayor worked tirelessly to establish adult education classes at the village. Classes were offered at two locations (at a low-income residential community and at the Senior Citizen Center). Adult education classes were also offered

Location	# Served	Percent
On Campus	1,158	75%
Off Campus – villages	395	25%
<b>Total</b>	<b>1,553</b>	<b>100%</b>

at the Guam Department of Corrections – a medium security facility – that operates the Adult Correctional Facility, the Community Corrections Center, and the Women’s Facility. Meanwhile, a partnership was established to allow adult learners to take classes at private facilities (Academy of Our Lady of Guam (AOLG) High School (Hagatna) and Pacific Island University (PIU) (Mangilao).

**TABLE B – Adult Learners Served by Village**

Village	Count	Percent
Asan	43	10.9%
Dededo	162	41.0%
Hagatna	36	9.1%
Mangilao	55	13.9%
Sinajana	21	5.3%
Tamuning-Tumon	36	9.1%
Yigo	15	3.8%
Yona-Talofofo	27	6.8%
<b>Total Served at Villages</b>	<b>395</b>	<b>100%</b>
<b>Total Served</b>	<b>1,553</b>	

GCC is located in the village of Mangilao – one of nineteen villages. Although most of the villages are located in the Central district (Agana Heights, Barrigada, Chalan Pago/Ordot, Hagatna, Mangilao, Piti, Sinajana, and Tamuning/Tumon) the 2010 Guam Census cited that the Northern district (comprised of two villages - Dededo and Yigo) is the most populated (Guam Department of Labor, Bureau of Statistics and Plans). This however, is contrary to the data that revealed 84% of the adult learners served during the program year are from the Central district (1,313 or 84%, Table C, Adult Learners Served by District).

**TABLE C – Adult Learners Served by District**

District	Count	Percent
Northern	213	13.7%
Central	1,313	84.5%
Southern	27	1.7%
<b>Total</b>	<b>1,553</b>	<b>100%</b>

Table D, Adult Learners Served by Program Year disclosed that 1,553 adult learners were served in 2015, a 29% decrease when compared to those served in 2014. This decrease may be attributed a slight interruption in service as key personnel – the adult education administrator and support staff – were oriented to their new assignment at the Adult Education Office. The number of learners served, having at least 12 hours of instruction, decreased slightly by -4% (PY2014: 524 and 2015: 503) during this report period.

**TABLE D - Adult Learners Served by Program Year**

Adult Learners	PY2015	PY2014	Percent Change
Served	1,553	2,180	-29.0%
With at least 12 hours of instruction	503	524	-4.0%

Several adult education informational sessions were held during the program year at government agencies (Guam Housing and Urban Renewal Authority-Family Self Sufficiency Program, Guam Department of Corrections, Department of Public Health and Social Services, Guam Department of Education (GDOE), University of Guam-Micronesian Language Institute), at non-profits (Guam Humanities Council and Salvation Army), and at universities (University of Guam-Micronesian Language Institute and Pacific Island University (PIU)). The Adult Education Office (AEO) participated in the College Access Challenge Grant Program (CACGP) Community Resource Fair at the Micronesian Mall which garnered approximately 106 individuals. Of the 106, 36 were contacted and nine were identified as prospective AHS/HSE students. The AEO also participated at a Workforce Development Conference hosted by the U.S. Attorney General Office. This conference held March 18, 2015, focused on workforce development and reentry of clients from the federal corrections system.

In addition to these sessions, Memorandum of Understanding (MOU) agreements were newly established with PIU, l’Famagu’on-Ta, Church of Jesus Christ of Latter Day Saints, Micronesian Self Reliance Center, and Guahan Academy Charter School. MOUs with community partners, Ironwood Estates (Dededo & Tamuning), Academy of Our Lady of Guam (AOLG), and the Guam Department of Corrections were renewed allowing adult learners to take classes at a residential community or at a high school facility.

#### 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 Life Skills and Life and Work series 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 45-credit program (Table E, Adult High School Diploma Program).

**TABLE E - Adult High School Diploma Program<sup>1</sup>**

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

An AHS diploma is earned upon successfully completing required subjects. To prepare learners for the world of work learners take nine credits of career and technical education (CTE Electives) in the same career program (CTE Program of Study). Cost associated with electives is supported by GCC, Guam Department of Labor, or other non-WIA funds. The AHS program document was rewritten to incorporate the College and Career Readiness Standards (CCR) for Adult Education and is under review by the College’s Learning Outcome Committee.

Although one hundred sixty (160<sup>2</sup>) individuals (unduplicated) enrolled in the AHS program, twenty-four (24) are at the ASE educational functioning level (NRS Federal Table 1). The remaining participants are within Low Intermediate Functioning Level.

**ENGLISH LITERACY:**

The **English as a Second Language** (ESL) program delivers classes to individuals with limited English proficiency skills to speak, read, or write the English Language. Emphasis is 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 CASAS Skill Level Descriptors to determine the appropriate ESL level and to evaluate progress.

**TABLE F – Functioning Level**

ESL	Number	Percent
Beginning Literacy	0	0.0%
Low Beginning	21	27.6%
High Beginning	0	0.0%
Low Intermediate	21	27.6%
High Intermediate	19	25.0%
Advance	15	19.7%
<b>Total</b>	<b>76</b>	

Table G (Adult Learners Served PY2015) reveals that 1,050 or 32.4% (1,055/1,553) of learners that completed the “TOPSpro Intake form” and enrolled in a class acquired less than 12 instructional hours. Most significant is that all of the 19 in the ASE educational functioning level had less than 12 hours of instruction. Five hundred three (503) or 67.6% (503/1,553) of those enrolled in class acquired 12 hours of instruction.

**TABLE G – Adult Learners Served PY2015**

Educational Functioning Level	Adult Learners			
	Per Class Roster <sup>3</sup>	Instructional Hours <sup>4</sup>		Percent Change
		12 or more	Less than 12	
ABE	928	419	509	82.3%
ASE	530	25	505	5.0%
ESL	76	59	17	347.1%
ASE	19	0	19	0.0%
<b>Total</b>	<b>1,553</b>	<b>503</b>	<b>1,050</b>	<b>47.9%</b>

**STATE LEADERSHIP ACTIVITIES:**

**Professional Development:** The English department chairperson, AEO program manager, and a math instructor attended the College and Career Readiness Standards for Adult Education – Implementation Institute in New Orleans, Louisiana. This professional development effort resulted in having several adult education courses revised and procuring

corresponding textbooks to support the approved curriculum. Students participated in the Student Leading Students and Building a Stronger Workforce conference on March 6, 2015 and October 2, 2015 respectively.

The State Agency Office facilitated the 2015 Insular Area Professional Development Conference (July 22-24, 2015). Main topics included linking CASAS eTest data with TOPSpro Enterprises (TE), TE Basics,

<sup>1</sup> GCC Academic Year 2014-2015 Catalog

<sup>2</sup> Adult Education Close-Out Report

<sup>3</sup> Adult Education Class Roster

<sup>4</sup> Table 1, Participants by Entering Educational Functioning Level, Ethnicity, and Sex

(Navigation, User Access, and Basic Report Setup), Generating and Interpreting TE reports, TE Instructional Reports, NRS Accountability, and NRS Performance Indicators. Twenty-seven conference participants from throughout the region (e.g., Northern Marianas College, Palau Community College, Motherhead®/Fatheread® Literacy, University of Guam (IMAGINE! Soaring Toward a Diploma) and GCC's Adult Education Office) navigated through TOPSpro TE and generated and interpreted reports. Survey respondents indicated they benefited most from hands-on experience and NRS tables. Participants recommended annual training on NRS.

**Technical Assistance:** Two 4-hour sessions were conducted March 2015. Workshops provided guidance and information on AEFLA, the application process, local and federal regulations, NRS federal tables, and OVAE NRS assessment document. Additionally, 2-hour "mini-clinics" were held for five consecutive days to further assist eligible providers develop AEFLA applications.

Eligible providers receiving AEFLA funds attend a mandatory Post Award Briefing Session. This program year, representatives from the University of Guam and the Adult Education Office attended. Agenda items include, NRS requirements, NRS Federal Tables, Approved Budget, Time and Effort Report, Friendly Reminders, Guam's Assessment Policy, Local program guidelines/procedures for recording contact hours – NRS requirements, Super Circular, 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 State Agency Office staff at this session are eligible recipient, their staff, and representatives from the Finance 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:** GCC's Management Information System (MIS) department supports adult education programs. A computer systems analyst is assigned to assist the Adult Education and the State Agency Office to monitor TOPSpro Enterprise and the CASAS local network system. LEA staff also trained faculty on the use of recently installed multimedia projectors.

Participants at the 2015 Insular Area Professional Development Conference used the computer lab to access TOPSpro TE, run scenarios, and generate reports.

As part of the enrollment process, adult learners are issued a GCC student identification number which enables them to register online. At no cost, learners have free access to KeyTrain, a program to help increase literacy skillsets through Reading for Information, Applied Mathematics, and Locating Information. KeyTrain improves learners' overall performance in math and reading.

**Literacy Resource Center (LRC):** GCC's Library collection consists of approximately 21,000 print books, 130,000 e-Books, 50 print periodical subscriptions, more than 9,000 EBSCO full text e-Periodicals and over 1,000 videos and other multi-media items.<sup>5</sup> Equipped with spacious reading and computer work areas, a computer lab, group meeting rooms, audio-visual rooms, and a large group meeting room, faculty and adult learners use GCC's Learning Resources Center (LRC) to work on assignments and conduct research (e.g., adult education's Reading and Fundamentals of Communication course).

**Monitoring:** Program managers receive a State Monthly Report which provide updates, budget (balance and encumbrance), and action items. Program managers submit a Cumulative Monthly Activity Report (CMAR) to the State Agency Office (SAO) describing activities and challenges that transpired during the month. The SAO monitors program activities through site visits, meetings, and addresses concerns raised in the CMAR.

---

<sup>5</sup> www.guamcc.edu

State and Local staff use the integrated student-financial system (Banner) to monitor budget, encumbrance, purchase orders, and the status of adult learners with outstanding requirements such as health clearance and post-test. Adult education data is maintained by the State Agency Office on TOPSpro Enterprise – a web based software system. Learners’ Entry Record and Update forms, attendance sheets, and contact hours are 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.

The AEO monitors student attendance and contacts students absent for three consecutive days. Likewise, faculty attendance is also maintained to ensure total contact hours are completed.

**Curriculum Development:** GCC adheres to an assessment cycle for academic programs, student services, and administrative units. Accordingly, the adult education program conforms to GCC’s assessment cycle demonstrating its commitment to student learning, accountability, and program improvement.

As the State embraced the College & Career Readiness Standards for Adult Education, the AEO, in collaboration with its advisory committee, began to review and revise curricula. This program year, seven course documents were reviewed and revised to include College and Career Readiness Standards and Common Core State Standards.

**Support Services:** The Student Success Center supports learning outside the classroom environment. Adult learners use the Center – equipped with computers, internet, and a printer – to complete assignments, conduct research, and improve literacy skillsets through KeyTrain. The Center is open 8:00am-10:00pm Monday – Thursday; 8:00am-5:00pm Friday, and 8:00am-12:00noon on Saturdays. Adult learners also benefit from services provided by the AEO, Accommodative Services, Admissions and Registration, Assessment and Counseling, Project Aim, College Access, 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)). AEO staff coordinate services with Guam Housing and Urban Renewal Authority’s Family Self Sufficiency program. The Learning Resources Center is used to conduct research (e.g., adult education’s Reading and Fundamentals of Communication course). Services at DOC’s educational facility increased as several Motherread/Fatheread® family literacy and basic skills courses were offered.

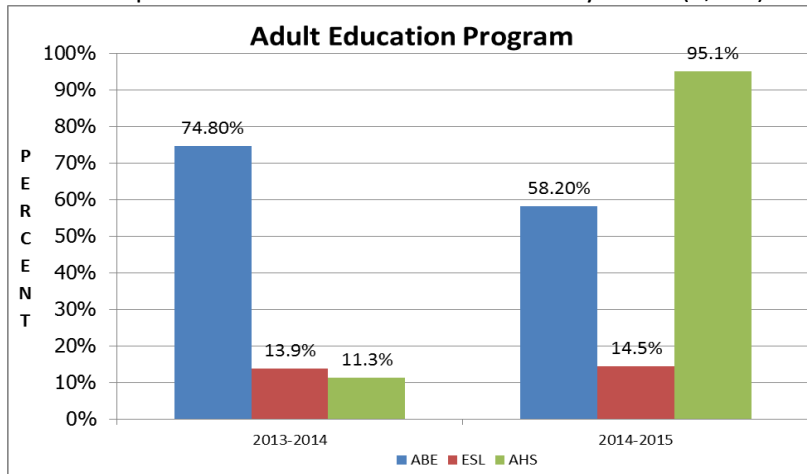
This year, the College Access Challenge Grant Program (CACGP) collaborated with the local adult education office and served 64 students. CACGP provided \$500 grants to qualified adult high school students taking career and technical education courses. Grants may be used for books or to address other educational barriers (e.g., transportation or childcare).

**Linkage with Workforce Investment:** 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, may engage with their community through service learning. Finally, 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:** Linkage is primarily accomplished through CACGP and the Career Pathways for Adult Learners program. As part of the underserved population, CACGP provides adult learners and their family information to prepare for entry and succeed in postsecondary education. Services include tutoring, workshops (College Preparation & Admissions, SAT/ACT Preparation, etc.) and career goal assessment. Additionally, staff from CACGP, AEO, and SAO ventured into the community (e.g., Mayors’ Council general meeting and the villages of Inarajan, Dededo, and Merizo) and presented on their respective program.

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

Table G reports one thousand five hundred fifty-three (1,553) individuals received program information and enrolled in an adult education class. This number represents a 28.8% decrease when compared to the total number served last program year (2,180). Of the 1,553, 503 or 67.6% adult learners obtained 12 or more hours of instruction having an educational functioning level of ABE (419 or 83.3%), ESL (59 or 11.7%) and ASE (25 or 5%). These individuals (503) are reported on the NRS tables.



The following expounds on these adult learners.

NRS federal tables provide information on adult learners having obtained at least 12 hours of instruction during the reporting year. NRS Table 4, Educational Gains and Attendance by Educational Functioning Level measures and evaluates adult education and literacy program participants' educational functioning level, attendance hours, and completion percentage against the negotiated performance indicators. The count and percent breakdown of adult learners' by program [Table G] is

**TABLE H – Summary of Program Participants**

Program Year	Total	Gender		Educational Functioning Level			Ethnicity		Age Group		
		Male	Female	Completed a level and or advanced one or more levels	Completed before	Separated within level	Remaining within level	Native Hawaiian or other Pacific Islander	Other	16-24	25-44
2014-2015	503	230	273	172	38	273	349	154	289	177	37
2013-2014	524	260	264	222	88	214	369	155	302	180	42

419 or 83.3% in the Adult Basic Education (ABE), 59 or 11.7% in English-as-a-Second Language (ESL) and 25 or 5.0% in Adult High School. The bar graph above compares the percent of adult learners by educational functional level - ABE, ASE, and ESL for program years 2013-14 and 2014-15.

A profile extracted from the NRS tables 1 through 3 compares Guam's adult learners by program year – ethnicity, gender, age group, and educational functioning level is shown on Table H, Summary of Program Participants with 12 or more hours of instruction. This program year, the majority of adult learners are Native Hawaiian or Other Pacific Islander (349 or 69.4%), female (173 or 54.3%) and between the 16-24 age group (289 or 57.5%). A vast majority (273 or 54.3%) remained within the same functioning level.

NRS Federal Table 4 (Educational Gains and Attendance by Educational Functioning Level) measures Guam's performance against the negotiated performance indicators. Based on NRS Table 4, Educational Gains and Attendance by Educational Functioning Level, Guam **successfully realized seven of the negotiated core indicators of performance**. Targeted performance indicators not achieved are listed on Table I [bold]. Percentages significantly increased when Table 4B is used analyzed against Guam's negotiated performance indicators.

Below is a list initiatives Guam addressed during this reporting period.

1. Began to incorporate College and Career Readiness Standards for Adult Education;
2. Provided technical assistance to State and Local Adult Education Office staff;
3. Reviewed and implemented Adult Education Standard Operation Procedure (SOP);
4. Monitored attendance;
5. Documented reason for learners' absenteeism;
6. Validated enrollment;
7. Continued to offer classes as needed rather than at the start of the fall or spring semester;
8. Continued to work with the adult education advisory committee to assess curriculum and program; and
9. Continued to conduct outreach activities with village mayors.

While Table I provides a comparison between Guam's actual performance in PY13-14 and PY14-15 a summary of core indicators not realized during this program year are described below may be attributed to revised curricula.

**TABLE I – Summary of Core Indicators of Performance<sup>6</sup>**

Description	Performance		
	Actual PY13-14	Target PY14-15	Actual PY14-15
<b>ABE Beginning Literacy</b>	<b>45.95%</b>	<b>64%</b>	<b>36.67%</b>
<b>ABE Beginning Basic</b>	<b>33.33%</b>	<b>57%</b>	<b>48.15%</b>
<b>ABE Intermediate Low</b>	<b>40.95%</b>	<b>51%</b>	<b>41.79%</b>
<b>ABE Intermediate High</b>	<b>22.52%</b>	<b>26%</b>	<b>20.11%</b>
ASE Low	65.63%	11%	73.68%
ASE High	85.37%	n/a	66.67%
<b>ESL Beginning Literacy</b>	<b>100%</b>	<b>81%</b>	<b>0%</b>
ESL Beginning Low	60%	75%	80%
ESL Beginning High	90.91%	70%	80%
<b>ESL Intermediate Low</b>	<b>52.38%</b>	<b>70%</b>	<b>41.18%</b>
ESL Intermediate High	69.23%	60%	72.73%
<b>ESL Advanced</b>	<b>62.50%</b>	<b>20%</b>	<b>18.18%</b>
HS Diploma/GED	100.00%	80%	87.5%
Entered PS/Training	25.00%	41%	71.4%
Entered Employment	2.63%	0%	65.0%
Retained Employment	43.10%	0%	100.0%

ABE Beginning Literacy: The target core indicator of performance (64%) was not realized; Guam's actual performance is 36.67%. Of the 30 individuals at this educational functioning level, 11 completed the level while 14 or 46.7% remain within the same level and 5 or 16.7% separated before completing the level.<sup>7</sup> Percentage completing ABE Beginning Literacy is significantly higher (64.71%) for individuals having both pre and post-tested (NRS Table 4B Educational Gains and Attendance for Pre- and Post-tested Participants).

ABE Beginning Basic: The target core indicator of performance (57%) was not achieved; actual performance is 48.15%. Of the 81 individuals at this educational functioning level, 39 or 48.1% completed the level; 34 or 42.0% remain within the same level, and 8 or 9.9% separated before completing the level. Percentage completing this educational functioning level is higher (75%) when individuals are pre and post-tested (NRS Table 4B).

ABE Intermediate Low: 51% is the target performance; actual performance is 41.79%. Guam did not meet this core indicator of performance. Of the 134 individuals in this educational functioning level, 56 or 41.8% completed the level; 67 or 50.0% remain within the same level, and 11 or 8.2% separated before completing the level. As expected, the percentage completing this level is higher (65.12%) for individuals that were pre and post-tested (NRS Table 4B).

ABE Intermediate High: Guam did not meet the target core indicator of performance. A total of 174 individuals in this educational functioning level – 35 or 20.1% completed the level; 128 or 73.6% remain within the same level, and 11 or 6.3% separated before completing the level. Again, the percent completing this level is higher (32.41%) for individuals that were pre and post-tested (NRS Table 4B).

ESL Beginning Literacy: This target core indicator of performance was not achieved as no one was at this entering educational functioning level. (81%) was not realized this program year. Guam's actual performance is

<sup>6</sup> Table 4, Educational Gains and Attendance by Educational Functioning Level PY 12-13 and PY11-12

<sup>7</sup> Table 4, Educational Gains and Attendance by Educational Functioning Level

0% as there were no students in this educational functioning level.

ESL Intermediate Low: The target is 70%; Guam achieved 41.2%. Of the 17 entering at this level, 7 or 41.2% completed; ten (10) or 58.8% remain at the same functioning level. As expected, the percentage completing level is higher (46.67%) for individuals pre and post-tested (NRS Table 4B).

ESL Advanced: The target is 20%; Guam achieved 18.2%. Of the 11 entering at this level, 2 or 18.2% completed; nine (9) or 81.8% remain at the same functioning level. This percentage is marginally higher (22.22%) for individuals pre and post-tested (NRS Table 4B).

### **Key Findings:**

Guam must continue to address key initiatives – to conduct program review and assessment; to validate data when class is established and completed; to ensure adult learners are placed into the appropriate educational functioning level (CASAS Skill Level Descriptors); to increase the number of students post-tested; to implement student survey to gauge the effectiveness of the instructors’ teaching methodology and to update curricula.

Impediments to typical process-flow procedures, coupled with the resignation, hiring, and reassignment of staff may have contributed to Guam’s inability to meet targeted performance indicators as timely offering of several classes was hampered. Key initiatives, technical assistance, and standard operating procedures are a priority.

---

**Describe** how Guam’s major activities was supported with state leadership funds during the reporting period and the extent to which these activities helped in implementing the goals of the state plan, specifically implementation of career pathways.

---

**State Leadership Funds** supported a cadre (English Department Chairperson, AEO program manager, and a math and English instructor) to attend the College and Career Readiness Standards for Adult Education – Implementation Institute in New Orleans, Louisiana. Informational sessions to adult education faculty on these standards and curricula updates took place in December 2014. Several Adult High School and basic skills courses were revised to incorporate college and career readiness standards.

A 3-day Insular Area Professional Development Conference (July 2015) provided technical assistance on CASAS eTest, TOPSpro Enterprise and HiSET® to twenty seven participants (Northern Marianas College, Palau Community College, Guam Humanities Council (Motherread®/Fatherread® literacy program), University of Guam (IMAGINE! Soaring Toward a Diploma) and GCC).

Faculty received updates on KeyTrain, WorkKeys, College Access Challenge Grant Program, accommodative services, common core state standards, tutoring services, and GED®

---

**Describe** how Guam’s evaluation of performance data to improve outcomes for the core indicators of performance.

---

**Performance Data Analyses:** Because of the resignation and reassignment of staff and administrators during this program year, priority was focused on professional development --- strengthening staff’s understanding or processes, reinforcing tasks and responsibilities, and training on TOPSpro Enterprise. Data, shared and discussed with the dean and adult education staff, provided evidence to improve student-learning outcomes.



Monthly meetings to discuss data will continue through spring 2016.

---

**Describe** how Guam's efforts have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe Guam's efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the state and local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.

---

**Integration with Other Programs:** GCC is the LEA and SEA, for both AEFLA and Perkins IV. This unique relationship capitalizes on integrating literacy with career development and employment and training and makes it likely for adult learners to transition into higher education or training. Learners are exposed to a multitude of postsecondary programs and student organizations and services (e.g., Student Support Services, Career Guidance and Counseling, Counseling, Career Information and Guidance, Personal/Social Counseling Services, Student Rights Advocacy, Advisement, Health Services, Center for Student Involvement, Leadership Development, Learning Resource Center/Library Services, Accommodative Services for Students with Disabilities, Center for Civic Engagement, Tutoring Services, and College Access Grant Program activities) to minimize educational barriers. In addition, formal Memorandum of Agreements (MOAs) are maintained to facilitate services between government and non-profit 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.

Proficiency on the use a computer system is considered an entry-level skill in the 21<sup>st</sup> century. The adult education program participants are immersed in the use of computers by completing assignments, researching projects, and reading.

GCC is a member of Guam Workforce Development Board (GWDIB). GCC's Chief Executive Officer (CEO) is a member of GWDB to assure both adult and career and technical education initiatives are well represented. The Guam Workforce Development Board seeks to increase the number of programs assisting individuals in obtaining their HSE or adult high school diploma thereby addressing the large 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** how Guam's activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served. (Only states receiving EL/C funds should respond).

---

**English Literacy/Civics (EL/C) Program:** Guam does not receive EL Civics funds.

---

**Describe** how Guam’s state policy related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled secondary school under state law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.

---

**Secondary School Credentials and Equivalencies:** Adult learners have an opportunity to attain a high school diploma or its recognized equivalent through GCC’s Adult High School (AHS) program, GED® or HiSET®. Learners, assessed through CASAS Life Skills and Life and Work series eTest - a performance-based assessment, having a scale score of at least 236 are advised to participate in AHS (a 45-credit program) or to take the GED® or HiSET® test. To prepare for the world of work, learners who elect to participate in the AHS program are required to take nine credits of CTE courses in a program of study. Additionally, learners who successfully obtained a GED® or HiSET®, identified a CTE program of interest, were referred, and provided programmatic information by the Dean’s Office.

---

**Describe** how Guam’s progress toward implementation of adult education college and career readiness (CCR) standards, include whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all programs. Describe how the state is supporting the use of standards by local programs and state leadership funds that are being used to support implementation.

**Adult Education Standards:** Four full time faculty attended the College and Career Readiness (CCR) Standards for Adult Education Implementation Institute in New Orleans. This effort began the review of curricula. To date, two basic skills curricula was approved by the College’s Learning Outcome Committee (LOC) with four under review. Adult High School Diploma program curricula are also under review.