

## GUAM NARRATIVE REPORT 2016-2017

### 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 of 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).*

On July 22, 2014, President Barack Obama signed into law the Workforce Innovation and Opportunity Act (WIOA) which required each state and territory to submit a Unified or Combined State Plan that outlines the State's workforce development system. In collaboration with the Guam Workforce Development and Innovation Board (GWIDB) and one-stop partners (Guam Department of Labor (GDOL), Guam Community College (GCC), Guam Department of Integrated Services for Individuals with Disabilities (DISID)/Division of Vocational Rehabilitation (DVR), Department of Public Health and Social Services (DPHSS) and Guam Department of Youth Affairs (DYA)) three strategies were identified to address Guam's workforce needs. These strategies are to close skills gaps by integrating workforce learning and education training standards, to establish government and business common measures and performance management, and to develop a succession planning process. These strategies are further developed in the WIOA State Plan for the Territory of Guam.

To minimize the gap between learning and training, GCC began to revise Guam's adult education program and course curricula by integrating Susan Pimentel's College and Career Readiness Standards for Adult Education (CCRS). Four faculty and an administrator were trained at the College and Career Readiness Standards for Adult Education Implementation Institute. Although attrition (retirement/resignation) delayed the completion of the project all of the adult education courses - Adult Basic Skills (6 of 6), English as a Second Language (6 of 6), and Adult High School Diploma Program (AHSDP) (13 of 13) courses have been approved by the Curriculum Review Committee and offered. Additionally, the AHSDP requires adult learners to select a Career and Technical program of study and complete three courses in order to earn a high school diploma.

Guam Department of Labor's American Job Center (AJC) centralizes a variety of services related to employment and training. AJC, Guam's HireGuam is a powerful Internet/Intranet website, available to job seekers and employers. While the former is able to assess his/her skills, research training providers, create and send resumes, or research salaries, employers post job announcements. Employers can also use HireGuam to locate individuals that match job skills or communicate with job seekers, case managers, or training providers.

GCC uses CASAS eTest and TOPSpro Enterprise (TE) software to measure English language, literacy, and math skills and to track adult learners' assessment and outcomes. The effort to interface TE data with HireGuam is ongoing.

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

Dr. Laura Souder of Souder, Betances & Associates, Inc. presented “The Winning Formula Curriculum Guide Implementation Training” to adult education faculty, administrators, and staff on December 9-10, 2016. Training topics included Challenges in Education Today, Federal Government’s Response to WIOA, What is Workplace Literacy, and Teaching Workplace Literacy Skills in Adult Education Courses. Faculty assigned to teach English or math were grouped by content area and assigned to develop strategies and classroom activities that demonstrate literacy skills based on Susan Pimentel’s College and Career Readiness Standards for Adult Education.

All of GCC’s adult education faculty are considered adjunct. As a component of the annual orientation, adjunct faculty participate in Pedagogy training (Andragogy, Learning Styles, Active Learning Strategies, Questioning Techniques, Aligning curriculum, Classroom Activities, and Assessment and Critical Thinking Strategies). Professional development will continue to address effective methods and learning techniques for adult learners.

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

The State Agency Office (SAO) conducted Technical Assistance Workshops on WIOA Title II funds on September 27 & 29, 2017. The workshop focused on the Public Law 113-128, the WIOA State Plan for the Territory of Guam, the Guide for Writing a Proposal for WIOA Title II Adult Education and Literacy Program, Assessment Policy Guidelines, and Uniform Administrative Requirements, and Cost Principles. A week long, 2-hour mini-clinic, was also offered to clarify urgent or critical questions related to developing a grant proposal.

The SAO conducts a Post Award Briefing Session. During this session, key individuals (program manager, federal accountant, General Accounting Supervisor, Procurement & Inventory Administrator, and SAO staff) discuss the administrative requirements of the grant. Discussion includes the Award Notification Letter, Statement of Work, Project Outcomes, budget, procurement procedures, inventory, State Monthly Report (SMR), Cumulative Monthly Activity Report (CMAR), Data Integrity Detail Report (DIDR), Employee Time Certification, and Close-out/Interim Report.

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

Guam has an approved Assessment Policy Guidelines (July 2017-June 2018) to standardize practices in Guam's Adult Education and Family Literacy programs. The guide addresses standardized assessment practices for students to be assessed, assessment permitted, training for administering assessment, accommodations for students with disabilities or other special needs, scoring and alignment of CASAS with NRS levels, quality control procedures for CASAS eTest and paper test booklets, confidentiality of tests and test items, purchasing procedures for each assessment, and validity, reliability, and copyright infringement.

The LEA program manager evaluates adjunct faculty using GCC's standardized Record of Classroom Observation evaluation tool. Ratings are categorized by instruction (presentation, techniques and strategies, instructional materials, and student-faculty interaction), management (planning and preparation, classroom environment, use of class time, student motivation, classroom behavior, and feedback and evaluation), and content enterprise (knowledge).

The annual IDEA Center's Student Ratings of Instruction Survey has been administered by the Office of Assessment, Institutional Effectiveness & Research (AIER) since 2009. The Survey is designed "to assess teaching effectiveness by its impact on students". Results of the survey are shared with faculty to help guide improvement efforts at the classroom and program level.

Through the Cumulative Monthly Activity Report (CMAR), program managers report on activities and challenges that transpired during the month. This report along with TE and Close-Out Reports are used by the SAO to monitor the adult education program. Additionally, the SAO provides program managers with updates, feedback (CMAR), budget, and action items to resolve in its State Monthly Report (SMR).

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

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

GCC institutionalized the Curriculum Manual (revised October 2016) for individuals to use when developing or revising curriculum. In 2017, adult education program and course

(AHS/ABE/ESL) curricula were updated to incorporate College and Career Readiness Standards for Adult Education in the areas of reading and language arts, mathematics and English language acquisitions. Adult education’s standardized syllabus was likewise revised to include what adult learners should know and be able to perform at the end of each course (student learning outcome). Syllabi includes the course description, rationale, required textbook, faculty instructional delivery and assessment methods, course outline, services for students with special needs, FERPA and privacy rights, emergency and evacuation procedures, and academic integrity.

The AHSDP requires adult learners to take at least three CTE courses to obtain a HSE diploma. This program year, program participants enrolled in several postsecondary programs including Accounting, Automotive, Computer Science, Construction Trades, Criminal Justice, Culinary Arts, Early Childhood, Education, Electronics, Medical Assisting, Nursing, Supervision and Management, and Tourism and Hospitality. Qualified CTE course credits may be applied towards a GCC postsecondary CTE program.

## 2. Performance Data Analysis

***Describe how the adult education program performed 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.***

The total adult learners having acquired at least 12 hours of instruction is 527. The breakdown and percent of adult learners’ by program is 417 or 79.1% in Adult Basic Education (ABE), 100 or 19.0% in English-as-a-Second Language (ESL) and 10 or 1.9% in Adult High School.

TABLE A – Summary of Program Participants

Program Year	Total	Gender		Educational Functioning Level			Ethnicity		Age Group		
		Male	Female	Number who achieved at least one educational functioning level gain	Separated before achieving measurable skill gain <sup>a</sup>	Remaining in Program without Measurable skill gain	Hawaiian or other Pacific Islander	Native Hawaiian or Other	16-24	25-44	45 & older
2016-2017	527	227	300	158	60	269	339	12	256	214	57
2015-2016	718	298	420	203	98	303	480	238	386	256	76

A profile extracted from the NRS tables 1 through 3 compare Guam’s adult learners by program year – gender, educational functioning level, ethnicity, and age group is shown on Table A, Summary of Program Participants. This program year, the majority of adult learners are Native Hawaiian or Other

Pacific Islander (339 or 64.3%), female (300 or 56.9%) and between the 16-24 age group (256 or 48.6%). A vast majority (269 or 51%) remained within the same functioning level.

NRS Federal Table 4 (Measurable Skill Gains by Entry Level) measures Guam’s performance against the negotiated performance indicators. Based on NRS Table 4, Measurable Skill Gains by Entry Level, Guam successfully realized five of the negotiated core indicators of performance (ABE Levels 1, 4, & 6 and ESL Levels 4 & 6). Table B, Summary of Core Indicators of Performance provides a comparison between Guam’s actual performance in PY15-16 and PY16-17. Highlighted in bold are core indicators during this program year that were realized. Percentages significantly increased when Table 4B is used to analyze against Guam’s negotiated performance indicators.

Below is a list of initiatives accomplished to improve the quality and effectiveness of Guam’s adult education programs during this reporting period.

1. Incorporated College and Career Readiness Standards for Adult Education in course curricula;
2. Community and stakeholders recommended the program and course curricula revision to the Curriculum and Review Committee;
3. Provided technical assistance to local providers on NRS; and
4. Offered adult education classes on an as-needed basis.

**TABLE B – Summary of Core Indicators of Performance<sup>1</sup>**

Description	Performance		
	Actual PY15-16	Target PY16-17	Actual PY16-17
<b>ABE Level 1 (Beginning Literacy)</b>	<b>34.1%</b>	<b>37.00%</b>	<b>50.00%</b>
ABE Level 2 (Beginning Basic)	59.5%	48.00%	40.00%
ABE Level 3 (Intermediate Low)	42.6%	42.00%	41.44%
<b>ABE Level 4 (Intermediate High)</b>	<b>28.3%</b>	<b>20.00%</b>	<b>32.43%</b>
ABE Level 5 (ASE Low)	65.2%	73.00%	36.36%
<b>ABE Level 6 (ASE High)</b>	<b>89.5%</b>	<b>0.00%</b>	<b>100.00%</b>
ESL Level 1 (Beginning Literacy)	50.0%	40.00%	0.00%
ESL Level 2 (Beginning Low)	57.1%	80.00%	55.56%
ESL Level 3 (Beginning High)	86.4%	80.00%	69.23%
<b>ESL Level 4 (Intermediate Low)</b>	<b>60.0%</b>	<b>41.00%</b>	<b>48.48%</b>
ESL Level 5 (Intermediate High)	60.0%	72.00%	55.56%
<b>ESL Level 6 (Advanced)</b>	<b>46.2%</b>	<b>18.00%</b>	<b>27.78%</b>

**Key Findings:**

1. Adult learners with a paired test (pre & post-test) did significantly better (learning gain) than those without a post-test. That is, of the 355 adult learners with a paired test, 47.9% (170 of 355) experienced a learning gain (Table 4b). When compared to those on Table 4 (without a paired test), only 30.0% (158 of 527) experienced a learning gain.
2. Adult learners that achieved at least one educational functioning level gain decreased from 44.8% (PY15-16) to 30.0% (PY16-17) (Table 4).
3. Over fifty-one percent (51.04%) or 269 of 527 adult learners remain at the same educational functioning level without a measurable skill gain (Table 4). This percentage is lower (41.7% or 148 of 355) for those who had a paired test (Table 4b).
4. Adult learners remaining within same educational functioning level increased from 42.2% (PY15-16) to 51.0% (PY16-17) (Table 4).

<sup>1</sup> Table 4, Measurable Skill Gains by Entry Level for PY15-16 and PY16-17

<b>Program Year</b>	<b>Total Enrolled</b>	<b>Number Completed/Achieved at least one educational functioning level</b>	<b>Number Remaining within educational functioning level</b>
2015-2016	718	322 of 718 or 44.8%	303 of 718 or 42.2%
2016-2017	527	158 of 527 or 30.0%	269 of 527 or 51.0%

The following initiatives were identified to further strengthen Guam's adult education program.

1. To provide monthly technical assistance session to adult education staff;
2. To increase the number of adult learners post-tested; and
3. To implement the NRS student survey to gauge the effectiveness of the instructors' teaching methodology.

### **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.**

As a member of Guam Workforce Development Board (GWDB), GCC's State Director for adult and career and technical education ensures initiatives are addressed. Formal Memorandum of Agreements (MOAs) to provide adult education services are maintained between the government of Guam and non-profit agencies. These agencies include Guam American Job Center (AJC) One-Stop Career Center, DVR, DOC, Guam Public School System, Guam Behavioral Health and Wellness Center Child Adolescent Services Division, WestCare Pacific Islands, Inc., Micronesia Community Development Corporation, Agana Heights Mayor, Dededo Mayor, Chalan Pago-Ordot Mayor, Inarajan Mayor, and Sinajana Mayor Offices. GCC's Assistant Director for Continuing Education and Workforce Development collaborates with DOL, the Guam Chamber of Commerce, and industry representatives to effectively link education and workforce development.

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

GCC is the LEA and SEA, for AEFLA and Perkins IV. This unique relationship capitalizes to integrate literacy with educational training making it likely for adult learners to transition into postsecondary or higher education or training. Adult learners are exposed to a multitude of postsecondary programs and student organizations and services (e.g., Student Support Services, Career Guidance and 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 Reach for College activities) to minimize educational barriers. Additionally, key representatives from GDOL and GCC continuously work towards providing support services at the Guam AJC. These services were outlined in an MOA.

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

WIOA, Title II funds are not expended to support activities at the One-Stop Career Center. Instead, as a One-Stop Career Center partner, GCC provides counseling services, career exploration workshops, and informational materials/brochures.

**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:***

*Guam does not receive IELCE funds.*

**5. ADULT EDUCATION STANDARDS**

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

Guam incorporated College and Career Readiness Standards for Adult Education into its adult education programs 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 and HSE (GED®/HiSET®) exams to Department of Corrections (DOC) inmates. LEA administered CASAS appraisal, pre- and post-test to 44 inmates. As a result of scores, eleven (11) basic skills courses were offered at DOC during this program year. Of the 44, eleven (11) or 25% exited and two (2) or 18.18% exited achieving outcomes.

Between July 1, 2016 and June 30, 2017, Guam's recidivism for criminal offender rate is twenty percent (20%) as calculated by the Guam Department of Corrections. That is, of the total number of inmates released (163), 33 or 20% were rearrested.