



# **Guam's Adult Education Annual Performance Report**

Federally Funded  
Workforce Innovation and Opportunity Act,  
Title II Programs  
Program Year July 1, 2017 to June 30, 2018

## Table of Contents

Guam Narrative Report 2017-2018.....	3
State Leadership Funds.....	5
Performance Data Analysis.....	8
Integration with One-Stop Partners.....	8
Integrated English Literacy and Civics Education (IELCE) Program.....	9
Adult Education Standards.....	9
Programs for Corrections Education and the Education of Other Institutionalized Individuals.....	9

### **Appendices**

Appendix A; 2018 NRS Required Tables.....	A
Appendix B; Federal Financial Report (FFR).....	B
Appendix C; 2019-2020 Assessment Policy Guidelines.....	C
Appendix D; 2018 NRS State Data Quality Checklist.....	D

## GUAM NARRATIVE REPORT 2017-2018

### 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:

The required State Leadership activities below were also supported by the Insular Area grant or local funds.

- ***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).***

WIOA State Plan for the Territory of Guam supports one-stop partners' clients success in the labor market by providing them with access to employment, education, training, and support services and to match employers with the skilled workers needed to compete in today's global economy.

Guam Community College continues to collaborate with Guam Department of Labor to discuss strategies to share core program data (HireGuam/VOS), and converse on an internet/intranet website or a File Transfer Protocol (FTP) to allow the transfer of adult education and family literacy data from TOPSpro Enterprise (TE) (a nationally recognized learner management and accountability web-based software that tracks and reports adult learners' enrollment data) and HireGuam (American Job Center, Guam – AJC, Guam). TOPSpro Enterprise maintains Guam's adult education programs participants' individual learning goals, test scores, student learning gains, and produces required National Reporting System (NRS) reports and other customized reports to help instruction; this automated data system eliminates .98% of manual data input.

GCC's Adult High School Diploma Program (AHSDP) requires adult learners to complete nine (9) credit hours of Career and Technical Education (CTE) courses. GCC's Local Education Agency (LEA) Office collaborates with AJC, Guam regarding employment services for adult learners, and refers learners to AJC, Guam for assistance. AJC, Guam's intake process determines eligibility and connects adult learners to employers through a work experience program.

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

Through the support of an Insular Area grant, the Guam State Education Agency (SEA) Office hosted a three-day Insular Area Professional Development Technical Assistance Training/Conference on March 28-30, 2018. The conference topics included CASAS assessment, TOPSPro Enterprise, guidance on developing WIOA Tables, NRS Federal

Accountability Guidelines related to TE, and individualized training on TE with Guam's LEA and SEA staff.

Twenty-one (21) conference participants included Insular Area partners from the Ministry of Education Republic of Palau (2), Northern Marianas College (5) and Guam (14). A survey was administered to assess the effectiveness of the training. Of the twelve (12 or 57%) participants that completed the training survey, 19 or 90% rated the training as interactive and 11 or 52% reported they are better prepared (competent) with using TE. Participants also identified the top three strengths of the technical assistance training: 1) navigating through TE, 2) networking, and 3) sharing challenges and identifying solutions with regional professionals.

During the training, SEA and LEA staff generated, assessed, and discussed the benefits on how several TE reports such as Student Competency Performance as well as course/class Competency Performance Summary can be used. The TE Competency Skill Performance report provides the instructor with a list of competency skills students lack on an individual and on a class level. Faculty can use this report to modify lesson plans, and teaching methodology to address student's skill sets. For example, if an ABE Level 4 class had 20 students enrolled and 50% of the students lacked skills for interpreting economic information and statistics, the faculty can then modify his/her lesson plan to address this competency.

Through local funds, all newly hired faculty are required to participate in faculty orientation/training. GCC employs adjunct faculty (25) to provide instruction for the adult education program. Of the 25, four (4) were newly hired during PY17-18. Faculty orientation/training is mandatory for all new adjunct faculty. GCC's Associate Dean for the School of Trades and Professional Services conducted two (January 13, 2018 and February 2, 2018) four-hour training sessions which covered 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)***

Technical assistance workshops were held 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.

Since October 2017, the State Agency Office (SAO) conducted eight (8) Exploring WIOA, Title II technical assistance training to the local adult education office staff. Several topics

included Partner Linkages between Public Law 113-128, National Reporting Systems, WIOA State Plan for the Territory of Guam, NRS Data Flow, Local Data Collection Model and Responsibilities, Table 4 and 4B, Assessment Policy Guidelines, Data Collection on Periods of Participation, and Strategies for Increasing Completion Rate and/or CASAS post-tests. Exploring WIOA, Title II Technical Assistance training will continue as the SAO has seen improvements in Table 4: Measurable Skill Gains by Entry Level; whereby 56.18% achieved measurable gains in PY17-18 compared to 37.57% in PY16-17. The number of adult learners remaining in the program without measurable skill gains improved by 39.41% (269 in PY 16-17 compared to 106 in PY17-18). More specifically, Guam’s Assessment Policy Guideline include the content that Department of Adult Education and Literacy (DAEL) requires and is used to evaluate Guam’s Adult Education and Family Literacy participants. Guam prescribes that adult education providers use the Comprehensive Adult Student Assessment System (CASAS) to place learners at appropriate levels of instruction (pre- and post-test), to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education.

**Table 4 Educational Gains**

<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>
2017-2018	372	167 of 372 or 44.89%	106 of 372 or 28.49%
2016-2017	527	158 of 527 or 29.98%	269 of 527 or 51.04%

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

Guam’s approved Assessment Policy Guidelines (July 2018-June 2019) standardizes the assessment of adult education programs. The guide also addresses 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 local 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).

Several AHS students participated in the annual IDEA Center's Student Ratings of Instruction Survey administered by the Office of Assessment, Institutional Effectiveness & Research (AIER). The Survey is designed "to assess teaching effectiveness by its impact on students". The results of the latest Fall 2016 survey recommended that instructors should require students to use multiple resources that require more in-depth research and critical thinking, instructors should consider using non-traditional teaching methods, such as group discussions that stimulate collaborative work among students, instructors should require more use of computer applications such as Excel, PowerPoint among others to prepare students for future jobs/careers, and encourage student involvement to include "hands-on" projects in their courses. Through the AIER office, results of the survey are shared with faculty to help guide improvement efforts at the classroom and program level. The Fall 2018 IDEA Student Ratings of Instruction Survey is currently in progress.

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.

Finally, Guam has begun to explore the various suitable tests, test forms and delivery format acceptable by Department of Education for use in the NRS adult education (e.g. TABE, GAIN, BEST, MAPT). Tests determined suitable will be implemented by July 2019.

**(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. The review and approval process for new (program and course) and revised curricula is driven by a Curriculum Manual which requires review and approval from multiple reviewers (Department Chair, Registrar, Dean, LOC, Academic Vice President and finally the President). The Learning Outcomes Committee (LOC) is responsible for overseeing the curricular development process, ensures the curriculum reflects the College's mission; ensures curricular offerings are academically sound, comprehensive and responsible to the evolving needs of the community and assists students in achieving relevant student learning outcomes. Adult Education Advisory committee reviews the development and/or revision of curricula before it begins the approval process. Advisory

Committee is comprised of members from industry, (Government, Private, or non-profit entities) faculty and students. 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 High School Equivalency (HSE) diploma. This program year, 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 this reporting period having acquired at least 12 contact hours is 372. The breakdown and percent of adult learners' by educational functioning level is 289 or 77.6% in Adult Basic Education (ABE), 71 or 19.1% in English-as-a-Second Language (ESL) and 12 or 3.3% in Adult High School.

Notably, there were 99 AHS students in the program during PY17-18 of which 35 or 35% graduated and received a high school diploma. Of the 35 who graduated, 6 or 17% transitioned to a postsecondary program (AS in Architectural Draft, AS in Criminal Justice, AS in Human Services (2), AA in Liberal Studies and AS in Office Technology) and 5 or 14% were employed (Swimming Instructor, Palacios Security, JJ Global, Pizza Hut, and G45 Security).

The significant decrease of 29.4% (527 PY16-17 compared to 372 PY17-18) was primarily due to enforcing the placement of adult learners in their appropriate educational functional level. This deliberate effort resulted in Guam's ability to realize all but one of its performance measures.

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 (234 or 62%), female (217 or 58%) and between the 16-24 age group (164 or 44%). A vast majority (167 or 44%) achieved at least one educational functioning level.

TABLE A – Summary of Program Participants

Program Year	Total	Gender		Educational Functioning Level (EFL)				Ethnicity		Age Group		
		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	Other	16-24	25-44	45 & older
2017-2018	372	155	217	167	42	57	106	234	138	164	155	53
2016-2017	527	227	300	158	40	60	269	339	12	256	214	57

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 **all** but one of the negotiated core indicators of performance. Table B, Summary of Core Indicators of Performance provides a comparison between Guam’s actual performance in PY16-17 and PY17-18. Highlighted in bold is the core indicator during this program year that was not realized. Percentages significantly increased when Table 4B is used to compare 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. The full integration of College and Career Readiness Standards for Adult Learners in all adult education course curricula;
2. Accurate placement of adult learners in courses applicable to their EFL;
3. Offered semi-monthly technical assistance training to local providers on NRS; and
4. Offered adult education classes on an as-needed basis.

Description	Performance		
	Actual PY16-17	Target PY17-18	Actual PY17-18
ABE Level 1 (Beginning Literacy)	50.00%	38%	66.67%
ABE Level 2 (Beginning Basic)	40.00%	48%	75.00%
ABE Level 3 (Intermediate Low)	41.44%	42%	54.33%
ABE Level 4 (Intermediate High)	32.43%	20%	42.40%
ABE Level 5 (ASE Low)	36.36%	73%	72.73%
ABE Level 6 (ASE High)	100.00%		100.00%
ESL Level 1 (Beginning Literacy)	0.00%	40%	0.00%
<b>ESL Level 2 (Beginning Low)</b>	<b>55.56%</b>	<b>80%</b>	<b>33.33%</b>
ESL Level 3 (Beginning High)	69.23%	80%	81.82%
ESL Level 4 (Intermediate Low)	48.48%	41%	61.54%
ESL Level 5 (Intermediate High)	55.56%	72%	86.36%
ESL Level 6 (Advanced)	27.78%	18%	45.45%

<sup>1</sup> Table 4, Measurable Skill Gains by Entry Level for PY16-17 and PY17-18

**Key Findings:**

1. Guam exceeded the negotiated target percentage for all except one EFL level (ESL Level 2). This course level requires 90 contact hours and out of the adult learners in the course, five or 26% did not complete 45 contact hours.
2. Adult learners with a paired test (pre-and post-test) did significantly better (learning gain) than those without a post-test. That is, of the 308 adult learners with a paired test, 59% (183 of 308) experienced a learning gain (Table 4b). When compared to those on Table 4 (without a paired test), only 44% (167 of 372) experienced a learning gain.
3. Adult learners that achieved at least one educational functioning level gain increased from 38% (PY16-17) to 56% (PY17-18) (Table 4).
4. Twenty-eight percent (28%) or 106 of 372 adult learners remain in the program without measurable skill gains (Table 4). Adult learners remaining within the same educational functioning level decreased by 39% from 269 (PY16-17) to 106 (PY17-18) (Table 4).
5. There is a 23% decrease in the number of adult learners that remained in the same EFL level (106 in PY17-18; 269 in PY16-17).

<b>Table 4 Educational Gains</b>			
<b>Program Year</b>	<b>Total Enrolled</b>	<b>Number Achieved at least one educational functioning level</b>	<b>Number Remaining within educational functioning level</b>
2017-2018	372	167 of 372 or 44.89%	106 of 372 or 28.49%
2016-2017	527	158 of 527 or 29.98%	269 of 527 or 51.04%

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

1. To research for an appropriate test and test forms suitable for use in the National Reporting System for Adult Education for PY 2019-2020.
2. To develop goals and strategies to address career and technical and adult education programs in the GCC's 2020-2026 Institutional Strategic Master Plan (ISMP).
3. To develop and address the Individual Employment Plan (IEP);
4. To administer timely Periods of Participation surveys;
5. To closely monitor Measurable Skill Gains (MSG) and administer timely surveys;
6. To reach out to adult learners who have taken CASAS but did not enroll in an adult education course;
7. To increase the number of adult learners post-tested;
8. To continue monthly technical assistance session to adult education staff;
9. To provide adult education services to those institutionalized (e.g., Department of Corrections);
10. To provide the IDEA Student Ratings of Instruction Survey results to adult education faculty and LEA;
11. To finalize Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) for services under the WIOA State Plan for the Territory of Guam amongst core partners; and
12. To support Guam's American Job Center.

### **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, Micronesia Community Development Corporation, Agana Heights Mayor, Dededo Mayor, Chalan Pago-Ordod 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. SEA and LEA will participate in the development and implementation of GCC's ISMP, 2020-2026.

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

GCC is the LEA and SEA, for adult and career and technical education on Guam. This unique mandate capitalizes on the integration of literacy with educational training and thereby making it more 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 fully incorporated College and Career Readiness Standards for Adult Education into its curriculum documents. These documents are used by all faculty teaching an adult education course.

## 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.*

Although GCC has an MOU to offer adult education services and high school equivalency (GED®/HiSET®) exams to Department of Corrections (DOC) inmates only high school equivalency exams were offered at the facility; no adult education courses were offered at the facility for PY17-18. The High School Equivalency Office administered GED® exams to eleven (11) inmates of which five (5) passed and were awarded a high school equivalency diploma.

Courses were not offered at DOC primarily because of challenges the DOC Director conveyed such as safety – there was a tremendous turnover in corrections officers in January 2017 from 235 to only 199 a year later.

The Department of Corrections reported Guam's recidivism rate between July 1, 2017 and June 30, 2018 at twenty-one percent (21%). That is, of the total number of inmates released (178), 38 or 21% were rearrested for PY17-18. DOC Director is focused on making sure that when an inmate leaves, he/she has the best opportunity to make it in the community.

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# **APPENDIX A**

## **2018 NRS**

### **REQUIRED DATA TABLES**

**(1, 2, 3, 4, 4B, 5,6,7,10,14, MSG & SPR)**

**Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex**

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Level 1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	3
ABE Level 2	0	0	2	3	0	0	1	1	10	19	0	0	0	0	36
ABE Level 3	0	0	6	15	2	0	2	4	49	43	0	1	1	2	125
ABE Level 4	0	0	11	6	0	0	1	4	53	46	1	0	2	1	125
<b>ABE Subtotal</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>24</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>114</b>	<b>108</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>289</b>
ABE Level 5	0	0	2	0	0	0	0	0	4	4	0	0	1	0	11
ABE Level 6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
<b>ASE Subtotal</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>12</b>
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	3
ESL Level 3	0	0	0	21	0	0	0	0	0	1	0	0	0	0	22
ESL Level 4	0	0	0	9	0	1	0	0	1	0	0	2	0	0	13
ESL Level 5	0	0	0	19	0	0	0	2	0	0	0	1	0	0	22
ESL Level 6	0	0	2	6	0	0	0	0	1	1	0	1	0	0	11
<b>ESL Subtotal</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>56</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>71</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>81</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>12</b>	<b>120</b>	<b>114</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>372</b>

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**Table 2: Participants by Age, Ethnicity, and Sex**

**Guam Table 2: Participants by Age, Ethnicity, and Sex**

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	4	4	0	0	0	1	17	8	0	1	1	2	38
19-24	0	0	11	15	1	0	3	2	45	48	0	0	0	1	126
25-44	0	0	6	39	1	1	0	8	45	49	1	2	3	0	155
45-54	0	0	2	16	0	1	1	0	9	8	0	0	0	0	37
55-59	0	0	1	2	0	0	0	1	4	1	0	0	0	0	9
60+	0	0	0	5	0	0	0	0	0	0	0	2	0	0	7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>81</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>12</b>	<b>120</b>	<b>114</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>372</b>

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**Table 3: Participants by Program Type and Age**

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	36	114	113	21	5	0	289
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	1	6	5	0	0	0	12
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	1	6	37	16	4	7	71
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	<b>38</b>	<b>126</b>	<b>155</b>	<b>37</b>	<b>9</b>	<b>7</b>	<b>372</b>

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**Table 4: Measurable Skill Gains by Entry Level**

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	Attendance Hours for all participants	Number who attained a least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total Participation with Measurable Skill Gains	Percentage of Periods with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	3	179	2	0	0	1	66.67%	3	2	66.67%
ABE Level 2	36	2,105	26	1	2	7	75.00%	36	27	75.00%
ABE Level 3	125	7,092	57	10	23	35	53.60%	127	69	54.33%
ABE Level 4	125	6,625	30	23	28	44	42.40%	125	53	42.40%
ABE Level 5	11	701	2	6	0	3	72.73%	11	8	72.73%
ABE Level 6	1	67	0	1	0	0	100.00%	1	1	100.00%
<b>ABE Total</b>	<b>301</b>	<b>16769</b>	<b>117</b>	<b>41</b>	<b>53</b>	<b>90</b>	<b>52.49%</b>	<b>303</b>	<b>160</b>	<b>52.81%</b>
ESL Level 1	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 2	3	78	1	0	1	1	33.33%	3	1	33.33%
ESL Level 3	22	1,635	18	0	1	3	81.82%	22	18	81.82%
ESL Level 4	13	955	8	0	0	5	61.54%	13	8	61.54%
ESL Level 5	22	1,756	19	0	1	2	86.36%	22	19	86.36%
ESL Level 6	11	575	4	1	1	5	45.45%	11	5	45.45%
<b>ESL Total</b>	<b>71</b>	<b>4999</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>71.83%</b>	<b>71</b>	<b>51</b>	<b>71.83%</b>
<b>Grand Total</b>	<b>372</b>	<b>21768</b>	<b>167</b>	<b>42</b>	<b>57</b>	<b>106</b>	<b>56.18%</b>	<b>374</b>	<b>211</b>	<b>56.42%</b>

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**Table 4b: Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants**

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	2	142	2	0	0	100.00%
ABE Level 2	31	1989	27	1	3	87.10%
ABE Level 3	99	6407	65	15	19	65.66%
ABE Level 4	103	5872	34	28	41	33.01%
ABE Level 5	9	639	5	1	3	55.56%
<b>ABE Total</b>	<b>244</b>	<b>15049</b>	<b>133</b>	<b>45</b>	<b>66</b>	<b>54.51%</b>
ESL Level 1	0	0	0	0	0	0.00%
ESL Level 2	2	57	1	1	0	50.00%
ESL Level 3	20	1614	18	0	2	90.00%
ESL Level 4	12	937	8	0	4	66.67%
ESL Level 5	22	1756	19	1	2	86.36%
ESL Level 6	8	500	4	1	3	50.00%
<b>ESL Total</b>	<b>64</b>	<b>4864</b>	<b>50</b>	<b>3</b>	<b>11</b>	<b>78.13%</b>
<b>Grand Total</b>	<b>308</b>	<b>19913</b>	<b>183</b>	<b>48</b>	<b>77</b>	<b>59.42%</b>

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Include in this table only participants who are both pre- and post-tested.

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**Table 4c: Measurable Skill Gains and Attendance by Entry Level for Participants in Distance Education**

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Enrolled Number	Attendance Hours for all participants	Total achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 2	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 3	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 4	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 5	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 6	0	0	0	0	0	0	0.00%	0	0	0.00%
<b>ABE Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
ESL Level 1	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 2	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 3	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 4	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 5	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 6	0	0	0	0	0	0	0.00%	0	0	0.00%
<b>ESL Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Grand Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>

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**Table 5: Core Follow-up Outcome Achievement**

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		Percent of Periods of Participation Achieving Outcome
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	508	17	3.35%	565	17	3.01%
Employment Fourth Quarter after exit	114	13	11.40%	137	13	9.49%
Median Earnings Second Quarter after exit	508	\$1440	N/A	565	\$1440	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	86	0	0.00%	107	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	86	14	16.28%	107	30	28.04%
Attained a Postsecondary Credential while enrolled or within one year of exit	6	0	0.00%	11	0	0.00%

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**Table 5a: Outcome Achievement for Participants in Distance Education**

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	0	0	0.00%	0	0	0.00%
Employment Fourth Quarter after exit	0	0	0.00%	0	0	0.00%
Median Earnings Second Quarter after exit	0	\$0	N/A	0	\$0	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00%	0	0	0.00%

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**Table 6: Participant Status and Program Enrollment**

**Participant Status on Entry into the Program Number**

Employed	135
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1
Unemployed	223
Not in the Labor Force	13
<b>TOTAL</b>	<b>372</b>

**Highest Degree or Level of School Completed US Based Schooling Non-US Based Schooling**

No Schooling	2	0
Grades 1-5	6	0
Grades 6-8	20	1
Grades 9-12 (no diploma)	294	2
Secondary School Diploma or alternate credential	21	5
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	5	0
Postsecondary or professional degree	12	4
Unknown	0	0
<b>TOTAL (both US Based and Non-US Based)</b>	<b>372</b>	

**Program Type**

In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities	0

**Institutional Programs**

In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
<b>TOTAL Institutional</b>	<b>0</b>

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**Table 7: Adult Education Personnel by Function and Job Status**

(A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
<b>Function</b>			
State-level Administrative/Supervisory/Ancillary Services	2	2	0
Local-level Administrative/Supervisory/Ancillary Services	0	3	0
Local Counselors	1	0	0
Local Paraprofessionals	0	0	0
Local Teachers	25	0	0
<b>Teacher Experience in Adult Education</b>			
Less than one year	9	0	
One to three years	10	0	
More than three years	6	0	
<b>Teacher Certification</b>			
No Certification	17	0	
Adult Education Certification	0	0	
K-12 Certification	0	0	
Special Education Certification	4	0	
TESOL Certification	4	0	

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**Table 8: Outcomes for Adults in Family Literacy Programs (Optional)**

Enter the number of participants in family literacy programs for each of the categories listed.

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		Percent of Periods of Participation Achieving Outcome
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0.00%	0	0	0.00%
Employment Second Quarter after exit	0	0	0.00%	0	0	0.00%
Employment Fourth Quarter after exit	0	0	0.00%	0	0	0.00%
Median Earnings Second Quarter after exit	0	\$0	N/A	0	\$0	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00%	0	0	0.00%
<b>Family Literacy Follow-up Outcome Measures</b>		<b>Number of Participants who Exited Achieving Outcome</b>	<b>Percent Achieving Outcome</b>			
Increased Involvement in Children's Education	0	0	0.00%			
Helped more frequently with school		0				
Increased contact with children's teachers		0				
More involved in children's school activities		0				
Increased Involvement in Children's Literacy Activities	0	0	0.00%			
Reading to children		0				
Visiting library		0				
Purchasing books or magazines		0				

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**Table 9: Secondary Outcome Measures (Optional)**

<b>Civics Education Follow-up Outcome Measures (Optional)</b> <b>(A)</b>	<b>Number of Participants who Exited</b> <b>(B)</b>	<b>Number of Participants who Exited Achieving Outcome</b> <b>(C)</b>	<b>Percentage Achieving Outcome</b> <b>(D)</b>
Left public assistance	0	0	0.00%
Achieved citizenship skills	0	0	0.00%
Increased Involvement in Children 's Education	0	0	0.00%
Increased Involvement in Children 's Literacy Activities	0	0	0.00%
Voted or registered to vote	0	0	0.00%
Increased involvement in community activities	0	0	0.00%

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**Table 10: Outcome Achievement for Adults in Correctional Education Programs**

Enter the number of participants in correctional education programs (section 225) for each of the categories listed.

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		Percent of Periods of Participation Achieving Outcome
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0.00%	0	0	0.00%
Employment Second Quarter after exit	37	0	0.00%	38	0	0.00%
Employment Fourth Quarter after exit	3	0	0.00%	3	0	0.00%
Median Earnings Second Quarter after exit	37	\$0	N/A	38	\$0	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00%	0	0	0.00%

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**Table 14: Local Grantees by Funding Source**

Provider Agency (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub- Recipients (D)	WIOA Funding Total (E)	WIOA Funding % of Total (F)	State Funding Total (G)	State Funding % of Total (H)
Local Education Agencies	1	0	0	\$368,537.00	100.00 %	\$368,537.00	100.00 %
<b>Public or Private Nonprofit Agency</b>							
Community-based Organizations	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
Faith-based Organizations	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
Libraries	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
<b>Institutions of Higher Education</b>							
Community Junior or Technical Colleges	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
Four-year Colleges or Universities	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
Other Institutions of Higher Education	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
<b>Other Agencies</b>							
Correctional Institutions	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
Other Institutions (non-correctional)	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
All Other Agencies	0	0	0	\$0.00	0.00 %	\$0.00	0.00 %
<b>Other</b>							
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>\$368,537.00</b>	<b>100.00%</b>	<b>\$368,537.00</b>	<b>100.00%</b>

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**Table MSG: Measurable Skill Gains**

OMB Control Number 1205-0526  
Expiration Date: 06/30/2019

<b>PROGRAM</b>		<b>TITLE (select one):</b>
STATE: Guam		<input type="checkbox"/> Title I Adult
<b>REPORTING PERIOD COVERED</b> (Required for current and three preceding years.)		<input checked="" type="checkbox"/> Title II Adult Education
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	<input type="checkbox"/> Title I Dislocated Worker
07/01/2017	06/30/2018	<input type="checkbox"/> Title III Wagner-Peyser
		<input type="checkbox"/> Title IV Vocational Rehabilitation
		<input type="checkbox"/> Title I and Title III combined

**MEASURABLE SKILL GAINS**

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	186
Attainment of a secondary school diploma or its equivalent	44
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	N/A
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	N/A
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	N/A

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**Table SPR: Statewide Performance Report**

OMB Control Number 1205-0526  
Expiration Date: 06/30/2019

<b>PROGRAM</b>		<b>TITLE (select one):</b>
STATE: Guam	Title I Local Area: N/A	<input type="checkbox"/> Title I Adult <input checked="" type="checkbox"/> Title II Adult Education <input type="checkbox"/> Title I Dislocated Worker <input type="checkbox"/> Title III Wagner-Peyser <input type="checkbox"/> Title IV Vocational Rehabilitation <input type="checkbox"/> Title I and Title III combined
<b>REPORTING PERIOD COVERED</b> (Required for current and three preceding years.)		
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	
07/01/2017	06/30/2018	

**SUMMARY INFORMATION**

Service	Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)	Funds Expended (Cohort Period: 07/01/2017 - 06/30/2018)	Cost Per Participant Served (Cohort Period: 07/01/2017 - 06/30/2018)
Career Services	374	518	\$368,537.00	\$985.39
Training Services	0	0	\$0.00	\$0.00
Percent training-related employment:		Percent enrolled in more than one core program:		Percent Admin Expended:
		%		

**BY PARTICIPANT CHARACTERISTICS**

	Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)	Employment Rate (Q2) (Cohort Period: 07/01/2016 - 06/30/2017)		Employment Rate (Q4) (Cohort Period: 07/01/2016 - 12/31/2016)		Median Earnings (Cohort Period: 07/01/2016 - 06/30/2017)	Credential Rate (Cohort Period: 07/01/2016 - 12/31/2016)		Measurable Skill Gains (Cohort Period: 07/01/2017 - 06/30/2018)		
			Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate	
Total Statewide	374	518	Target	0	0	0		0		207	42.00%	
			Actual	17	3%	13	9%	\$ 1,440	0		211	56.42%
Sex	Female	219	293	7	0%	4	0%		0		129	58.90%
	Male	155	225	10	0%	9	0%		0		82	52.90%
Age	< 16											
	16-18	38	31	1	0%	1	0%		0		18	47.37%
	19-24	128	192	4	0%	1	0%		0		72	56.25%
	25-44	155	224	11	0%	11	0%		0		89	57.42%
	45-54	37	47	1	0%	0	0%		0		24	64.86%
	55-59	9	9	0	0%	0	0%		0		5	55.56%
60	7	15	0	0%	0	0%		0		3	42.86%	
Ethnicity/Race	American Indian or Alaskan Native	0	1	0	0%	0	0%		0		0	
	Asian	106	139	0	0%	0	0%		0		78	73.58%
	Black or African American	4	3	0	0%	0	0%		0		1	25.00%
	Hispanic or Latino	16	22	0	0%	0	0%		0		5	31.25%
	Native Hawaiian or Other	235	335	13	0%	10	0%		0		120	51.06%

Pacific Islander												
White	6	5		0	0%	0	0%		0	%	4	66.67%
Two or More Races	7	13		4	0%	3	0%		0	%	3	42.86%

**BY EMPLOYMENT BARRIER**

	Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)	Employment Rate (Q2) (Cohort Period: 07/01/2016 - 06/30/2017)		Employment Rate (Q4) (Cohort Period: 07/01/2016 - 12/31/2016)		Median Earnings (Cohort Period: 07/01/2016 - 06/30/2017)	Credential Rate (Cohort Period: 07/01/2016 - 12/31/2016)		Measurable Skill Gains (Cohort Period: 07/01/2017 - 06/30/2018)		
			Num	Rate	Num	Rate		Earnings	Num	Rate	Num	Rate
			Target	Actual	Target	Actual			Target	Actual	Target	Actual
Total Statewide	374	518	0	3%	0	9%	\$ 1,440	0	0%	207	42.00%	
Displaced Homemakers	0	1	0	%	0	%	0	0	%	0		
English Language Learners, Low Levels of Literacy, Cultural Barriers	374	518	0	%	0	%	0	0	%	211	56.42%	
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	0	1	0	%	0	%	0	0	%	0		
Ex-offenders	0	2	0	%	0	%	0	0	%	0		
Homeless Individuals / runaway youth	0	4	0	%	0	%	0	0	%	0		
Long-term Unemployed (27 or more consecutive weeks)	2	13	0	%	0	%	0	0	%	2	100.00%	
Low-Income Individuals	34	67	0	%	0	%	0	0	%	25	73.53%	
Migrant and Seasonal Farmworkers	0	1	0	%	0	%	0	0	%	0		
Individuals with Disabilities (incl. youth)	0	6	0	%	0	%	0	0	%	0		
Single Parents (Incl. single pregnant women)	5	39	0	%	0	%	0	0	%	4	80.00%	
Youth in foster care or aged out of system	1	2	0	%	0	%	0	0	%	0	0.00%	

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Last Edited: 10/01/2018 02:32 ET by Doris Perez.

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**APPENDIX B**

**2018**

**FEDERAL FINANCIAL REPORT**

**(FFR)**

**INTERIM AND FINAL**



**Table FFR2: Final Report - Total Allocation**

**Warnings present**  
These warnings will not prevent the data from being saved or submitted in the database

- Recipient Share Required: The amount of the cell at Row 10 J and Column F (\$9,256.00) must be at least 12% of the total amount of the cells at Row 10 G, Column F plus Row 10 J, Column F (\$02,612.00)
- Recipient Expenditures: The amount of the cell at Row 10 J and Column F (\$9,256.00) must be at least 12% of the total amount of the cells at Row 10 G, Column F plus Row 10 J, Column F (\$02,612.00)

1. Federal Agency and Organizational Element to Which Report is Submitted		2. Federal Grant or Other Identifying Number Assigned by Federal Agency		3. Recipient Organization (Name and complete address including Zip code)		4. DUNS Number		4b. Employer Identification Number (EIN)		5. Recipient Account Number or Identifying Number		6. Report Type		7. Basis of Accounting	
FEDERAL FINANCIAL REPORT TOTAL ALLOCATION FY 2016		U.S. Department of Education Division of Adult Education and Literacy		Guam Community College P.O. Box 23069 Barrigada, Guam 96921		77890092		98-0040312		20-xxx-xxx-21A-292-x-17		Final		Accrual	
8. Reporting Period (mm/dd/yyyy)		9. Reporting Period (mm/dd/yyyy)													
From: 07/01/2016   To: 09/30/2017		From: 07/01/2016   To: 12/31/2018													
10. Transactions		(a) State Administration		(b) State Leadership		(c) Programs of Instruction ABE levels 1-6		(d) Programs of Instruction ABE levels 1-6 and ESL levels 1-6		(e) Training		(f) Total			
Federal Cash:															
a. Cash Receipts	\$72,587.30	\$5,000.00	\$182,884.35	\$182,884.35	\$36,576.87	\$443,356.00									
b. Cash Disbursements	\$72,587.30	\$5,000.00	\$182,884.35	\$182,884.35	\$35,576.87	\$443,356.00									
c. Cash on Hand (line a minus line b)	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00									
Federal Expenditures and Unobligated Balance:															
d. Total Federal funds authorized															
e. Federal share of expenditures															
Basic Grant	\$72,587.30	\$5,000.00	\$182,884.35	\$182,884.35	\$36,576.87	\$443,356.00									
Integrated English Literacy and Civics Education (Sec 243)	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00									
Corrections Education (Sec. 225)			\$0.00	\$0.00	\$0.00	\$0.00									
One-Stop Infrastructure Costs (Local)				\$0.00		\$0.00									
One-Stop Infrastructure Costs (State)				\$0.00		\$0.00									
f. Federal share of unliquidated obligations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00									
g. Total Federal share	\$72,587.30	\$5,000.00	\$182,884.35	\$182,884.35	\$36,576.87	\$443,356.00									
h. Unobligated balance of Federal funds						\$0.00									
Recipient Share:															
i. Total recipient share required (i.e. Maintenance of Effort)	\$59,256.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,256.00									
j. Recipient share of expenditures	\$59,256.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,256.00									

10. Transactions	(a) State Administration	(b) State Leadership	(c) Programs of Instruction ABE levels 1-4 and ESL levels 1-6	(d) Programs of Instruction ABE levels 5-6	(e) Training	(f) Total
One-Stop Infrastructure Costs	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
Integrated English Literacy and Civics Education (Sec 243)	\$0.00	\$0.00			\$0.00	\$0.00
Corrections Education (Sec. 225)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
k. Remaining recipient share to be provided (line l minus j)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Program Income:</b>						
l. Total program income earned			\$0.00	\$0.00	\$0.00	\$0.00
m. Program income expended			\$0.00	\$0.00	\$0.00	\$0.00
n. Unexpended program income (line l minus line m)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Indirect Expense	a. Type	b. Rate	c. Period From	d. Base	e. Amount Charged	f. Federal Share
		0.00%		0.00	0.00	0.00
		0.00%		0.00	0.00	0.00
	g. Totals:					
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:						
13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)						
a. Name and Title of Authorized Certifying Official						
Name Mary A.Y. Okada, Ed.D.		Title President		c. Telephone (Area code, number, and extension) (671) 735 5700		
b. Signature of Authorized Certifying Official		d. Email Address mary.okada@guamcc.edu		e. Date Report Submitted (mm/dd/yyyy) 02/05/2019		
Signed: 02/05/2019 7:30 AM by Mary Okada		14. Agency use only:				

Last Edited: 02/05/2019 07:30 ET by Mary Okada.

Export to Excel

OMB Control Number 1830-0027

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**Table FFR1: Initial Report - Total Allocation**

**Warnings present**

These warnings will not prevent the data from being saved or submitted in the database

- Federal Share of Expenditures Basic Grant: The total amount of the cells at this row, Column C plus Column D (\$8,944.81) must equal at least 82.3% of the Basic Grant amount(\$446,712.00)

3. Recipient Organization (Name and complete address including Zip code) Guam Community College P.O. Box 23069 Barrigada, Guam 96921		4a. DUNS Number 778900092		4b. Employer Identification Number (EIN) 98-0040312		5. Recipient Account Number or Identifying Number 20-xxx-xxx-21A-292-X-18		6. Report Type Initial		7. Basis of Accounting Accrual	
1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education Division of Adult Education and Literacy				2. Federal Grant or Other Identifying Number Assigned by Federal Agency V002A170061				OMB Control Number: 1830-0027			
3. Recipient Organization (Name and complete address including Zip code) Guam Community College P.O. Box 23069 Barrigada, Guam 96921		4a. DUNS Number 778900092		4b. Employer Identification Number (EIN) 98-0040312		5. Recipient Account Number or Identifying Number 20-xxx-xxx-21A-292-X-18		6. Report Type Initial		7. Basis of Accounting Accrual	
<p><b>FEDERAL FINANCIAL REPORT TOTAL ALLOCATION FY 2017</b></p>											
<p><b>10. Transactions</b></p>											
<b>(a) State Administration</b>		<b>(b) State Leadership</b>		<b>(c) Programs of Instruction ABE levels 1-4 and ESL levels 1-6</b>		<b>(d) Programs of Instruction ABE levels 5-6</b>		<b>(e) Training</b>		<b>(f) Total</b>	
a. Cash Receipts	\$16,858.97	\$1,068.07	\$3,183.92	\$3,183.92	\$3,183.93	\$636.79	\$24,294.89				
b. Cash Disbursements	\$16,858.97	\$1,068.07	\$4,472.40	\$4,472.41	\$4,472.41	\$894.48	\$26,871.85				
c. Cash on Hand (line a minus line b)	\$0.00	\$0.00	(\$1,288.48)	(\$1,288.48)	(\$1,288.48)	(\$257.69)	(\$2,576.96)				
Federal Expenditures and Unobligated Balance:											
d. Total Federal funds authorized											
e. Federal share of expenditures											
Basic Grant											
	\$16,858.97	\$1,068.07	\$4,472.40	\$4,472.41	\$4,472.41	\$894.48	\$26,871.85				
Integrated English Literacy and Civics Education (Sec 243)											
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				
Corrections Education (Sec. 225)											
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				
One-Stop Infrastructure Costs (Local)											
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				
One-Stop Infrastructure Costs (State)											
	\$13,574.96	\$0.00	\$159.31	\$159.30	\$159.30	\$31.86	\$13,893.57				
f. Federal share of unliquidated obligations											
	\$30,433.93	\$1,068.07	\$4,631.71	\$4,631.71	\$4,631.71	\$926.34	\$40,765.42				
g. Total Federal share											
h. Unobligated balance of Federal funds											
	\$60,458.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,458.00				
i. Total recipient share required (i.e. Maintenance of Effort)											
	\$60,458.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,458.00				
j. Recipient share of expenditures											
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				
One-Stop Infrastructure Costs											
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				

10. Transactions	(a) State Administration	(b) State Leadership	(c) Programs of Instruction ABE levels 1-4 and ESL levels 1-5	(d) Programs of Instruction ABE levels 5-6	(e) Training	(f) Total
Integrated English Literacy and Civics Education (Sec 243)	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Corrections Education (Sec. 225)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
k. Remaining recipient share to be provided (line I minus J)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Program Income:</b>						
I. Total program income earned			\$0.00	\$0.00	\$0.00	\$0.00
m. Program income expended			\$0.00	\$0.00	\$0.00	\$0.00
n. Unexpended program income (line I minus line m)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Indirect Expense	a. Type	b. Rate	c. Period From	d. Base	e. Amount Charged	f. Federal Share
		0.00%		0.00	0.00	0.00
		0.00%		0.00	0.00	0.00
			g. Totals:	0.00	0.00	0.00
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:						
13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)						
a. Name and Title of Authorized Certifying Official						
Name		Title				
Mary A.Y. Okada, Ed.D.		President				
b. Signature of Authorized Certifying Official						
Signed: 01/04/2019 6:13 PM by Mary Okada						
c. Telephone (Area code, number, and extension)						
(671) 735 5700						
d. Email Address						
mary.okada@guamcc.edu						
e. Date Report Submitted (mm/dd/yyyy)						
01/04/2019						
14. Agency use only:						

Last Edited: 01/04/2019 18:13 ET by Mary Okada.

Export to Excel

OMB Control Number 1830-0027

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## **APPENDIX C**

**2019-2020**

# **ASSESSMENT POLICY GUIDELINES**

# **GUAM COMMUNITY COLLEGE**

Workforce Innovation and Opportunity Act (WIOA), Title II:

Adult Education and Family Literacy Act



Approved PY 2018 – 2019 Assessment Policy Guidelines

**UNCHANGED FOR PY2019-2020**

**Workforce Innovation and Opportunity Act (WIOA), Title II:  
Adult Education and Family Literacy Act**

# **Assessment Policy Guidelines**

**July 2019–June 2020**

**Changes were made to the approved PY2018-2019 Assessment Policy Guidelines**



**Guam Community College**

## Preface

This document provides policy guidelines pertaining to standardized assessment practices in Guam's adult education and family literacy programs. It also fulfills the mandate from the U.S. Department of Education (ED): Office of Career, Technical, and Adult Education (OCTAE) that each state receiving Workforce Innovation and Opportunity Act, Title II (WIOA): Adult Education and Family Literacy Act (AEFLA) funding develop, publish, and implement, on an annual basis, a written assessment policy (Federal Register January 14, 2008; and ED: OCTAE December 2008 Checklist for Reviewing State Assessment Policies and Practices). These regulations require states to describe the assessments local programs are to use, when local programs are to administer pre-tests and post-tests, training requirements for assessments, and assessment administration and reporting requirements.

Guam began to research for an appropriate test and test forms suitable for use in the National Reporting Systems for Adult Education for PY 2019-2020. Updates to this Assessment Policy Guidelines were made to reflect the September 21, 2018 Federal Register Vol. 83, No. 184 Notices with regards to tests determined to be suitable for use in the NRS for adult education.

## **Policy**

Standardized, ongoing assessment is essential to ensure that all adult learners become proficient in literacy and language skills. To ensure accuracy and consistency, Guam prescribes that adult education providers use the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments which provides valid and reliable data and progress reports across all adult learners on Guam. CASAS assessment data are used to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education.

Guam's Assessment Policy Guidelines include the content that Department of Adult Education and Literacy (DAEL) requires and will be used to evaluate Guam's Adult Education and Family Literacy participants. The guide is organized in three sections: Introduction and Content, General Assessment Requirements, and Guidelines for Each Assessment.

## **Section 1: Introduction and Context**

### **A. NEED FOR ASSESSMENT POLICY**

As mandated by Chapter 30, Title 17, of the Guam Code Annotated, of the Guam Community College Act of 1977, Guam Community College (hereafter referred to as “GCC” or the College”) is solely responsible for the administration and implementation of adult education activities within Guam. Additionally, Bill 176-31 (LS) was signed into law on September 30, 2011 as Public Law 31-99 primarily to recognize the purpose of GCC “Shall be to establish career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam.” As both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education, GCC’s President serves as the State Director for Adult and Career and Technical Education and is guided by the college’s vision and mission statements.

#### *Vision Statement:*

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.<sup>1</sup>

#### *Mission Statement:*

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.<sup>2</sup>

The U.S. Department of Education identified tests suitable for use in the National Reporting System (NRS) for Adult Education. Guam determined CASAS Reading and Math Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts – Secondary Level) as the assessment instrument for use at all Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels of the NRS until February 2, 2019. The Secretary has determined that these reading and math assessments for ABE & ASE may be used in the NRS during a Sunset Period ending on June 30, 2019. CASAS Life and Work Listening Assessments, Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level for English as a Second Language (ESL) test forms is approved through February 2, 2021<sup>3</sup> Accordingly, GCC requires all eligible adult education program providers to use CASAS standardized assessment instruments and Tracking of Programs and Students (TOPSpro®) Enterprise data collection and reporting software to report educational gain

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<sup>1</sup> Guam Community College Institutional Strategic Master Plan 2014 - 2020

<sup>2</sup> Board of Trustee Policy 100 Amended & Adopted: January 10, 2014; Resolution 3-2014

<sup>3</sup> Federal Register/Vol. 83, No. 184/Friday, September 21, 2018.

benchmarks by educational functioning levels as required by WIOA and National Reporting Systems (NRS).

The use of common assessment instruments based on the same standard score scale provides the NRS data and progress reports standardized across all of Guam's adult education providers. All adult learners<sup>4</sup> who receive 12 or more hours of instruction must have a valid CASAS pre-test score to be entered into the NRS Federal Report Tables.

Guam's State Agency Office (SAO) is responsible for compiling, tracking and reporting program and adult learners' data (e.g., demographics, appraisal scores, entry status, outcomes, enrollment, attendance) for the federal (NRS) and local government.

Adult education providers should use this policy to administer CASAS tests, training workshops, and a basis for development of local procedures, guidelines, and implementation practices.

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills. In Guam, adult education providers use CASAS assessment data to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education. To ensure assessment accuracy and consistency, the SEA prescribes that WIOA funded adult education providers use CASAS assessments that correlate to the NRS for adult education. CASAS test results align to the NRS levels and document student learning achievement (i.e. advancing across educational functioning levels). CASAS standardized assessment instruments are the only state-approved instruments used for Guam and federal reporting for adult learners. The use of common assessment instruments based on the same standard score scale provides the NRS standardized data and progress reports across all adult education providers in Guam.

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association, the National Council for Measurement in Education<sup>5</sup>, and the American Psychological

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<sup>4</sup> The term *adult learner means*, an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner. (113<sup>th</sup> US Congress Public Law 113-128-July 22, 2014)

<sup>5</sup> <https://www.casas.org/product-overviews/research-and-evaluation/assessment-research>

Association. The CASAS Technical Manual<sup>6</sup> contains detailed information about test validity and reliability (see Appendix A for more information regarding CASAS assessment validity and reliability). The Standards for Educational Psychological Testing (2014) states the validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Reliability (test accuracy) has two major subcomponents – consistency and stability. A more extensive discussion on validity and reliability as they relate to CASAS assessments may be found in Appendix A.

## **B. PURPOSE AND USE OF STANDARDIZED ASSESSMENTS**

In the interest of insuring uniform implementation across the state and to allow comparability across programs, GCC requires all eligible adult education program providers to use the CASAS standardized assessment instruments, data collection and reporting software to report educational gain benchmarks by NRS educational functioning levels. In general, CASAS assessments are used to ensure accuracy in adult learner placement (appraisal tests), to monitor progress (post-tests), and to certify learner mastery. Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting. The directions in each Test Administration Manual<sup>7</sup> (TAM) must be carefully followed in the selection, administration, use, reporting, and security of the Educational Functional Levels (EFL) and for documenting student achievement.

In addition to CASAS standardized assessments, local adult education providers may use a variety of informal assessments to monitor learning and inform instruction on a regular, ongoing basis, including the use of teacher developed formative tests, unit tests, portfolios, applied performance assessments, and learner observations. These informal tests are not utilized for the federal NRS reporting requirements. CASAS appraisals ensure appropriate placement (EFL), administration of the proper pre-test/post-test. Adult education providers may not use appraisals as pre-test to measure learner progress.

## **C. SUMMARY AND OVERVIEW**

Adult education providers must use this policy for Adult Education and Family Literacy programs, in conjunction with regional and online training workshops and the CASAS Test Administration Manuals to provide a basis for development of local procedures, guidelines,

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<sup>6</sup> <https://www.casas.org/product-overviews/research-and-evaluation/assessment-research/casas-technical-manual>

<sup>7</sup> <https://www.casas.org/product-overviews/assessments/order-appraisals>

and implementation practices. GCC requires all eligible adult learners, 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent; and has not achieved an equivalent level of education; or (iii) is an English language learner take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. GCC recognizes and abides with the provisions of Guam Public Law 34-104 relative to the increase in compulsory age from 16 to 18 years old. The eligible literacy providers' staff must be certified to administer CASAS.

This document defines the SEA assessment policy for the following WIOA, Title II AEFLA funded programs: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL). This policy is applicable for classroom-based instruction. This document identifies key assessment policies that support:

1. Selection and use of appropriate assessment instruments,
2. Accurate learner placement into appropriate educational functioning levels,
3. Appropriate test administration, scoring, and reporting of test scores,
4. Appropriate use of test results to inform instruction and improve programs,
5. Pre-testing and post-testing to monitor learner progress,
6. Certification of level and program completion, and
7. Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers

The Guam SEA Assessment Policy Guidelines also includes staff training and test security requirements for all local staff that administers and uses the results of CASAS standardized assessments, including paper-based and computer-based assessments.

Locally eligible WIOA providers must assess all learners using an NRS WIOA-approved standardized assessment. Learners with 12 or more hours of instruction are eligible to be reported on the NRS Federal Tables. GCC has authorized the use of CASAS standardized assessments test series presented in Table 1 below for use by local adult education and family literacy providers utilizing WIOA funds authorized for Guam through June 30, 2019 for ABE & ASE test forms and February 2, 2021 for ESL. CASAS Reading GOALS series will be used beginning July 1, 2019; Math GOALS will also be used once approved.

**Table 1**

<b>Basic skills assessed by series<sup>8</sup></b>	<b>Reading for Citizenship</b>	<b>Life and Work</b>	<b>Life Skills</b>	<b>Reading for LA Secondary Level</b>	<b>Application of Mathematics (Secondary Level)</b>	<b>Reading Goals<sup>9</sup></b>
Reading (ABE, ASE, ESL)	✓	✓	✓	✓		✓
Math (ABE, ASE)			✓		✓	
Listening (ESL)		✓				

Learners take an appraisal test to gauge his/her reading, math, listening, writing or speaking skills and then a pre-test as soon as feasible and before the occurrence of any substantial instructional intervention. Learners should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, listening, comprehension, writing, and civics education.

**D. RESOURCES FOR INFORMATION AND ASSISTANCE**

All requests for clarification and technical assistance should be directed to:

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**Section 2: General Assessment Requirements**

**A. STUDENTS TO BE ASSESSED**

Guam Community College (GCC) requires all eligible adult learners to take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled or required to be enrolled

<sup>8</sup> Federal Register/Vol. 83, No. 184/Friday, September 21, 2018 Notices

<sup>9</sup> Federal Register /Vol. 83, No. 24/Monday, February 5, 2018 Notices

in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner. Guam P.L. 34-104 requires individuals to be enrolled in secondary school up to 18 years of age.

Standardized, ongoing assessment of learners' progress is essential to ensure that all learners become proficient in literacy and language skills. All learners must be assessed using authorized standardized assessment that meets NRS requirement rules for reporting.

## B. ASSESSMENTS PERMITTED

All learners must be assessed using authorized standardized assessment (Table 2) that meets NRS requirements rules for reporting. Additionally, CASAS assessments:

- Are appropriate for measuring literacy and language development of adult learners;
- Have standardized administration and scoring procedures;
- Have alternate, equivalent forms for pre-testing and post-testing; and
- Have evidence linking them to the NRS EFLs.

The Federal Register posted a list of all suitable CASAS test forms [Table 2] to use for all ABE, ASE and ESL levels reporting of students' performance data on adult education and family literacy program activities to NRS. ABE and ASE Reading and Math Assessments Test Series expiring February 2, 2019 may be used in the NRS during a Sunset Period ending June 30, 2019<sup>10</sup>. Likewise, ESL assessments was approved for an additional extended period through February 2, 2021<sup>11</sup>. Reading assessment (Reading GOALS test series) will be used effective July 1, 2019. Once approved, Math GOALS test series will likewise be used.

**Table 2**

Assessment	Test Series	Test Forms (Paper and Computer Base)
Reading Assessments	Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level	27, 28, 81, 82, 81X, 82X, 83-86, 185-188, 310, 311, 513, 514, 951, 952, 951X, 952X
Math Assessments	Life Skills, Secondary Level Assessment	31-38 505, 506
ESL Listening Assessments	Life and Work Listening Assessments	51-56 981L-986L
Reading Assessments	Reading GOALS <sup>12</sup>	901-908

<sup>10</sup> Federal Register/Vol. 83, No. 184/Friday, September 21, 2018/Notices

<sup>11</sup> Federal Register/Vol. 83, No. 184/Friday, September 21, 2018/Notices

<sup>12</sup> Federal Register/Vol. 83, No. 24/Monday, February 5, 2018/Notices

CASAS designed standardized progress tests to assess learning along a continuum, from beginning literacy and English language acquisition through the completion of secondary level skills<sup>13</sup>. Several test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

To optimize assessment results, pre-test learners as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention. Pre-test learners in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, or listening comprehension. Post-test learners using an alternate form occurs at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. **Adult education providers are to ensure that testing times and conditions are uniform for both pre-tests and post-tests.**

All learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for pre-test and post-test selection in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests, the pre- and post-test selection happens automatically. Learners post-test is administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different Educational Functioning Levels (EFL). The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal tables.

CASAS designed pre-test and post-tests so that most students are able to complete a test in one hour or less. CASAS recommends assessing after approximately 70-100 hours of instruction, with the following exception:

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<sup>13</sup> <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/nrs-approval-of-casas>

- Programs offering high intensity courses (for example, a class meeting more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hour of instruction.
- Program offering low intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period.

**Guam shall administer a post-test at the end of the instructional period.**

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before completing at least 40 hours of instruction. The testing of students that have fewer than 40 hours of instruction must be reviewed and approved by the SEA and those approvals must be kept at the local agencies and made available for review.

Factors affecting learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Post-test scores obtained at the end of the semester or other reporting period may serve as a pre-test for the next semester or reporting period, if the interim does not exceed more than six months. Similarly, adult education providers may use the most recent assessment results for “stop-outs” returning to adult education classes. If the last test administered does not exceed the same six month time period. This policy is designed to reduce or eliminate unnecessary testing of learners.

Local test administrators may provide or allow certain accommodations in test administration procedures or environment for documented disabilities without contacting CASAS.

To administer the Citizenship Interview Test for certification in the English Literacy and Civics Education, Citizenship Preparation program, adult education providers must complete certification training online for the CASAS Citizenship Interview Test. If retesting of a learner is necessary, a significant amount of intervening instructional hours must occur before re-testing.

### **C. TRAINING FOR ADMINISTERING ASSESSMENTS**

CASAS provides SEA and/or LEA with guidance on specific accountability issues. Regional and face to face training sessions are provided each year. CASAS online training is available through the year. SEA requires at least one person to complete CASAS Implementation Training as evidence for testing certification.

The Guam SEA provides an overview to teachers and other local staff in analyzing, compiling and reporting data for the NRS and includes the following topics:

- NRS policy, accountability, policies, and data collection processes,
- Definitions of measures, and
- Conducting assessments

Training of adult education provider personnel is essential to quality CASAS implementation. Only adult education provider personnel that have completed CASAS training and received CASAS eTests Online Coordinator and/or CASAS eTests Online Proctor Certification may use CASAS assessments. This individual can train others within his or her respective agency but may not train outside that agency. A copy of the certificate must be provided to the Guam SEA in order to administer CASAS appraisal, pre and post-tests.

CASAS certified trainers provide separate training sessions to administer, score, and interpret CASAS reading, listening, and math assessments. Training should also address how to use the CASAS competency system and CASAS resources, such as Quick Search, to facilitate instruction. Separate training sessions are available for CASAS Functional Writing, Citizenship Interview, and Workplace Speaking, among others.

### **D. ACCOMMODATING FOR STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS**

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what the test measures.

Adult education providers are responsible for providing fully accessible services for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations through Guam Community College's Office of Accommodative Services and for

submitting documents of their disability at the time of registration, program entry, or after diagnosis. Adult education providers must document the need for learner accommodations in the Individual Program Education Plan (IPEP). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may be obtained from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records.

Local test administrators may provide or allow certain accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodation in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a Learner with low literacy skills or blindness.

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Life and Work reading pre-test and post-tests. Detailed information on providing accommodations can be found in Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities available at <http://www.casas.org>.

### **Section 3: Guidelines for Each Assessment**

#### **A. INFORMATION INCLUDED FOR EACH ASSESSMENT**

Table 3A through 3D provides information about CASAS test forms by skill areas, levels, and series approved for use by WIOA funded program and provides information about which assessments are appropriate for which learner populations and as approved by USDE (Federal Register). The tables list multiple forms at each level; these are alternate forms for post-testing. In some instances, an "X" follows a test form number (e.g., 82X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 82 and 82X are alternative forms for 81, all at level A). The tables also list the appropriate appraisal test(s) to accompany different CASAS test series.

**Table 3A**

<b>Reading: Adult Basic Education/Adult Secondary Education/English as a Second Language</b>					
<b>NRS EFLs for ABE and ASE</b>	<b>NRS EFLs for English as a Second Language</b>	<b>CASAS Level</b>	<b>Series Form Numbers</b>		
			<b>Life &amp; Work</b>	<b>Citizenship</b>	<b>Life Skills</b>
1	1-2	Beginning Literacy	27, 28	27, 28	310, 311
1	1-3	A	81, 82	951, 952	
1-2	2-4	AX	81X, 82X	951X, 952X	
2-3	4-5	B	83, 84		
3-5	5-6	C	85, 86* 185, 186	Secondary Assessment Series Form Numbers	
4-6		D	187, 188	513, 514	

\*Workplace focused

Appraisal	80 or eTests®
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**Table 3B**

<b>Reading GOALS for Adult Basic Skills, Adult Secondary Education</b>		
<b>NRS EFLs</b>	<b>CASAS Levels</b>	<b>Reading GOALS Test Series</b>
1	A	901R-902R
2-3	B	903R-904R
4	C	905R-906R
5	D	907R-908R

**Table 3C**

<b>Math: Adult Basic Education/Adult Secondary Education</b>			
<b>NRS EFLs</b>	<b>CASAS Levels</b>	<b>Series Form Numbers</b>	
		<b>Life Skills</b>	<b>Secondary Assessment</b>
1	A	31, 32	
1-3	B	33, 34	
2-4	C	35, 36	
3-6	D	37, 38	505, 506

Appraisal	130 or eTests®
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**Table 3D**

<b>Listening for English as a Second Language</b>		
<b>NRS EFLs</b>	<b>CASAS Levels</b>	<b>Life and Work Series Form Numbers</b>
1-4	A	981, 982
3-5	B	983, 984
4-6	C	985, 986

Appraisal	80 or eTests®
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The Guam SEA requires all adult education providers to comply with the CASAS training policy and follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. SEA requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training.

It is essential that the directions for the test administration be followed uniformly across the ABE, ASE and ESL programs offered. All local adult education providers must maintain copies of TAMs onsite for all assessments used by the provider. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals typically contain information on the following topics:

1. The CASAS Assessment System,
2. Overview of CASAS program testing,
3. Description of tests,
4. Determining pre-test and post-test levels,
5. Instructions for administering tests,
6. Scoring,
7. Test security,
8. Data collection,
9. Interpretation of results,
10. Curriculum planning, instruction, and assessment,
11. Skill level descriptors,
12. Net assigned test charts,
13. Testing accommodations,
14. Answer keys and score conversion charts (for converting raw scores to scale scores),
15. Learner profile sheets,
16. Learner performance by competency,
17. Class profile by competency, and
18. Training and ordering

There are no exceptions to the Assessment Policy Guidelines. It is especially important to choose appropriate CASAS tests designed for learners with disabilities, language barriers, and limited literacy skills.

The SEA provides professional development training which provides guidance on specific state data and accountability requirements and timelines.

CASAS provides post-tests that measure learning gains and advancement across test difficulty levels ranging from the lowest to the highest NRS Educational Functioning Levels (EFLs). Each test level has alternate test forms parallel in content and difficulty.

Initial placement with an appraisal test gauges a learner's reading, math, listening comprehension, writing, and speaking skills. The SEA strongly encourages local agencies to use appraisals whenever feasible to ensure appropriate decisions regarding:

1. Appropriate educational placements.
2. Administration of appropriate pre-tests. and
3. Selection of short- and long-term instructional goals

Placing learners in instructional levels that are not at their ability levels may lead to frustration or boredom, causing learners to leave the program. Learners who take inappropriate level pre-tests may "top out" or score below the accurate range of the test level, and adult education providers will not have accurate baseline (pre-test) information. Use of appraisals and appropriate pre-tests assist learners and teachers in establishing appropriate learner short-term goals. Appropriate short-term goals enable learners to document successes leading to long-term goals. Learning gains and achievement of learner outcomes within a program year form the basis for the state's required annual NRS report to the OCTAE.

Adult education providers may not use appraisals as pre-tests to measure learner progress. Each CASAS TAM includes specific recommendations regarding which level of pre-test to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening comprehension, speaking, and writing. Adult education providers should administer CASAS appraisal tests based on Tables 4a and 4b which show the relationship between NRS levels for ESL and ABE and ASE learners and CASAS levels and scale score ranges.

### **Scoring and Alignment of CASAS with NRS Levels**

Tables 4A and 4B show the relationship between CASAS test levels, scale score ranges, and NRS levels for ABE, ASE, and ESL learners.

**Table 4a CASAS Scale Score Ranges Linked to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ABE and ASE)**

	NRS Level	CASAS Level	Reading & Math Scale Score Ranges	Reading GOALS Scale Score Ranges
1	Beginning Adult Basic Education Literacy	A	200 and below	203 and below
2	Beginning Basic Education	B	201-210	204-216
3	Low Intermediate Basic Education	B	211-220	217-227
4	High Intermediate Basic Education	C	221-235	228-238
5	Low Adult Secondary Education	D	236-245	239-248
6	High Adult Secondary Education	E	246 and above	249 and above

\* Estimated score below the accurate range

**Table 4b CASAS Scale Score Ranges Linked to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ESL)**

	NRS Level	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181-190	181-189
3	High Beginning ESL	A	191-200	190-199
4	Low Intermediate ESL	B	201-210	200-209
5	High Intermediate ESL	B	211-220	210-218
6	Advanced ESL	C	221-235	219-227

Selection of the appropriate test series is based on a learner's goals and the instructional focus of the program (life skills, life and work, citizenship, and secondary assessment). The pre-test is administered to the learner as soon as feasible after enrollment into the program: either during the intake process after an appraisal is given, or after placing the learner into the appropriate instructional level. All learners, with 12 or more hours

of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for pre-test and post-test selection in the Next Assigned Test Charts provided by CASAS in the TAM or in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests®, the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different EFLs. The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal Tables.

The SEA has established a statewide performance goal of at least 50 percent paired test scores. Other sections of this document cover post-testing policies and procedures in more detail.

## **QUALITY CONTROL PROCEDURES**

The SEA uses the TOPSpro® Enterprise to ensure that quality control checks are in place for all assessment data collection and reporting. SEA requires adult education providers to enter assessment data into the TOPSpro® Enterprise database minimally on a quarterly basis for all learners assessed during that quarter.

- Local TOPSpro® Enterprise Data Integrity Detail Reports assist adult education providers to conduct data integrity checks to ensure the accuracy and completeness of the data submitted. TOPSpro® Enterprise logic prevents inappropriate assessments from being scored and reported (e.g. administering the same form for pre-testing and post-testing).
- Statewide quarterly reporting of data assists Guam in monitoring the data collection and reporting process and in identifying data collection and assessment issues that may need to be addressed through targeted training and technical assistance. Monitoring of funded agencies also include onsite verification that local providers have policies and procedures in place to ensure accurate and complete data collection and to ensure the appropriate administration, scoring and reporting

assessment results.

### **Test Security Policy**

Guam SEA requires that all WIOA, Title II funded adult education providers sign an annual test security agreement and develop local guidelines for implementing state assessment policy that reflects the test security agreement (See Appendix B).

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that agency staff follows said practices.

All testing materials online or on paper, including but not limited to CASAS eTest®, (online or desktop), test booklets, CDs, answer sheets, and answer keys, must be kept secure. No unauthorized personnel should be allowed access to CASAS eTest® or to paper test booklets. Security procedures for computerized testing and paper test booklets must be held to the same standard.

### **CASAS eTests®**

CASAS will occasionally embed unpublished test items into operational CASAS eTests® in order to maintain and build its item bank. These items are not scored. The security of these items cannot be compromised and must be maintained in the same manner as all testing materials.

### **Paper Test Booklets**

Paper test booklets and related test support materials should be kept in locked storage at all times when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

### **Confidentiality of Tests and Test Items**

No agency, school, or other entity may use any CASAS test or test item—published or unpublished—as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be

reviewed, discussed, or explained to anyone at any time.

If paper test booklets have been marked in or torn, agencies should shred the test booklets. If an agency is transitioning to a new test series, agencies should shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such request should be advised to contact CASAS directly. Testing materials must remain at the test site at all times.

**Improper use of CASAS Tests includes activities such as:**

- Teaching to the actual CASAS test item
- Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide
- Administering a lower level test to artificially increase the learning gain between pre and post-tests
- Reducing the amount of time given on a pre-test (e.g., less than 20 minutes while increasing the amount of time on a post-test (e.g., 40-60 minutes)
- Deleting test answers on the pre-test to lower the test score
- Deleting accurate tests to manipulate the learning gains
- Duplicating or copying the test of one learner and replacing the identification number of another learner
- Altering test items or test score information
- Providing the answers to test questions
- Translating test items and answers into another language
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains
- Failing to administer tests at specific agency sites or in certain program areas
- Excluding certain individuals or groups who have attended 12 hours or more from pre or post testing.

**Purchasing Procedures for Each Assessment**

The SEA requires programs to order CASAS assessment authorized for use in Guam directly from CASAS. The SEA validates CASAS test instruments with a list of approved assessments forms published in the latest Federal Register to ensure that local adult education programs order appropriate materials.

## VALIDITY AND RELIABILITY

### Validity

The Standards for Educational and Psychological Testing (2014) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test score. There are various evidences of validity with construct validity encompassing the overriding issue of proper use and construction of test items, and with content-related and criterion-related validity as subcomponents. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. For a detailed discussion of CASAS content validity evidence, see the CASAS Technical Manual at <https://www.casas.org>.

Criterion-related validity, also referred to as predictive validity, assesses the ability or effectiveness of an instrument in predicting something it should theoretically be able to predict. CASAS created ABE Skill Level Descriptors (reading, math, and writing skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels; CASAS also created ESL Skill Level Descriptors (listening, reading, writing, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks that a person can generally accomplish.

A common numerical scale reports results from most CASAS tests. CASAS has successfully used this scale with more than three million adult and youth learners. Five board levels divide the CASAS scale; A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. CASAS further subdivides levels A and B to guide instructional placement and to monitor learner progress. CASAS defines each level scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

Expert teachers, members of the CASAS National Consortium, as well as external validation studies have validated the CASAS Skill Level Descriptors. See the CASAS Technical Manual. During the late 1990s, staff from the Center for Applied Linguistics and CASAS worked together to review and

update the correlation between Student Performance Levels and CASAS levels to ensure that the NRS Skill Level Descriptors use for reporting learner gains were consistent with research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

Once the NRS finalized the EFLs, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS.

The National Governors Association Center for Best Practices together with the Council of Chief State School Officers developed and published a set of Common Core State Standards (CCSS) in 2010.

At the request of the CASAS National Consortium, an alignment study between the CCSS and the CASAS Content Standards for Reading and Mathematics was completed in 2010 by an independent third party. The resulting report—*CASAS Content Standards and Common Core Standards: A Comparative Analysis*—is posted on the CASAS Web site.

Subsequently, the OCTAE commissioned a study to answer the following questions on how CCSS relate to Adult Education.

1. What content in the areas of English language arts and literacy (ELA/literacy) and mathematics is most relevant to preparing adult students for success in higher education and training programs?
2. What content in the areas of ELA/literacy and mathematics of is most relevant to preparing adult students for success in higher education and training programs?
3. Which standards in each content are most important for adult students?

The resulting report is titled *Promoting College and Career Ready Standards in Adult Basic Education* (Pimentel, 2013).

Again, at the request of the CASAS National Consortium, CASAS requested a review of the original comparative analysis in light of the results of the study commissioned by OCTAE. The study shows the relationship between the CCSS for Reading and CASAS Content Standards for Reading as well as the CCSS

deemed priority for Adult Education.

## **Reliability**

The CASAS Technical Manual provides data on the reliability of the item bank and specific test series. The test administration manual for each test series also contains information about reliability.

Reliability (test accuracy) has two major subcomponents – consistency and stability. For each scale score attained on a CASAS test, a standard error of measurement (SEM) is given. In addition to reporting a scale score for raw scores attained on a test, CASAS established a range of accuracy for each test form. For every score in the accurate range, a SEM for each scale score is given. For scale scores exceeding accurate range, CASAS provides a usable, conservative scale score estimate. However, test administrators are encouraged to administer a test at the next more difficult test level to obtain a more accurate scale score estimate. CASAS does not report scale scores for raw scores falling below the accurate range. Information on test forms including SEMs, test information function, correlation and classification consistency are published in the CASAS Technical Manual.

CASAS uses the most currently researched and recommended methodology in educational measurement practice—Item Response Theory—to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for the uni-dimensionality of the item bank ensuring items all measure the same underlying construct. The CASAS Technical Manual presents classical item statistics, including item point bi-serial correlations and their p-values, for all the test series.

The test for item stability is found under “parameter invariance” and “differential item functioning”. Parameter invariance analysis tests whether the item difficulties have changed over time. Differential item functioning tests whether the item difficulties change in the measurement of different kinds of learners, such as learners of different gender and different ethnicity. As part of ongoing maintenance for the assessments, the stability of item parameter estimates is evaluated by CASAS periodically.

## **Studies Conducted**

The Program Effectiveness Panel of the U.S. Department of Education (1993) evaluated and upheld three claims of CASAS implementation of effective educational programs. Each claim centered on adult learners in adult and alternative education programs. The adoption of key elements of the CASAS system determined the degree of program implementation. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies instructional materials using the CASAS Instructional Materials Quick Search, and linking these competencies to appropriate CASAS assessment tools. Learners within education programs that adopted the key elements demonstrated:

- Significant learning gains
- Increased hours of participation
- Achievement of higher goal attainment compared to programs that have not adopted the key elements

Numerous studies such as the National Evaluation of Adult Education Programs (1991) have repeatedly confirmed this claim. In addition, two California studies, an Oregon study as well as a North Carolina study, among others, confirm these three claims (for a detailed literature review, refer to the CASAS Technical Manual).

Another important study examined the relationship of CASAS to the 2002 version of the GED®. This study used data from California, Iowa, Oregon, Kansas, and Hawaii (total number of participants = 4801). The study found a clear monotonic increasing relationship between CASAS reading scores and GED® reading scores and CASAS math scores and GED® math scores. Moreover, the study found a similar relationship between CASAS reading and overall GED® results averaged across the five test content areas.

There have been a number of recent studies conducted across the United States to reaffirm that the content and competencies addressed in the initial development of the item banks are still valid and relevant to the current needs of learners, instructors, administrators, employers, and social service agencies:

- CASAS Content Standards for Reading and Mathematics and Common Core State Standards for Reading, Language, and Mathematics: A Comparative Analysis 2010
- Revalidation of the CASAS Competencies 2008
- CASAS National Consortium Content Standards 2007

For more information that is detailed and complete copies of these validation studies go to [www.casas.org](http://www.casas.org).

CASAS undertook the development of a content standards framework on behalf of CASAS National Consortium states. The project uses the expertise of adult education professionals across the country to determine the essential content standards in reading and math for ABE and ASE and in reading and listening for ESL. The project identifies the basic skills content standards at each NRS level embedded in CASAS Competencies and links them to appropriate CASAS assessments.

On behalf of CASAS National Consortium states, CASAS also undertook the alignment of CASAS content standards to the CCSS in 2010 and the subsequent College and Career Readiness Standards for Adult Education in 2013.

## ADDITIONAL QUALITY CONTROL PROCEDURES

### Test Security Policy

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that agency staff are aware of and follow said practices.

It is the immediate legal responsibility of the agency director, principal, or other primary administrator to enforce securing testing materials upon taking delivery of materials and at all times afterward. Only testing personnel and others qualified as part of the testing process may have access to any testing materials.

### Security of Testing Materials

All testing materials, including but not limited to computerized-testing versions of CASAS eTests®, whether online or desktop, test booklets, CDs, answer sheets, and answer keys, must be kept secure.

No unauthorized personnel should be allowed access to CASAS eTests® or paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

### Test Administration

Testing personnel must remain in the testing room throughout an entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices.

Testing personnel must ensure that they follow all test administration directions and language as dictated in the appropriate CASAS Test Administration Manual.

CASAS eTests®: CASAS will occasionally embed unpublished test items into operational CASAS eTests® in order to maintain and build its item bank. These items are not scored. The security of these items

cannot be compromised and must be maintained in the same manner as all testing materials.

**Paper test booklets:** Paper test booklets and related test support materials should be kept in locked storage at all time when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheets inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

### **Confidentiality of Tests and Test Items**

No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to anyone at any time.

**Paper test booklets:** If test booklets have been marked in or torn, agencies should shred test booklets. If an agency is transitioning to a new test series, CASAS requests that agencies shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such requests should be advised to contact CASAS directly. Testing materials must remain at the testing site at all times.

### **Copyright Infringement**

No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law.

### **Test Security Policy Agreement**

Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of test materials.

All testing personnel must sign the Test Security Policy Agreement below agreeing to uphold the security policies of the agency school, or testing entity.

CASAS reserves the right to take appropriate action to rectify the violation of its test security policy should CASAS determine that any agency, school, or other testing entity has violated any provision of this test security, policy or that testing materials have been compromised in any manner, purposely or otherwise.

## TEST SECURITY POLICY GUIDELINES

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during the testing sessions.
3. Ensure that before or after any test administration, all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals (TAM).
9. Disallow use of any CASAS assessments as practice test or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests®.
12. Report any violation of this test security policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS TAM, and agree to abide by all test security procedures.

Mary Y. Okada  
Signature

President  
Position/Title

12-31-2018  
Date

Dr. Mary Y. Okada  
Print Name

Guam Community College  
Agency Name

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## **APPENDIX D**

### **2018 NRS**

# **STATE DATA QUALITY CHECKLIST**



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GU 2017 (July 1, 2017 - June 30, 2018) [Go] View DQC [icon] Edit DQC [icon] Tables [icon] Documents [icon] Performance [icon] Reports [icon]

**Table DQC: Data Quality Checklist**

**NRS Data Quality Checklist**

[Printable Version](#)

**State:** Guam **Program Year:** 2017 (July 1, 2017 - June 30, 2018)

**Data Quality Checklist (DQC) Instructions:** Please click the tabs below and answer the questions for each DQC content area. At the bottom of the screen in each content area, click the "Save" button to save your work at any time. Your responses will be saved automatically every 25 minutes, if you do not manually save. To sign and submit the DQC, please click the "Signature and Submission" tab below.

**Data Foundation and Structure**

This content area addresses whether the state has in place the foundation and structures for collecting quality data that meet NRS guidelines. Standards measure whether the state has policies for assessment and follow-up; whether local programs know these policies; and whether the state conducts validity studies to ensure processes are working to produce accurate and reliable data. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide an electronic copy of your assessment policy by electronic mail or a paper copy by mail or delivery service with this submission.

**Data Foundation and Structure: Acceptable Quality**

**1. State has written assessment policies that specify:** Yes

- Standardized assessments to use for accountability that are valid and appropriate for adult students
- Time periods (in hours or weeks) for when to pre- and posttest.
- Score ranges tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.
- Appropriate guidance on tests and placement for special populations (e.g. students who are unable to be tested due to language or disability).
- Acceptable methods of assessment for EFL placement.
- Appropriate guidance on requirements and conditions for testing distance education students reported in the NRS (if applicable).

**1a. Select the most commonly used assessments permitted for ABE.**

CASAS Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts - Secondary Level)

**1b. Select the most commonly used assessments permitted for ESL.**

CASAS Life and Work Listening Assessments (LW Listening)

**2. State has written policies for follow-up that explain:** Yes

- Which students are to be followed
- How to determine tracking cohorts
- Follow-up methodology (survey or data match) for each measure that meets NRS requirements

**2a. Indicate your follow-up methods for each measure.**

Employment Second Quarter after exit:	Survey
Employment Fourth Quarter after exit:	Survey
Median Earnings Second Quarter after exit:	Survey
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:	Survey
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit:	Survey
Attained a Postsecondary Credential while enrolled or within one year of exit:	Survey

**2b. If you indicated that you use both survey and data match for follow-up methods for one or more measures in 2a, please explain.**

**3. If the state uses the survey method for any follow-up measure, select the answer "Yes" or "No" for each statement in this item. If the state does not use the survey method for any follow-up measure, check "NA" (not applicable) and skip to the next item.**

Local programs or state can produce a list of students to survey, according to NRS requirements.	Yes
Survey is conducted with a state provided, standard survey instrument.	Yes
State has a regular schedule (e.g., quarterly) for submission of survey data or student names from local programs.	Yes

**4. If the state uses data matching for any follow-up measure, select the answer "Yes" or "No" for each statement in this item. If the state does not use data matching for any follow-up measure, check "NA" (not applicable) and skip to the next item.**

Local or state data system can produce files for matching that include exit dates and employment status for each student.	NA
State has established a procedure for collecting Social Security numbers, including how to deal with missing numbers.	NA
State has set a regular schedule for data submission from local programs and for data matching with external agencies.	NA

**5. State has provided to all local programs a copy of the assessment policy and an explanation of the policy.**

Yes

**6. State has provided to all local programs the written state policies, procedures and requirements for student follow-up and an explanation of the procedures.**

Yes

**7. The state has written definitions for all measures (including demographic measures and actual or proxy contact hours, if applicable), defined according to NRS requirements and has provided them to all programs.**

Yes

**8. The State has written policies on the use of proxy hour models to assign the proxy hours for distance education learners participation in adult education distance education programs. (Check NA and skip to the next item if proxy hours are not used.)**

NA

**8a. If yes, which model or models were used to assign proxy hours.**

#### Data Foundation and Structure: Superior Quality

**1. The state has a comprehensive data dictionary, which defines all measures on state student data forms and in the state data system, and has provided it with an explanation to all local programs.**

Yes

**2. State has standards or requirements for the percentage of students to be pre- and posttested.**

Yes

**2a. If yes, indicate the standards or requirements.**

Guam establishes a statewide performance goal or at least 50 percent paired test scores. CASAS appraisal/pretest is required. Student's CASAS score is analyzed to determine appropriate placement in courses equivalent to EFL. CASAS posttest is administered at the end of each course.

**3. State has made available to local programs on a continuous basis additional technical assistance and resources on assessment, data collection and follow-up procedures (e.g., site visits, contact persons, manuals, online resources).**

Yes

**3a. If yes, briefly describe the assistance and how it is provided.**

The State Agency Office provides a State Monthly Report (SMR) to LEAs that includes updates, resources, curriculum, data and follow-up related issues, budget and purchase orders to name a few. Manuals for CASAS/TE is available online and LEA is provided the link, state provides training in person as well as instructions via email or phone calls.

**4. If the state uses survey follow-up method for any measure, the state has taken steps (e.g, through data review, discussion with staff or observation) to verify that the survey is being conducted according to NRS guidelines (check NA and skip to the next item if survey is not used).**

Yes

**4a. If yes, briefly describe your verification procedures.**

State utilizes the NRS Tips as guidance to determine exit quarter and collecting/reporting requirements. State utilizes TOPspro Core Follow-up Outcome Achievement report to identify cohort to survey as well as CASAS/TOPSpro Enterprise Summary Audit Selected and Qualified Period of Participation students State and LEA staff uses the NRS survey template an training guide to administer the survey. A list of qualified students to survey is generated from TE and an excel file is used to record survey responses. State has also created the survey in Google Docs and sends the survey to students who provided their email address as a form of contact.

**5. If the state uses survey follow-up method, the state has provided written guidance or assistance to survey staff on how to improve response rates (check NA and skip to the next item if survey is not used).**

Yes

**6. If the state uses data matching, the state has written procedures on how to conduct data matching that comply with NRS guidelines (check NA and skip to the next item if data matching is not used).**

Yes

**7. State has procedures in place that verify whether proxy hours are calculated and assigned appropriately (check NA and skip to the next item if proxy hours are not used).**

Yes

#### **Data Foundation and Structure: Exemplary Quality**

**1. State has a system for verifying that local programs are following state data policies and procedures through program reviews, auditing or a certification process.**

Yes

**1a. If yes, briefly describe your verification procedures.**

Validation of data in TE via Data Integrity Detail Report (DIDR), document audit such as class enrollment, CASAS score submission of CMAR & SMR. LEA reviews the SMR and resolves DIDR findings before providing an update. State then generates DIDR again to ensure findings were resolved.

**2. State has reviewed technical reports or research studies of the comparative reliability and validity of the NRS assessments it uses to accurately evaluate EFL completion performance of its students.**

Yes

**2a. If yes, briefly describe the technical reports or research studies you reviewed.**

State utilizes TOPSpro Enterprise and CASAS eTest. LEA administers CASAS eTest while the SEA generates data reports via TOPSpro. Guam's SEA verifies appropriate participants' placements (EFL0 via TOPSpro Class Enrollment Report. Research is done through CASAS/TE and State verifies whether test forms are approved by Federal Register notifications.

#### **Data Collection and Verification**

**This area measures whether the State collects measures according to NRS guidelines using procedures that are likely to result in high reliability and validity. Standards also address whether data are collected in a timely manner, are systematically checked for errors, and whether the State also has processes for verifying the validity of the data. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide a copy of your assessment policy with this submission.**

#### **Data Collection and Verification: Acceptable Quality**

**1. The state has an electronic management information system (MIS), used by all programs, that has individual student records within a relational data base structure. The MIS incorporates NRS measures using common definitions and categories.**

Yes

**1a. If yes, is the MIS a**

Commercially available product

**1b. Please provide the name of the commercially available product.**

Ellucian Banner 9 and TOPSPro Enterprise

**2. Database has error checking functions used by state and/or local programs (e.g., that identify out-of-range values and missing data).**

Yes

**3. State has standardized forms (electronic or paper) for collecting student information (e.g., intake, attendance) that include all NRS measures and have correct NRS definitions and categories.**

Yes

**4. All programs are required to use state student data forms.**

Yes

**5. State has provided to local programs guidelines or procedures for recording actual and, if applicable, proxy contact hours that conform to NRS requirements.**

Yes

**6. All or most local programs have staff with clear responsibility for data collection and data entry.**

Yes

**7. State staff checks for errors after submission by local programs.**

Yes

**7a. If yes, explain error checking process, including what data are checked and how often.**

The SEA generates TOPSpro Enterprise DIDRR which lists participants' records, audits and provides State Monthly Report to LEA to address DIDR audit findings.

**Data Collection and Verification: Superior Quality****1. Programs and/or state enter data into MIS at least quarterly.**

Yes

**2. State staff reviews local data at least quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments and has a system to resolve them.**

Yes

**3. State has timely (e.g., quarterly) follow-up back to local programs to have them correct missing and erroneous data.**

Yes

**4. State has documented procedures for correcting errors and resolving missing data that programs use.**

Yes

**4a. If yes, briefly explain your data review and error correction system.**

The State maintains and provides LEAs a copy of the Assessment Policy Guidelines. Additionally, the State Monthly Report requires EAs to address correction measures and deadlines. TE DIDR Summary identifies what corrections were made.

**5. State provides additional technical assistance to local programs with poor data, as needed.**

Yes

**Data Collection and Verification: Exemplary Quality****1. State has a regular system for verifying (through software, onsite auditing, contact with local staff) that local programs are following state data collection procedures.**

Yes

**1a. If yes, briefly describe the methods used for verification, including use of the correct assessments and assessment forms, reporting of accurate score ranges for placement and for reporting advancement for accountability.**

State generates CASAS eTest score range for students and audits placement into the appropriate EFL (courses/classes and Assessment Policy Guideline).

**2. State verifies data have been corrected in state or local database after errors have been found.**

Yes

**3. State has procedures for regular contact with local staff on data issues to identify problems and provide assistance.**

Yes

**3a. If yes, specify procedures and type of contact.**

State generates TE DIDR and Class Instructional Hours reports. State Monthly Reports are provided to LEAs. The SMR identifies, at a minimum, date issues addressing action items with deadline, dated action and information pertaining to NRS standards and program goals, objectives and outcome. State also conducts site visits and training through the year.

**4. If the state uses survey follow-up method, state tracks survey response rates on at least a quarterly basis and takes corrective action if problems are identified (check NA and skip if survey is not used).**

Yes

**Data Analysis and Reporting**

The quality standards in this content area include whether the State has systems for analyzing and reporting data, including appropriate databases and software. The standards also address whether analyses and reports are produced regularly, are used to check for errors and missing data, meet NRS and State needs, and are useful to State and local staff for program management and improvement. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide a copy of your assessment policy with this submission.

**Data Analysis and Reporting: Acceptable Quality****1. The state MIS can produce NRS required reports for state, including federal NRS tables.**

Yes

**2. NRS tables are calculated accurately to include error checks and prevent double counting. Data is reported using minimally acceptable levels of response as specified in the reporting tables.**

Yes

**3. State staff (or designee) checks NRS reports for errors and missing data and obtains corrected data from local program reports.**

Yes

**4. The MIS is capable of reporting disaggregated data by subpopulation (e.g., student age, race, sex) and program (e.g., ABE, ESL, ASE, correctional education, distance education).**

Yes

#### Data Analysis and Reporting: Superior Quality

**1. State staff person familiar with the data, but not directly involved with collection and data entry, reviews NRS data reports for errors and accuracy.**

Yes

**2. State staff uses data for program management and improvement.**

Yes

**2a. If yes, provide at least one example of use of data for this purpose in the last year.**

State Agency Office created a WIOA Calendar of Events which lists all reports due to the State Agency Office. LEA and State Agency Office reviewed the calendar and agreed to the list of requirements and corresponding deadline. State staff provided and explained NRS data tables to LEA staff, dean and associate dean to discuss, for example learning gains and enrollment at EFLs. State staff also validates LEAs usage of paper test for clients without CASAS eTest online access to insure the test booklets used for administering CASAS paper test (Department of Correction clients) are listed in the federal register as approved by NRS.

**3. Local programs can access data reports that are useful for program management and improvement.**

Yes

**3a. If yes, briefly describe the usefulness of two reports produced by your system.**

DIDR records all discrepancies per student and class instruction hours report is useful for validating hours entered in TE with student attendance record created by faculty who taught the class. LEA staff were trained to generate TOPSpro reports.

**4. Local staff uses data for program management and improvement.**

Yes

#### Data Analysis and Reporting: Exemplary Quality

**1. State has a system of regular contact with local programs on data analysis issues and reporting needs to identify technical assistance needs.**

Yes

**1a. If yes, specify method and frequency of contact.**

SMR submitted to LEA contains resource information action items (to correct data inconsistency, entry errors, clear DIDR, etc.). Validation section (data, budget, purchase orders, etc.), clarification on previously submitted State Monthly Activity Report and other required assistance. Additionally, site visits are conducted, email reminders and/or follow ups are submitted in addition to responding to telephone calls.

**2. State has documented procedures for dealing with analysis problems and deviations.**

Yes

**3. State compares data among programs and with prior years' data for discrepancies, reasonableness and to identify trends in good and bad performance.**

Yes

**4. State has procedures to verify that local reports accurately reflect data collected (e.g., through review of local program documentation, onsite auditing).**

Yes

**4a. If yes, describe the report verification process.**

Site visits, LEA submits Cumulative Monthly Activity Report (CMAR) providing programs status on goals, objectives and outcomes. State responds to CMAR via State Monthly Report addressing TE DIDR concerns as well as the program's budget status. CMARs are submitted by LEA. LEAs submits a Close Out Report or Interim annually.

#### Staff Development

The standards under this area address whether the State has systems for NRS professional development for State and local staff, including whether the State provides training on data collection, measures, assessment, and follow-up procedures. Standards also focus on whether the training is ongoing and continuous, meets the needs of State and local staff, and is designed to improve data quality. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide a copy of your assessment policy with this submission.

**Staff Development: Acceptable Quality**

**1. Local programs and state staff have been provided training on general NRS requirements, including assessment policy and procedures, and follow-up policies.**

Yes

**1a. If yes, briefly describe when the most recent training occurred, its duration and about what percent of local providers attended.**

State Office hosted the Insular Area Professional Development Conference on March 28, 29 & 30, 2018. State and 100% of the LEA staff attended the conference. There were five (5) members from Northern Marianas College State Office and from Northern Marianas College and two (2) Palau Ministry of Education (Insular Area partners) were in attendance.

**2. Local staff has received training on data collection procedures.**

Yes

**3. State and local staff have been trained on data entry into the state or local MIS.**

Yes

**4. Local staff has had training on how to produce and/or interpret reports produced by the MIS.**

Yes

**5. Training has been provided on conducting follow-up survey or data matching procedures, to state or local staff involved in survey or matching.**

Yes

**6. The state has trained staff on distance education policy and use of proxy hours. If the state does not have distance education or use proxy hours, check "NA" (not applicable) and skip to the next item.**

Yes

**7. State provides at least one additional training annually to local programs on NRS issues, MIS data entry or data analysis issues.**

Yes

**7a. If yes, briefly describe when the most recent additional training occurred, its duration and about what percent of local providers attended. This training should not be the same as the one described above in item number 1.**

The State Agency Office continued offering bi-monthly training Exploring WIOA, Title II. 100% of the adult education staff participated in the training.

**Staff Development: Superior Quality**

**1. There is planned, continuous training (at least one training annually) on data collection and NRS issues.**

Yes

**1a. If yes, briefly describe frequency, duration and content of trainings.**

State Office hosted the Insular Area Professional Development Conference on March 28, 29 & 30, 2018. State and 100% of the LEA staff attended the conference. There were five (5) members from Northern Marianas College State Office and from Northern Marianas College and two (2) Palau Ministry of Education (Insular Area partners) were in attendance. The conference/training focused on:

- NRS federal accountability guideline and how it relates to TOPSpro Enterprise Tables
- WIOA Table requirements not yet available in TE
- Hands on training on TOPSpro Enterprise to name a few.

**2. NRS training is planned and delivered based on needs of local staff and evaluations of previous trainings.**

Yes

**2a. If yes, briefly describe your needs assessment process.**

State scheduled bi-monthly training (Exploring WIOA, Title II) focusing responsibilities of LEA and SAO. At the end of each session, participants are given the opportunity to share and add value to the topics discussed. Participants are given the opportunity to recommend topics or problems to discuss at the next session.

**3. State has ongoing technical support to local programs to improve data matching and/or survey follow-up procedures, such as collecting the data.**

Yes

**3a. If yes, describe support and how it is provided.**

State utilizes the DIDR to audit and validate data. DIDR is provided to LEAs monthly to resolve exceptions. LEAs email, call or visit the State Office when clarification or questions arise.

**Staff Development: Exemplary Quality****1. State has developed and is implementing a plan for ongoing staff development on NRS and data use issues to promote continuous improvement.**

Yes

**1a. If yes, briefly describe the plan.**

The State recognizes the need for continuous professional staff development promote continuous improvement and to committed to obtaining NRS training and providing training to LEAs on NRS and data use. SEA hosted a three (3) day Insular Area Professional Development Conference/Training on March 28, 29 & 30, 2018. Conference topics included training on CASAS assessment, TOPSpro Enterprise (TE) NRS federal accountability guideline and how it relates to TOPSpro Enterprise Tables, and hands on training on TE; to name a few.

**2. State has a system for continuous training of local staff on NRS issues, data collection and data reporting through regularly scheduled training sessions or other resources.**

Yes

**3. State has timely intervention strategies to identify data problems as they occur and to provide training to programs to correct the problems.**

Yes

**3a. If yes, briefly describe the process.**

The State utilizes the DIDR to audit and validate data, DIDR is provided to LEAs monthly to resolve exceptions. LEAs email, call or visit the State Office when clarification or questions arise. Furthermore, State has set up bi-monthly Exploring WIOA training. Training included how the Local program plans, goals and objectives links to the Unified State Plan and how this links to WIOA (the big picture).

**Data Quality Improvement Plan**

**The state must submit a data quality improvement plan addressing each content area that does not meet all of the standards at the superior level. You may cut and paste text from another document into the text boxes below.**

**Improvement Plan Information**

- 1. Please list each content area (e.g., Data Foundation and Structure, Staff Development) and specific standard not met.**
- 2. For each standard not met, please describe your planned approach to implementing changes that will allow you to meet the standard.**
- 3. Describe the barriers or problems you anticipate, if any, to implement these plans.**
- 4. Describe any technical assistance you might need to implement these planned changes.**
- 5. If you believe you will be unable to meet any standard, please explain why.**

**Signature and Submission**

**Note: The state director of adult education or head of the state administrative agency in which the federal adult education program resides must sign this certification.**

**Certification**

I certify that to the best of my knowledge, the information contained in this document is true and correct and accurately reflects the state's data collection policies and procedures for collecting and reporting data for the U.S. Department of Education's National Reporting System for adult education.

Name and Title of Authorized Certifying Official

**Name**

Dr. Mary A.Y. Okada

**Title**

President

**Telephone (Area code, number, and extension)**

671-735-5700

**Email Address**

mary.okada@guamcc.edu

**Date DQC Submitted (mm/dd/yyyy)**

10.01.2018

**Signature**

*Mary A.Y. Okada*

**DQC Content Area****Data Quality Level**

Data Foundation and Structure	Exemplary
Data Collection and Verification	Exemplary
Data Analysis and Reporting	Exemplary
Staff Development	Exemplary

**Overall Data Quality Level Exemplary**

Last Edited: 09/30/2018 23:33 ET by Doris Perez.