1. State Leadership
2. **Describe how Guam 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).**

Guam’s State Education Agency Office (SEA) for Adult Education and Family Literacy (WIOA, Title II) is located at the Guam Community College (GCC) as mandated by Public Law 14-77 and as amended. GCC collaboratively works with the Guam Department of Labor (GDOL) to achieve a common purpose – to align and implement activities and strategies described in the *WIOA State Plan for the Territory of Guam*. Through a Memorandum of Agreement, GCC provides adult education and literacy programs and postsecondary career and technical education training services to eligible WIOA participants.

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

The State Education Agency Office (SEA) offers professional development sessions (Technical Assistance Workshop and Exploring WIOA, Title II) to improve and disseminate information, models, and promising practices.

The annual WIOA Title II Technical Assistance Workshop was held in February 2019. Participants received information on the *WIOA State Plan for the Territory of Guam*, *Adult Education and Family Literacy Act Program State Plan for the Territory of Guam*, Guide for Writing a Grant Proposal, WIOA, Title II, Assessment Policy Guidelines, CASAS (skill level descriptors, relationship to NRS, and reading goals), Federal Registers (suitable test forms) College and Career Readiness Standards, Measurable Skill Gains, OMB Uniform Administrative Requirements, Cost Principles and Audit Requirements, and NRS data tables.

Exploring WIOA, Title II sessions were held in January, March, October, and November 2019. Topics and information disseminated during the 1-hour focused sessions include resources and best practices on Integrated Education and Training, NRS Suitable Test and Test Forms, and NRS data tables.

Finally, a team of two (SEA’s assistant director and dean) attended the *2019 Conquering Your Data Challenges Conference* and identified Guam’s challenge statement – **Student retention in the program year 2018-2019 is 32.0%. Classroom enrollment is affected when students are suddenly not able to continue coming to class**. Subsequently, the dean rolled out the “Give us 8 to make a difference in your life” initiative requiring staff and faculty to transform their frame of mind and be *intrusive* inside and outside the classroom – making a deliberate connection to each student, providing wrap-around services, and tutoring.

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

In August 2019, the Guam adult education team – to include the dean, program manager, program coordinators, and staff – attended a post-award briefing session facilitated by the SEA. Also in attendance was the SEA’s federal accountant and the procurement and inventory administrator.

Packets were distributed and to ensure participants’ awareness of the approved program agreement’s grants and objectives, the program manager provided a synopsis at the onset of the session. Discussion on agenda items ensued – the *Adult Education and Family Literacy Act Program State Plan for the Territory of Guam*, Assessment Policy Guidelines, OMB’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (General Provisions for Selected Items of Cost, §200.420-§200.475), SEA award letter, project description (abstract), Work Schedule Plan to realized goals and objectives, project outcomes, approved budget, transfer authority, procurement procedures, encumbrance timeline, requirement reports (Cumulative Monthly Activity Report, State Monthly Report, Data Integrity Detail Report, Time and Effort Certification, and Close-Out Report (narrative, budget, and inventory).

The State Education Agency provides information on proven or promising practices through focused 1-hour Exploring WIOA, Title II sessions. Most recently, participants of the November 2019 Exploring WIOA, Title II were again provided resources to further the development of Guam’s Integrated Education and Training (IET) program. Participants viewed and discussed a COABE video, *Planning for Integrated Education and Training: Tips and Tools, October 4, 2019 Webinar* and handouts (Integrated Education and Training Checklist and Foundation Skills Framework Resources). The session closed with highlights on three required IET components – adult education activities and workforce preparation activities and workforce training. The October 2019 Exploring WIOA, Title II session discussed each of the NRS Tables, compared 2018-2019 to 2017-2018 data, and trends.

The SEA staff continuously responds to emails to clarify processes and procedures. Impromptu meetings with the program manager and or the dean are held to ensure the success of planned activities.

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

The program manager submits a Cumulative Monthly Activity Report to the SEA. The report provides information on the program agreement’s Work Schedule Plan activities carried out during the reporting month. Evaluating the report’s content and progress (Work Schedule Plan), comments and/or observations are expressed to the program manager as appropriate. Monitoring activities, data (Data Integrity Detail Report) and evaluating program activities are also achieved through emails, visits, and training sessions.

The SEA’s focused 1-hour Exploring WIOA, Title II sessions proved to be beneficial. Adult education staff are embracing the need to place learners in the appropriate adult education program and class as evident in the slight increase in the number of those who achieved at least one EFL gain –50.27% 2017-2018 compared to 50.80% 2018-2019). The number remaining in a program without measurable skill gain also decreased during this same period – from 24.73% 2017-2018 to 21.86% 2018-2019.



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

Not applicable during this reporting year.

1. **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.**

During this reporting period, 311 participants acquired at least 12 hours of instruction and 456 reportable individuals in Guam’s adult education program. The ethnicity of Guam’s participants (311) is primarily Native Hawaiian or Other Pacific Islander (194 or 62.4%), between the age of 25 and 44 (140 or 45.0%), and female (174 or 55.9%). During this program year, slightly more than half (158 or 50.8%) achieved at least one educational functioning level gain when compared to the prior year (167 or 44.9%).



The SEA prepared for the retirement of its full time program specialist by training a staff on the skills required to maintain the TOPSpro Enterprise – Guam’s data accountability software for adult learners. Deliberate steps were also taken to fill the position when vacated. In the interim, the SEA continued to offer training (Exploring WIOA, Title II) and guidance.

Furthermore, guidance was provided during the October 2019 Exploring WIOA, Title II session. SEA provided participants a copy of the 2018-2019 NRS data tables and discussed and compared tables to 2017-2018 and 2019-2020 NRS data.

The culmination of executing specific strategies may have been key to Guam’s ability to realize all but two Measurable Skill Gains (MSG) performance targets. The two MSG performance target not realized are ESL Level 1 (Beginning Literacy) and ESL Level 2 (Beginning Low), 39% and 56%, respectively. Guam’s actual performance for both performance target is zero; low enrollment made it difficult to offer ESL classes for both levels during the program year.



1. **Integration with One-Stop Partners**

**Describe how Guam eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe ow infrastructure costs are supported through State and local options.**

Guam Community College (State Education Agency) finalized a Memorandum of Agreement (MOA) with the Guam Department of Labor (GDOL) to provide services to qualified participants as defined in WIOA. The MOA clearly outlined the scope of services to include training courses, assessment, and testing.

To compliment Guam’s one-stop system, GDOL scheduled a five-day conference at GCC’s campus on December 16-20, 2019. Representatives from the Northern Mariana Islands, Federated States of Micronesia, Republic of Palau, the Republic of the Marshall Islands and Guam are scheduled to attend the conference. Representatives from Guam include key staff and administrators from SEA and the adult education office, Guam Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation, Guam Department of Public Health and Social Services, and Department of Labor including representatives from the American Job Center. Participants will acquire from Geographic Solutions, a leader in software solutions, information on GDOL’s case management system – HIREGUAM Virtual OneStop.

Guam’s SEA and LEA (Adult Education Office, Guam Community College) representatives actively attend GDOL meetings. Guam’s State Director for Adult Education is steadfast in career services and the development and support of workforce education.

“Guam Community College (GCC) handles the Title II program and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training). Counselors assist the adult education participants and are being trained on the shared case management system of hireguam.com (VOS). This allows the counselors to work with case managers at the AJC to ensure that students’ career pathways match the individual employment plan that is identified in the shared case management system. In addition, GCC receives funding from the Guam Department of Labor to support apprenticeship training needs. The Guam AJC is working with the college to further develop new and innovative pre-apprenticeship and apprenticeship programs that are more responsive to industry. Also, GCC provides the Guam Department of Education (GDOE) with secondary Career and Technical Education programs and the AJC has provided Classroom to Career activities (work experience opportunities for high school students). As such, together they are building clearer on-ramps to career pathways that match Guam’s workforce development needs. The Guam Workforce Development Board (GWDB) engages members of these organizations to achieve the combined state plan goals. ”[[1]](#footnote-1)

1. **Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)**

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

Guam does not receive IELCE funds.

1. **Adult Education Standards**

**If Guam adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with hose K-12 standards.**

* **Optional – Describe implementation efforts, challenges, and any lessons learned.**

Guam adopted the College and Career Readiness Standards for Adult Education by Susan Pimentel as prepared for USDE, Office of Vocational and Adult Education. Accordingly, the AEO reviewed and updated several adult education courses (basic skills, ESL, and adult high school) during the program year. Those approved by the GCC’s Curriculum Review Committee include Reading and Writing and Mathematics for ABE Levels 2-4, ESL Levels 1-6, and several adult high school courses (Language Arts Literacy, Literature Survey, Fundamentals of Communication, Algebra I and II, Geometry, Earth Science, Biology, American Government, and US History I and II).

1. **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 methods and factors used in calculating the rate for this reporting period.**

In February 2019, representatives from the SAO and the Guam Department of Corrections (DOC) discussed a dedicated space at DOC and facility and environment requirements to deliver HSE tests (GED® and HiSET®). DOC representatives will brief the newly installed director and deputy director and provide an update to the SAO accordingly.

Safety and staff shortage at DOC suspended educational initiatives and offering of three scheduled adult education courses at DOC. In a Pacific Daily News article (November 2019) the governor of Guam confirmed her commitment to hiring additional officers. The article also cited that recent resignations will not “impede the planned improvements at the prison”. [[2]](#footnote-2)

As provided by the Department of Corrections, Guam’s recidivism rate between July 1, 2018 and June 30, 2019 is 18.7%. That is, of the total number of inmates released (150), 28 or 18.7% were rearrested during this period.

1. WIOA State Plan for the territory of Guam FY2018, pg. 28 [↑](#footnote-ref-1)
2. Stole Weiss, J. (2019, November 24). Vice Speaker Telena Nelson: DOC prison changes to proceed. *Pacific Daily News*, Retrieved from http://www.guampdn.com [↑](#footnote-ref-2)