

1. STATE LEADERSHIP

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

- i. *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 Agency Office (SAO) for Adult Education and Family Literacy (WIOA, Title II) is continuously engaged with the Guam Department of Labor (GDOL) to provide the ongoing implementation of approved WIOA adult education and postsecondary career and technical education training activities for adult education and literacy participants. Unfortunately, everything came to an abrupt stop as Guam and its neighboring countries – China, Japan, Korea, Philippines – braced for the unprecedented affect of a new strain of coronavirus not previously identified (COVID-19).

The transition from face-to-face at the state and local level to video conferencing via Google Meet allowed participants to share workspace (present). As with the rest of the world, the pandemic significantly impacted Guam's ability to provide basic services and activities. The annual Insular Area Conference was canceled, traditional face-to-face instruction transitioned haphazardly to online, and recruitment and wraparound activities were likewise disrupted to comply with the Governor of Guam's stay at home Executive Order to minimize the spread of the novel coronavirus outbreak. Guam Community College (GCC) campus continues to be closed to students, from March 16, 2020, to the present. Additionally, typical meetings with other one-stop partners were difficult to hold as guidelines to keep people safe were implemented or partner offices were either closed or maintained limited hours. Notwithstanding, Guam Community College made adjustments for some activities to be maintained such as partnering with the Guam Department of Labor, Guam Department of Education schools through Parent-teacher Organizations, and the Mayor's Council of Guam primarily via telephone or Google Meet.

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

In December 2019, a Career Pathways Leadership Certification Workshop was offered primarily to address the basic needs of the at-risk – adult education learners – population. The workshop was attended by adult education instructors, department chairs, and administrators.

Since then, professional development was either canceled or shortened and sporadic. A workshop that would have drawn the Guam Housing and Urban Renewal Authority, the Department of Public Health and Social Services, the Guam Department of Labor-American Job Center in the spring was canceled.

In place of the annual Insular Area workshop, Guam used this opportunity to support adult education students by expanding the use of technology through a "mirrored" classroom. This was created in preparation for the reopening of the college campus, considering that a vast majority of adult education students do not have access to a reliable internet connection, and to maintain social distancing. Two classrooms were infused with technology to enable an instructor and six students located in classroom A to simultaneously interact with students located in classroom B.

COVID-19 made the delivery of Exploring WIOA, Title II Technical Assistance Workshops from in-person to virtual (July 2019-June 2020). Through Google Meet, these sessions focused on the State Plan, assessment policy, data quality, and NRS tables, student retention, completion, and gains, and transition of adult education participants to postsecondary or career technical training with support from external and internal career services. Information on the CASAS skill level

descriptors, goal, approved test forms, TOPS Enterprise data collection, and the survey was disseminated and discussed with the staff, instructors, program specialists, and the dean.

In addition to the Exploring WIOA, Title II workshop, the Program Specialist for the Adult Education Program will continue to develop training primarily to continue to transition instructors to remote or online teaching and on delivering service (e.g., tutors, referrals) during a pandemic.

Professional development programs are challenging – part-time instructors are difficult to recruit and have elevated fear and concern over COVID-19. Regardless, the campus, however, is prepared to welcome students back; the Department of Public Health and Social Services sanctioned GCC's Reopening plan. Likewise, professional development for staff is equally paramount at this time to deal with anxious or uncertain students.

Finally, Guam's location and time zone difference – fifteen hours ahead of Eastern Standard Time – made traveling to the mainland United States much more manageable. Unfortunately, travel restrictions curtailed this opportunity.

iii. Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).

The SAO continuously provides technical assistance monthly through Exploring WIOA, Title II sessions, emails, phone calls, and impromptu meetings. Guidance and information on learning goals and objectives, best practices, procurement and business requirements, procedures, timelines, assessment, recruitment, retention, and career training and transition, and improvement on collecting survey data were provided. In June 2020, a briefing was held covering the State Plan, Assessment Policy Guidelines, Uniform Administrative Requirements, Program and Financial Management, Program Improvement Plan, Reports, and essential documents.

A few instructors received technical assistance as they provided Google Classroom or Zoom. More training will be earmarked as Guam remains in Pandemic Conditions of Readiness (PCOR) 1 which included the closure of schools.

The State and the local program continue to disseminate promising practices and continuity of services via phone, virtual conference, and correspondence via email to ensure active collaboration on services during the pandemic. The local program, internal program partners, counselors, and instructors reach out to students through phone calls and online communication to provide continuous collaboration and support to students. Counselors contact students to ensure support.

iv. Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).

Guam and its local program are committed to student success and continue to monitor adult education activities' progress and challenges. The SAO monitors and evaluates the program through formal and informal site visits. The local program provides a cumulative monthly report (CMAR) to the SAO describing its progress and challenges on local activities. The SAO reviews and analyzes the report and provides a response through a State Monthly Report (SMR). Progress is monitored by way of phone calls, emails, and Google Meet. Efforts to collaboratively strategize on improvement on the Data Integrity Detail Report (DIDR), EFL, MSG, retention, and student success continues to remain throughout COVID-19. Measures were taken to ensure that students were placed in the correct class based on their functioning level. Outreach consistently remained to provide support and guidance to students, and transitional services persisted in providing direction and support for continued progress.

In 2020, there was a decrease in the number of participants who achieved at least 1 EFL gain. Of the 224 participants in this period, 94 (42%) completed at least 1 EFL gain. Compared to 2019, 191 participants of the 311 (61.4%) completed at least 1 EFL gain.

PROGRAM YEAR	Program	Entering Education Functioning Level (EFL) Enrollment with at least 12 hours of instruction [NRS Table 1 and 2]	Number of EFL enrolled with at least 12 hours of instruction that achieved at least 1 EFL or attained a High School (HS) diploma or its equivalent [NRS Table 4]	Percent Completing Level
2020	ABE	131	59	45.0%
	ASE	52	4	7.7%
	ESL	41	31	75.6%
	TOTAL 2020	224	94	42.0%

Through monitoring, data analysis, and assessments, recommendations were made to strengthen student outreach, to provide continuous support, to further develop the Integrated Education and Training (IET) program, and to focus on students who are basic skills deficient to increase their EFL. The IET program has been developed and is being reviewed by the Curriculum Review Committee).

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

Guam began to revisit the adult education curricula and course guides for basic skills, adult high school, and English as a Second Language to impact learning and engagement. At a minimum, the focus will be to update content and grade and to evaluate student progress (remote and virtual learning).

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.

Compared to the previous program year, there was a 28% decrease in the number of participants. PY2019-2020 data shows that a total of 224 participants acquired at least 12 hours of instruction, with 94 or 42% of participants achieving at least one educational functioning level gain, compared to the previous year with 158 or 50.8% of participants. By the end of the program year, 29 participants attained an AHS or HSE diploma, with 84 separating before achieving a measurable skill gain. The majority of the participants Native Hawaiian or Other Pacific Islander (147 or 65.6%) and the least participants for the Black or African American (1 or .40%).

Summary of Program Participants

Program Year	Participants	Gender		Educational Functioning Level				Ethnicity	
		Male	Female	Number who achieved at least one educational functioning level gain.	Number who attained AHS or HSE diploma	Separated before achieving a measurable skill gain.	Remaining in Program without Measurable Skill gain	Native Hawaiian or Other Pacific Islander	All other
2019	311	197	174	158	33	52	68	194	117
2020	224	77	147	94	29	84	17	147	77

Similar to the rest of the world, the COVID-19 virus brazenly turned into a pandemic and adversely impacted our community ... threatening our lives, livelihood, and education. The college was unprepared to address the dynamics that impacted students. Initially, the college and students had to rely on their resources as we all adapted to a different learning modality from traditional face-to-face classes to learning online. Instructors and students were forced to shift to a new paradigm of virtual learning and communication and interaction were primarily done through technology. Some students faced challenges such as not having internet access or a computer, or lacked experience in using technology and educational platforms to effectively learn and correspond to fully participate in online learning. Despite these challenges, students continued to receive services during the COVID-19 period – March to the present. And in response, instructors and students were provided technical assistance via telephone, social media, virtual meetings, and Facebook Live sessions.

COVID-19 has undeniably impacted Guam’s program and the lives of our students and instructors. Social gatherings, events, meetings, and classes in which instructors and students connected in person were replaced by a new paradigm of virtual communication. The shift to a new normal and familiarity forced instructors and students to purposefully adapt to communicating and interacting primarily through technology. Instructors and students are confronted with the lack of and inconsistencies of resources including equipment, internet connectivity, or technical support, lack of technology skills, abilities, and knowledge (e.g., pedagogy and classroom management), class schedules, lesson plans, and student assessment. Addressing technology and educational platforms transition from in-person to remote learning.

Description	ACTUAL PY 2018-2019	ACTUAL PY 2019 - 2020
ABE Level 1 (Beginning Literacy)	100.00%	50.00%
ABE Level 2 (Beginning Basic)	66.66%	71.42%
ABE Level 3 (Intermediate Low)	68.11%	42.50%
ABE Level 4 (Intermediate High)	51.35%	48.00%
ABE Level 5 (ASE Low)	72.72%	55.31%
ABE Level 6 (ASE High)	100.00%	40.00%
ESL Level 1 (Beginning Literacy)	0.00%	0.00%
ESL Level 2 (Beginning Low)	0.00%	0.00%
ESL Level 3 (Beginning High)	100.00%	100.00%
ESL Level 4 (Intermediate Low)	62.50%	66.66%
ESL Level 5 (Intermediate High)	88.46%	84.21%
ESL Level 6 (Advanced)	53.84%	66.66%

This program year, Guam's adult education program dealt with COVID-19 and a newly assigned program manager. The actual percentages of Measurable Skill Gains in PY2019-2020 are reflective of the disruption and sudden break from routine services to adult education students (e.g., the offering of classes and immediate support). In-person interaction was replaced with remote and online instruction. When the campus initially closed (March 2020), instructors and students relied on their resources to immediately adapt to using technology in a different modality and instructors were given guidance on acceptable methods to assess students. Instructors and students were provided technical assistance via phone, social media, and virtual meetings to prepare them to collaborate online. Additionally, the local program began to develop an Adult Education Resource platform to assist students with accessing MyGCC, Career Services, the link for tutoring services and "how-to" tutorials to access MyGCC, and online classes.

Despite all these efforts, the lack of technology has widened the barrier to those already at a disadvantage. Some students continued to struggle due to not having a computer or internet access to fully participate in online learning. To address this, laptops were secured, and MiFi is being considered for students.

3. INTEGRATION WITH ONE-STOP PARTNERS

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34CFR 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 how infrastructure costs are supported through State and local options.

On March 14, 2020, the Governor of Guam declared a "public health emergency in the island of Guam due to the potential dangers posed by the 2019 novel coronavirus". Guam continues to be on Pandemic Conditions of Readiness (PCOR) 1, "imposing the most stringent restrictions on social gatherings, prohibitions on non-essential activities, imposing of conditions on operations of essential activities, and closures of congregate facilities, including schools".

Infrastructure costs are not expended to support GDOL one-stop activities, however, the SAO participates in meetings with the Guam Department of Labor to integrate services. Through a partnership, internal partners, and partnership with outside entities, career and training services are available to participants. For example, GCC partnered with the Guam Department of Labor to assist with the Pandemic Unemployment Assistance (PUA). Career services were also offered remotely as the campus remained closed to the public. The local program is actively engaged with the participants and connected with them through phone calls, emails, and video conferencing to provide career services.

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

Guam does not receive IELCE funds for this program.

5. Adult Education Standards

If your State has adopted new challenging K-12 standards under title 1 at the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

Content standards are aligned with CASAS descriptors as required. The SAO and its local program, along with the GCC's Curriculum Review Committee, review curricula to ensure program standards are aligned with the College and Career Readiness Standards for Adult Education by Susan Pimentel. . During this reporting year, a couple of curricula documents are currently under review.

One focus in the past year was to implement a WorkKeys Assessment in the Student Success Workshop. The assessment covers Applied Math, Workplace Documents, and Graphic Literacy and measures

essential work skills needed to be successful at the workplace. Upon successful completion, an individual may earn a National Career Readiness Certificate®. The certificate ranges from bronze to platinum. A bronze indicates a score of at least a level 3 on each of the three assessments, silver at least a level 4, gold at least a level 5, and platinum at least a level 6 on each of the three assessments. Thirteen students earned a National Career Readiness Certificate – bronze (9), silver (3), and gold (1).

6. PROGRAMS for CORRECTIONS EDUCATION and the EDUCATION of OTHER INSTITUTIONALIZED INDIVIDUALS (AEFLA Section 225).

As provided by the Department of Corrections, Guam's recidivism rate between July 1, 2019 and June 30, 2020, is 17.68% (147 inmates released of which 26 were re-confined). This percentage represents a small decrease when compared to the previous year (18.7%) and may likely be attributed to COVID-19.

In March 2020, the Judiciary of Guam Adult Probation Office and Parole Offices modified Guam's re-confinement policies to minimize the spread or contract the virus. Additionally, the Guam Police Department, Office of the Attorney General of Guam, and the Judiciary of Guam may have decreased the number of confinements to decrease exposure to COVID-19 of those confined. Finally, more programs were offered to inmates before to release.