

## GUAM NARRATIVE REPORT 2015-2016

### 1. STATE LEADERSHIP FUNDS (AEFLA SECTION 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

- ***Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).***

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. Guam's State Director for Adult Education is a member of Guam's Workforce Development and Innovation Board (GWDIB). On February 2013 (Resolution 13-003) was adopted to implement the American Job Center (AJC) Network for Guam's Career Center. To support this effort, GCC, Guam Department of Labor (GDOL) and CASAS TOPSpro Enterprise are assessing the possibility of exporting CASAS data to the ACJ system. GDOL is also developing a Memorandum of Understanding/Memorandum of Agreement for and between partners. Under GWDIB, Guam's Combined Territorial State Plan identified three strategies 1) to close skills gaps by integrating workforce learning and education training standards, 2) establish government and business common measures and performance management and 3) succession planning processes

- ***Establishment or operation of a high quality professional development programs as described in section 223 (1) (b).***

In July 2015 Guam held a three-day Technical Assistance Insular Area Professional Development Conference which afforded hands on training on TOPSpro Enterprise (TE), a database used for the collection of data on participants in the Adult Basic Education, Adult Secondary Education, English as a Second Language, and family literacy programs such as student intake/enrollment, pre and posttest, EFL placement, participant's learning gains and more. The training enhanced participant's skillset in generating and understanding NRS tables.

LEA provided a faculty orientation to those scheduled to teach adult education courses. Information on student services (library, student labs, counseling etc.), accommodative services, College and Career Readiness Standards for Adult Education, tutoring services, and high school equivalency programs (GED®/HiSET®) was provided to faculty. Additionally, faculty professional development training focused on preparing standardized course syllabus to ensure Student Learning Outcomes (SLOs) are incorporated, including instruction incorporating the adult's ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society. Training was offered on KeyTrain® (a comprehensive curriculum and learning management assessment system) and WorkKeys® (a job skills test for employers and career seekers) as well as on navigating through MyGCC.

As part of the one-stop 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.

GCC's public website ([www.guamcc.edu](http://www.guamcc.edu)) provides links to job announcements<sup>1</sup> for participants' job search.

- ***Provision of technical assistance to funded eligible providers as described in section 223(1)(c)***

The State Agency Office (SAO) sponsored the 2015 Insular Area Professional Development Conference. Main topics included linking Comprehensive Adult Student Assessment Systems (CASAS) eTest data with TOPSpro Enterprises (TE), TE Basics, (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, Guam Humanities Council, University of Guam and GCC's Adult Education Office) navigated through TOPSpro TE to generate and interpret reports. Survey respondents indicated they benefited most from hands-on experience and NRS tables.

The SAO outfitted the GCC Foundation Building with computer labs to support administration of CASAS -eTest as well as English-as-a-Second Language (ESL) lab under Adult Education program and course curriculum requirements. GCC's Management Information System (MIS) department supports adult education programs. A computer systems analyst is assigned to assist the Adult Education and the SAO to monitor TOPSpro Enterprise and the CASAS local network system.

The license for CASAS eTest and TOPSpro Enterprise (TE) software for testing and data collection activities on adult education in support of generating reports for NRS is maintained annually. Grants awarded to local providers (LEA, Guam Humanities Council, University of Guam) afforded purchase of laptops for classroom instruction, administering CASAS eTest and generating NRS tables. CASAS eTest, an adult education assessment software approved by NRS, is used for appropriately placing participants' in EFL courses in reading, writing, speaking, mathematics, English language acquisition programs, distance education and staff training.

- ***Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).***

Adult Education and Literacy programs are offered to adult learners 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. Regardless of the adult learners' educational path, all students must first take CASAS an Internet-delivered assessment tool used to provide immediate test-scoring for Life Skills, Life and Work, and basic student-level to assess their appropriate placement in English and math skill level based on NRS educational functioning level. It shares a database with TOPSpro Enterprise (TE) online, a data management system designed to support classroom and learner management as well as provide accountability functions, including NRS reports.

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<sup>1</sup> <http://www.guamcc.edu/Runtime/studentjobs.aspx>

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 SAO on TOPSpro Enterprise. Learners' Entry Record and Update forms, attendance sheets, and contact hours are compiled at the local level and transmitted to the SAO. The SAO 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.

Program managers submit a Cumulative Monthly Activity Report (CMAR) to the SAO describing activities and challenges that transpired during the month. The SAO monitors program activities through CMARs, site visits, Close Out Reports, TOPSpro Reports, meetings, and addresses concerns raised by program managers. Program managers also receive a State Monthly Report (SMR) which provide updates, budget (balance and encumbrance), and action items needing to be resolved.

**(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).**

Guam's Adult High School Diploma Program (AHSDP) and corresponding curricula for ten adult high school courses were updated to include College and Career Readiness Standards for Adult Education. These documents are currently being reviewed by the College's Learning Outcome Committee (LOC); six were subsequently approved and adopted.

## **2. Performance Data Analysis**

**Describe how the adult education program participated in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.**

Assessment of adult education programs is primarily achieved by conducting an on-site visit, analyzing Close Out reports, evaluating Assessment documents, and assessing NRS federal tables.

On-site visits are performed formally throughout the program year to validate class offerings, and participation. A session is also conducted to discuss program goals and objectives, project outcomes, use of budget, and to trace expenditure from vendor to payment and equipment.

Program managers must submit a Close Out report to the SAO ten days after the program agreement ends. At a minimum, this report describes activities, project outcomes, professional development, technical assistance, curriculum development, support services, linkages to workforce investment, postsecondary, and to other agencies, integration of activities with other adult education, career development and/or employment and training, budget, inventory, and participants.

GCC offerings require student learning outcomes to be systematically and continuously evaluated at the course, program and institutional levels. This two-year schedule includes four phases: to develop an Assessment Plan, to gather data, to submit an Assessment Report, and to implement the use of assessment results. Curriculum is also reviewed annually for programs and courses (adoption, revision, new or pilot).

Adult learners' demographic data and test scores, instructional hours, goals, etc. are maintained on TOPSpro. TOPSpro's Data Integrity Detail Report is provided to program managers to validate, at a minimum, participants. Another TOPSpro report are the NRS federal tables that provides information on participants 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 total count of adult learners having acquired at least 12 hours of instruction is 718. The breakdown and percent of adult learners' by program is 580 or 80.7% in the Adult Basic Education (ABE), 96 or 13.4% in English-as-a-Second Language (ESL) and 42 or 5.8% in Adult High School.

TABLE A – Summary of Program Participants

Program Year	Total	Gender		Educational Functioning Level			Ethnicity			Age Group				
		Male	Female	more levels	or advanced	Completed a level and completed	Separated before completed	Remaining within level	Islander	Hawaiian or other Pacific	Native Hawaiian	Other	16-24	25-44
2015-2016	718	298	420	203	98	303	480	238	386	256	76			
2014-2015	503	230	273	172	38	273	349	154	289	177	37			

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 A, Summary of Program Participants with at least 12 or more hours of instruction. This program year, the majority of adult learners are Native Hawaiian or Other Pacific Islander 480 or 66.9%), female (420 or 58.5%) and between the 16-24 age group (386 or 53.8%). A vast majority (323 or 42.2%) 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

TABLE B – Summary of Core Indicators of Performance<sup>2</sup>

Description	Performance		
	Actual PY14-15	Target PY15-16	Actual PY15-16
<b>ABE Beginning Literacy</b>	<b>36.67%</b>	<b>47%</b>	<b>34.1%</b>
ABE Beginning Basic	48.15%	35%	59.5%
<b>ABE Intermediate Low</b>	<b>41.79%</b>	<b>45%</b>	<b>42.6%</b>
ABE Intermediate High	20.11%	26%	28.3%
<b>ASE Low</b>	<b>73.68%</b>	<b>66%</b>	<b>65.2%</b>
ASE High	66.67%	0%	89.5%
<b>ESL Beginning Literacy</b>	<b>0%</b>	<b>81%</b>	<b>50.0%</b>
<b>ESL Beginning Low</b>	<b>80%</b>	<b>65%</b>	<b>57.1%</b>
ESL Beginning High	80%	70%	86.4%
<b>ESL Intermediate Low</b>	<b>41.18%</b>	<b>70%</b>	<b>60.0%</b>
ESL Intermediate High	72.73%	60%	60.0%
<b>ESL Advanced</b>	<b>18.18%</b>	<b>60%</b>	<b>46.2%</b>
HS Diploma/GED	87.5%	80%	96.8%
<b>Entered PS/Training</b>	<b>71.4%</b>	<b>30%</b>	<b>17.9%</b>
Entered Employment	65.0%	30%	35.7%
<b>Retained Employment</b>	<b>100.0%</b>	<b>77%</b>	<b>60.3%</b>

<sup>2</sup> Table 4, Educational Gains and Attendance by Educational Functioning Level PY 12-13 and PY11-12

achieved are listed on Table B [bold]. Percentages significantly increased when Table 4B is used analyzed against Guam's negotiated performance indicators.

While Table B Summary of Core Indicators of Performance provides a comparison between Guam's actual performance in PY14-15 and PY15-16, a summary of core indicators during this program year that were not realized are described below.

ABE Beginning Literacy: SAO 34.09% actual target core indicator fell below the target performance of 47.0%. Of the 44 individuals at this educational functioning level, 15 completed the level while 20 or 45.6% remain within the same level and 9 or 20.5% separated before completing the level.<sup>3</sup> Percentage completing ABE Beginning Literacy is significantly lower (34.09%) for individuals having both pre and post-tested (51.72% NRS Table 4B Educational Gains and Attendance for Pre- and Post-tested Participants).

ABE Intermediate Low: 45% is the target performance; actual performance is 42.57% with 202 individuals in this educational functioning level and 86 or 42.57% completed the level; on the other hand, 95 or 47.02% remain within the same level, and 21 or 10.39% separated before completing the level. Guam exceeded this core indicator of performance when compared to (Table 4B) at 53.09%.

ASE Low: Guam's target core performance level was 66% while 65.22% was the actual educational functioning level of performance for ASE Low. There were 23 individuals enrolled and 15 or 65.21% completed ASE Low. Of the 23, 3 or 13.04% separated before completion and 5 or 21.73% remained.

ESL Beginning Literacy: This target is 81%; Guam's actual achievement is 50%. Of the 2 entering at this level, one advanced one or more levels and the other remained in the same level.

ESL Beginning Low: Seven individuals enrolled and 4 or 57.14% completed this educational functioning level. The target is 65%; Guam achieved 57.14%. Of the 7, 4 or 57.14% advanced one or more levels; and 3 or 42.86% separated before completing the level.

ESL Intermediate Low: The target is 70% and Guam's actual target is 60.00%. Twenty-five (25) individuals enrolled and 15 or 60% completed this level. Of the 15 who completed, 13 or 86.66% advanced one or more levels and 7 or 28.00% remained within the level.

ESL Advanced: The target is 60%; Guam fell below the target with a rate of 40.00%. Of the 15 entering, 6 or 40.00% completed; five (5) or 33.3% remain at the same functioning level and 4 or 26.66% separated before completion.

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

1. Initiated the incorporation of College and Career Readiness Standards for Adult Education;
2. Provided technical assistance to local providers and 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. Offered classes on an as needed basis;

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<sup>3</sup> Table 4, Educational Gains and Attendance by Educational Functioning Level

8. Worked with the adult education advisory committee to assess curriculum and program;
9. Conducted outreach activities with village mayors;
10. Conducted classes at Department of Corrections; and
11. Administered high school equivalency tests at Department of Corrections.

***Key Findings:*** Guam’s initiatives --- to continue to use the Data Integrity Detail Report to review, validate and assess participants records; to ensure adult learners are placed into the appropriate educational functioning level; 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 - -- will continue to improve Guam’s adult education programs. This is evident when comparing the number of adult learners who completed an educational functioning level and the number who completed a level and advanced one or more levels in 2014-2015 and 2015-2016. In 2015-2016, the number that completed a level increased from 38.2% to 44.8%. Likewise, the number that completed a level and advanced one or more levels increased, although slightly, from 27.8% to 28.3%.

Program Year	Number		
	Total Enrolled	Completed Level	Completed a Level and Advanced One or More Levels
2014-2015	503	192 or 38.2%	140 or 27.8%
2015-2016	718	322 or 44.8%	203 or 28.3%

### 3. INTEGRATION WITH ONE-STOP PARTNERS

**(a) Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements, carries out or delegates its required one-stop roles to eligible providers.**

GCC is a member of Guam Workforce Development and Innovation Board (GWDIB). GCC’s Chief Executive Officer (CEO) is a member of GWDIB to assure both adult and career and technical education initiatives are well represented. CEO is the state director of Adult Education programs for Guam. Formal Memorandum of Agreements (MOAs) are maintained between government and non-profit agencies to provide adult education services. These agencies include Guam American Job Center (AJC) One Stop Career Center, Division of Vocational Rehabilitation, Department of Corrections, Guam Public School System, Guam Humanities Council, Guam Behavioral Health and Wellness Center, Superior Court of Guam, Department of Public Health and Social Services, and the University of Guam. 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. 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.

**(b) Describe the applicable career services that are provided in the one-stop system.**

GCC is also 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. Additionally, the Director of Guam Department of Labor and the State Director of Adult Education (Guam Community College) along with key staff representatives met to formalize additional services to be provided at the Guam American Job Center. These services will be outlined in an MOA.

**(c) Describe how infrastructure costs are supported through State and local options.**

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. An electronic informational presentation on GCC's adult and career and technical programs was previously provided to AJC (formerly Agency for Human Resources & Development (AHRD)) for clients' to view at their reception area in addition to GCC's website. As a result, GCC continues to receive referrals from the AJC (One-Stop Career Center) for clients interested in both adult and career and technical education.

**4. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) PROGRAM (AEFLA SECTION 243)**

**Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:**

▪ ***Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.***

Guam held a two day Technical Assistance Workshop on April 27 - 28, 2016 however, none of the five (5) participants submitted a grant application for program year 2015-2016. Prior to the Technical Assistance Workshop, a notice was posted on the island's edition newspaper and GCC's website for several weeks.

▪ ***Describe your State efforts in providing IELCE services in combination with integrated education and training activities.***

Guam held a two-day professional development workshop to coach faculty, staff and administrators on developing and integrating workplace and English literacy and civics education. Although the session ended, Guam will provide further information on providers' interactions with participants.

▪ ***Describe how the State is progressing towards program goals of preparing and placing IEL/CE program activities are integrated with the local workforce development system and its functions.***

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.

In 2014, Guam researched and began the arduous task to align Susan Pimentel’s “College and Career Readiness Standards for Adult Education” standards and framework that prepares adult learners for success in postsecondary by incorporating English language arts/literacy and mathematics standards into existing adult education curricula. Guam’s effort to meet the July 2015 implementation date was not realized primarily because key personnel (program managers) reassigned or no longer employed at the College. Although College immediately assigned a program manager to the adult education office, the circumstance adversely affected the momentum, knowledge/familiarity with WIOA and the College and Career Readiness Standards for Adult Education, and development of curricula. On October 17, 2016, the transmittal of eleven curricula was submitted to the College’s Learning Outcome Committee (LOC) to review and to implement fall 2017. Revised curricula are a culmination of an analysis process lead by content experts. Gaps identified are addressed in the revised curricula to be reviewed by LOC.

In December 2015, GCC completed the Third Employers’ Workforce Development Survey Report. Results indicated employer’s ranked “People Skills” and “Computer Skills” as the most vital skills sought in their employee hiring process. Survey suggested that employers are looking for more cost-efficient training opportunities to fill employees’ skill gaps. Based on the report, GCC as well as the Guam AJC plan to continue efforts to promote the WorkKeys® and KeyTrain®. The revised curricula in progress include WorkKeys® and KeyTrain® as additional resource for preparing adult learners for job placement AHSDP program and courses. Service learning is also included in the AHSDP program and course revisions.

- ***Describe how the State is progressing towards program goals of ensuring that IEL/CE program activities are integrated with the local workforce development system and its functions.***

GCC’s course curricula identifies WorkKeys® and KeyTrain® as a method of course content for class instructional delivery labs are available throughout the campus (e.g., Library, Project Aim, Student Center, and Student Success Center). Guam is progressing in incorporating College and Career Readiness Standards for Adult Learners and the inclusion of IELCE.

Since the inception of WIOA, partner agencies have had more of an open dialogue and willingness to provide integrated services such as shared participants, streamlining work-based learning and employment placements. The Guam American Job Center has a Virtual One Stop System (VOS) in place for gathering employment data. SEA uses TOPSpro Enterprise to maintain data on adult learners and is researching the possibility of merging both systems to address all WIOA reporting requirements.

## **5. ADULT EDUCATION STANDARDS**

If your state has changed its K-12 standards, describe how Adult Education content standards are aligned.

Guam adopted and has begun to incorporate College and Career Readiness Standards for Adult Education into its curriculum documents.

## **6. PROGRAMS FOR CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS (AEFLA SECTION 225)**

***What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.***

Guam has an MOU to offer adult education, family literacy, and AHSDP courses to Department of Corrections (DOC) criminal offenders. DOC calculated the rate of Guam's recidivism for criminal offenders at 63%. That is, of the total number of inmates released 63% were rearrested. Five basic skills classes and three family literacy classes were held during this reporting period. Although five basic skills classes were held, inmates are not reflected in the total served (718) due to an administrative error – the wrong test instrument was proctored. Guam immediately notified the LEA and corrective action was established.