

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).

Guam State Agency Office (SAO) collaborates with the Guam Department of Labor, American Job Center to provide high-quality support services for adult learners to attain a high school diploma or its equivalency to transition into the workforce or postsecondary education. The Adult Education Advisory Committee, represented by the local program, Guam Department of Labor, Guam Department of Education, Guam Community College faculty and students, Mayor's Council, and community partners, met twice during the program year. The committee discussed the impact of COVID-19 on program enrollment, labor demands, and educational programs designed to prepare the workforce in a pandemic environment or post COVID-19 recovery. Furthermore, in May 2021, SAO and DOL met to review the Unified State Plan to align activities and services with access to employment, education, training, and support services.

The COVID-19 pandemic continued to significantly impact Guam's ability to provide essential services and activities. Recruitment and wraparound services continued with an unprecedented reliance on email, telephone, and Google Meet as the modality of choice to extend and expand services. The Governor's Executive Order extended the stay-at-home mandate to minimize the spread of the coronavirus from March 16, 2020 to January 2021. The pandemic disrupted the essence of providing essential adult learning and education services.

Nevertheless, the State and the local program quickly pivoted to a fully remote operation in response to COVID-19 at the beginning of the program year. The local program delivered new modes of instruction and support services. As the local program remained closed to the public for six (6) months during this reporting period, SAO and the local program transition had to reimagine its operation. The local program adjusted activities to online, virtual instructions, and student support services. SAO maintained partnerships with the Guam Department of Labor, the Department of Public Health, the Mayor's office, and other community partners through email, telephone, or Google Meet.

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

The SAO and the local program experienced critical personnel turnover, which added to the challenges resulting from the COVID-19 pandemic. SAO swiftly coordinates the urgently needed professional development on TOPS Enterprise software and CASAS to meet federal reporting requirements. The Accountability training was made possible through the Zoom platform. It is vital to note Guam's location and time zone difference - 18 hours ahead of

Pacific Standard Time. With this in mind, SAO arranged the training time to ensure participants could participate attentively, resulting in the trainer conducting the training late afternoon, Pacific time. In attendance were State and local program administrators, faculty, and staff.

Additionally, both the State and local program attended the CASAS National Summer Institute 2021 in June virtually. Furthermore, SAO funded a three-day professional development on Effective Strategies for Adult Literacy Development to Ensure Student Success. This training focused on fostering critical literacy in adult learners and the importance of maximizing student learning through virtual delivery. Adult education instructors, administrators, tutors, and staff attended the training.

The facilitators highlighted virtual delivery of instruction and services must have cameras stay on during instructions and when providing student support services as 65% of communication is nonverbal. Having cameras turned on will allow instructors and service providers to see facial expressions, tone of voice, movement, appearance, eye contact, gestures, and posture. By doing so, providers do not miss the opportunity of nonverbal cues to understand whether students are attentive or listening.

Techniques included having faculty and support services ask at least five questions before the beginning of the class, support services to know the students, and promoting and instilling humanity in the students. One of the goals was to have students attain authentic literacy. Other topics included Stages for Building Authentic Literacy, Digital Divide, Opportunity Gap, and Adult Education Students.

A notable strategy introduced for student-centered success was communicating effectively and engaging students. Presenters emphasized that small group discussions multiply learning. Having small group discussions or study buddies is critical to student-centered success. Programs to know and understand adult learners by addressing their learning challenges.

To address the devastating impact of COVID-19 on students' emotional health, the facilitators highlighted Trauma-Informed Education and how it can affect learning. Promoting sensitivity and awareness will encourage restorative practices, which will help respond to adverse experiences essential to the success of adult learners academically, at the workplace, and in relationships.

GCC employs 21 adjunct faculty and one (1) full-time faculty to provide instruction to the adult education program. Counseling is a critical component to adult learners; therefore, hiring a full-time counselor is the best decision to assist in academic and career development. Adult education faculty participates in online professional development training conducted by GCC. Training sessions covered during this reporting period include Online Pedagogy and Google Classroom; Addressing Employee Fear, Growing Productivity, and Powering Transformation; Strategies to Enhance and Improve Virtual Learning Through Pear Deck and Jamboard.

Furthermore, SAO and the adult education local program attended the 2021 CASAS National Summer Institute on June 17 to 18 and June 22 to 23. Discussed were new educational modalities when offering online classes to adapt to the unique challenges and demands facing today's adult learners due to the COVID-19 pandemic and societal changes. One session introduced best practices on assessing and managing the program utilizing CASAS TOPSpro, using the NRS Data Integrity to monitor the program for accountability and performance. Local program faculty, staff, administrators, and State staff were in attendance.

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

The SAO continuously provides technical assistance through its monthly Exploring WIOA while adhering to guidelines set forth by Guam Public Health and Social Services to prevent the spread of COVID-19. Thereby holding impromptu meetings, emails, phone calls, and Google Meets were the methods to provide technical assistance. Technical assistance focused on Combined State Plan, WIOA regulations, Assessment Policy Guideline, Uniform Administrative Requirements, Program Improvement Plan, Cumulative Monthly Activity Report, Program Agreement, Financial Management, Student retention, completion, EFL gains, and transition to postsecondary or career technical training, and Public Law PL 34-104 relative to the increase in compulsory age from 16 to 18 years old, and other documents. It is important to note that the local program experienced personnel turnover that required much-needed training and frequent TA.

The COVID-19 prompted a shift moving in-person meetings to a virtual implementation. SAO conducted Exploring WIOA technical assistance training virtually through Google Meet to mitigate and prevent the spread of COVID-19. Other topics included CASAS, TOPSpro Enterprise, and the NRS Tables 1, 2, 4, and 5. Assistance and guidance focused on the following: WIOA, advice on how to implement the program, monitoring the program for performance and accountability, and managing and tracking the budget, document requirements, processing procedures, Time and Effort, recruitment, intake, and testing to remain compliant as the local program have new Program Manager and staff.

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

Continuous monitoring of adult education activities as Guam and its local program is committed to student success. SAO placed several measures to monitor the local program. Each month, the local program provides a cumulative monthly activity report (CMAR) to the SAO describing its progress and challenges that occurred during the month. The CMARs are reviewed and analyzed to ensure data integrity, program compliance, and program agreement. SAO reviewed and analyzed monthly reports to monitor the adult education program, compliance with the approved Assessment Policy Guidelines (July 2020-June 2021) standards, federal guidelines, and quality control procedures for CASAS eTest and paper test booklets. Feedbacks on CMARS were provided to the program manager on action items, budget, and updates through a State Monthly Report (SMR).

Furthermore, SAO made efforts to improve recruitment, retention and discussed MSG targets to ensure student success and MSG during the COVID-19 pandemic. Continual monitoring remained to support and guide the local program to strengthen student persistence and program curricula.

In light of the pandemic, PY2020-2021, there was an increase in the number of participants who achieved at least 1 EFL gain. Of the 196 participants in this period, 109 (55%) completed at least 1 EFL. Compared to PY19-20, 94 participants of the 224 (42%) completed at least 1 EFL.

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
2020-2021	ABE	169	96	56.8%
	ASE	18	6	33.33%
	ESL	9	7	77.77%
	TOTAL 2020	196	109	55.61%

The Development of Integrated Education and Training is ongoing. A pilot program is scheduled for PY21-22 to provide an opportunity to make necessary adjustments to unforeseen circumstances for workforce preparation.

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

SAO expanded the technology in the classroom to integrate a "mirrored" classroom environment to meet the needs and challenges that surfaced due to the COVID-19 pandemic. The technology project infused three classrooms to carry out this modality of instruction to meet safety guidelines, and address student needs to complete their course from home. Some students feared exposure and contracting COVID, and some had to stay with their children at home due to public and school closures.

Guam continues to review adult education curricula to update content and evaluate student progress. The curricula review was necessary due to the abrupt shift to virtual learning. This environment revealed that some students do not have computer access or reliable internet at home. The local program quickly implemented computer and Wi-Fi internet access to adult learners. The state and local staff remained responsive to engage with, be available, and support students in this trying environment.

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 number of adult learners with at least 12 contact hours is 196. The breakdown and percentage of adult learners' educational functioning level are 169 or 86.2% in Adult Basic Education (ABE), 18 or 9.2 % in Adult High School, and 7 or 4.6 % in English-as-a Second Language (ESL).

Compared to the previous program year, there was a 12% decrease in 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. In comparison, this program year with 110 or 56% of participants achieving one educational functioning level. This program year, 25 or 13% of the students attained a secondary or high school equivalent diploma, with 54 separating before achieving measurable skill gain.

Table A, Summary of Program Participants, a profile extracted from NRS table 1 through 3, compared Guam's adult learners by program year - gender, educational functioning level, ethnicity, and age group. This program year majority of the participants are Native Hawaiian or Other Pacific Islanders (154 or 79%), female (133 or 68%), and between 25 - 44 age group (108 or 55%). Many participants (110 or 56%) achieved at least one educational functioning level.

NRS Federal Table 4 (Measurable Skill Gains by Entry Level) measures Guam's performance against the negotiated performance indicator. Guam successfully achieved all but one of the negotiated core indicators of performance which is ABE Level 5.

Table A - Summary of Program Participants									
		Gender		Educational Functioning Level				Ethnicity	
Program Year	Participants	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 Skills gain	Native Hawaiian or Other Pacific Islander	All other
2018-2019	311	197	174	158	33	52	68	194	117
2019-2020	224	77	147	94	29	84	17	147	77
2020-2021	196	63	133	110	25	56	5	154	42

Guam met its 50% measurable skills gain (MSG) target. In PY2020-2021, 68.16% of participants achieved at least one (1) education functional level (EFL) compared to PY2019-2020 at 42% EFL gain shown in Table B, Summary of Measurable Skills Gains by Entry Level.

Table B - Summary of Measurable Skills Gains by Entry Level			
Description	PY2018-2019	PY2019-2020	PY2020-2021
ABE Level 1 (Beginning Literacy)	100.00%	50.00%	100.00%
ABE Level 2 (Beginning Basic)	66.66%	71.42%	80.95%
ABE Level 3 (Intermediate Low)	68.11%	42.50%	68.97%
ABE Level 4 (Intermediate High)	51.35%	48.00%	68.18%
ABE Level 5 (ASE Low)	72.72%	55.31%	47.06%
ABE Level 6 (ASE High)	100.00%	40.00%	100.00%
ABE Total			68.45%
ESL Level 1 (Beginning Literacy)	0.00%	0.00%	0.00%
ESL Level 2 (Beginning Low)	0.00%	0.00%	0.00%
ESL Level 3 (Beginning High)	100.00%	100.00%	0.00%
ESL Level 4 (Intermediate Low)	62.50%	66.66%	100.00%
ESL Level 5 (Intermediate High)	88.46%	84.21%	66.67%
ESL Level 6 (Advanced)	53.84%	66.66%	66.67%
ESL Total			77.78%
Grand Total			68.88%

Key Findings:

1. Guam exceeded all but one (ABE Level 5) negotiated target percentage, 50%.
2. Adult learners who achieved at least one educational functioning level increased by 15% compared to PY19-20.
3. Three percent (3%) or 5 of 196 adult learners remain in the program without measurable skill gains.

For PY 2020 - 2021, the performance indicators for Employment Rate Q2, Median Earnings, and the Measurable Skill Gains exceeded the state target rate. The Employment Rate Q4 and the Credential Rate were not met however the local provider planned on automating follow-up survey in the TOPSpro Enterprise management information system to collect follow-up

outcomes. This process will provide data that may improve or increase the performance indicators in the Employment Rate Q4 and in the Credential Rate.

	Total Participants Served: 7/1/2020 – 6/30/21	Total Participants Exited: 7/1/2020-6/30/2021	Employment Rate (Q2): 7/1/2019 – 6/30/2020	
			Num	Rate
Total Statewide Target			0	15%
Total Statewide Actual	196	177	30	16.12%
	Employment Rate (Q4): 1/1/2019 – 12/31/2019		Median Earnings: 7/1/2019-6/30/2020	
	Num	Rate	Earnings	
Total Statewide Target	0	15%	\$1,000	
Total Statewide Actual	11	5.55%	\$2,130.00	
	Credential Rate: PY 1/1/2019 – 12/31/2019		Measurable Skills Gains: PY 7/1/2020 – 2021	
	Num	Rate	Num	Rate
Total Statewide Target		25%		44%
Total Statewide Actual	0	0.00%	135	68.88%

Guam's adult education coped with COVID-19 and a newly assigned program manager this program year. At the beginning of the program year, the campus remained closed. Virtual student services and instructions replaced in-person interaction. The local program developed an Adult Education Resource platform to assist students with "how-to" tutorials such as accessing MyGCC, Google Classroom, Career Services. Links for tutoring services and a community resource list were available to help students who may feel overwhelmed, scared, stressed during this time of rapidly changing environment with uncertainties.

The Program Manager implemented an enrichment program allowing ABE-level students to enroll in a student success class. The class focuses on study habits, time management, career planning, and personal skills. Newly entering AHS students were highly encouraged to enroll in the student success class. The enrichment program provides critical skills to students' success relevant to EFL and MSG. The actual MSG in PY20-21 is reflective of the local program's responsiveness to the needs of students and commitment to student success despite challenges posed by the looming pandemic of COVID-19.

3. Integration with One-stop Partners

Describe how the State 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 how infrastructure costs are supported through State and local options.

This program year, infrastructure costs are not expended to support GDOL one-stop activities due to stringent restrictions, prohibitions on conditions imposed with the closure, or limited operations of facilities and schools; however, the SAO participates in meetings with the Guam Department of Labor to integrate services such as assisting in technology support for individuals who were unemployed due to the pandemic. Moreover, internal partners such as the Career Placement Office offered adult learners virtual job fairs and career advisement.

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 for this program.

5. Adult Education Standards

If your State has 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 those K-12 standards.

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

Guam continues to align with the content standards indicated in CASAS descriptors. The SAO and the local program incorporated the College and Career Readiness Standards, by Susan Pimentel, for Adult Education. Additionally, GCC's Curriculum Review Committee reviews curricula to ensure program standards are aligned. A couple of curricula documents were reviewed and updated during this reporting year.

The previous program year implemented the WorkKeys Assessment covering Applied Math, Workplace Documents, and Graphic Literacy and measures essential work skills needed to succeed at the workplace in the Student Success Workshop. Upon successful completion, an individual may earn a National Career Readiness Certificate®. The certificate ranges from bronze to

platinum. A level 4, gold, and above allows students to place into college-level English and math without taking a placement test. This program year, WorkKeys was available to adult education students.

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.

During this reporting period, GCC could not provide adult education services to Department of Correction (DOC) inmates. The Governor of Guam's Executive Order extended the public health emergency to respond to the novel coronavirus COVID-19. Although GCC opened its campus in January 2021, DOC continued to place health and safety measures to mitigate the spread of the coronavirus by restricting inmates from leaving the compound. The Department of Corrections reported Guam's recidivism rate between July 1, 2020, and June 30, 2021, is 19.3%. Of the total number of inmates released 114, 22 were re-confined for PY20-21. Guam is committed to reducing the recidivism rate. The reduction will allow inmates to become productive citizens of the community and help them acquire marketable skills to improve their readiness for post-released employment.