



Guam's Adult Education Annual Performance Report

Federally Funded
Workforce Innovation and Opportunity Act,
Title II Programs
Program Year July 1, 2019 to June 30, 2020

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Guam's Narrative Report 2019-2020

1. STATE LEADERSHIP

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

- i. *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or combined State Plan as described in section 223(1)(a).*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. PERFORMANCE DATA ANALYSIS

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

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

Summary of Program Participants

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

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

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

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

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

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

3. INTEGRATION WITH ONE-STOP PARTNERS

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

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

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

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

Guam does not receive IELCE funds for this program.

5. Adult Education Standards

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

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

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

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

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

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

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

APPENDIX A

2019 NRS

REQUIRED DATA TABLES

(1, 2, 2a, 3, 4, 4B, 5, 6, 7, 9, 10, 11, 14, MSG & SPR)

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 1	Go
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TABLE 1: PARTICIPANTS BY ENTERING EDUCATIONAL FUNCTIONING LEVEL, ETHNICITY, AND SEX

[TABLE 1: PARTICIPANTS BY ENTERING EDUCATIONAL FUNCTIONING LEVEL, ETHNICITY, AND SEX](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Entering Education Functioning Level (EFL)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		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	0	+	+	0	0	+	0	2
ABE Level 2	0	0	+	0	0	0	0	0	+	10	0	0	0	0	14
ABE Level 3	0	0	+	5	0	0	+	0	14	18	0	0	0	0	40
ABE Level 4	0	0	+	+	0	0	0	+	22	40	0	0	5	+	75
ABE Level 5	0	0	4	4	0	+	+	+	11	22	+	0	+	0	47
ABE Level 6	0	0	0	+	0	0	0	0	+	+	0	0	0	+	5
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	+	0	+	0	0	0	0	0	0	0	0	1
ESL Level 4	0	0	0	5	0	0	0	0	+	0	+	0	0	0	6
ESL Level 5	0	0	+	15	0	0	0	0	0	+	0	+	0	0	19
ESL Level 6	0	0	+	11	0	0	0	+	0	0	0	+	0	0	15
Total	0	0	13	44	0	1	2	4	54	93	1	3	7	2	224

+ Data were suppressed to protect the confidentiality of individual participant data.

Guam	2019 (July 1, 2019 - June 30, 2020)
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Table 2

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TABLE 2: PARTICIPANTS BY AGE, ETHNICITY, AND SEX

[TABLE 2: PARTICIPANTS BY AGE, ETHNICITY, AND SEX](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		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)
16-18	0	0	+	+	0	0	+	+	6	+	+	0	+	+	21
19-24	0	0	6	+	0	0	0	0	18	32	+	0	+	+	60
25-44	0	0	+	32	0	0	+	+	26	49	0	+	6	0	120
45-54	0	0	+	6	0	0	0	+	+	+	0	+	0	0	16
55-59	0	0	0	+	0	+	0	0	0	0	0	0	0	0	1
60+	0	0	+	+	0	+	0	0	+	0	0	+	0	0	6
Total	0	0	13	44	0	1	2	4	54	93	1	3	7	2	224

+ Data were suppressed to protect the confidentiality of individual participant data.

Guam	2019 (July 1, 2019 - June 30, 2020)
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Table 2a

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TABLE 2A: REPORTABLE INDIVIDUALS BY AGE, ETHNICITY, AND SEX

[TABLE 2A: REPORTABLE INDIVIDUALS BY AGE, ETHNICITY, AND SEX](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		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)
16-18	0	0	+	0	0	0	0	0	0	0	+	0	0	0	2
19-24	0	0	+	+	0	0	0	0	+	+	0	0	0	0	5
25-44	0	0	0	+	0	0	0	0	9	+	0	0	0	0	10
45-54	0	0	0	0	0	0	0	0	+	0	+	0	0	0	1
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	1	0	0	0	0	11	3	2	0	0	0	18

+ Data were suppressed to protect the confidentiality of individual participant data.

Guam	2019 (July 1, 2019 - June 30, 2020)
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Table 3

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TABLE 3: PARTICIPANTS BY PROGRAM TYPE AND AGE

TABLE 3: PARTICIPANTS BY PROGRAM TYPE AND AGE

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Program Type	16-18	19-24	25-44	45-54	55-59	60+	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Adult Basic Education	13	42	69	7	0	0	131
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	8	+	25	+	+	+	52
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	0	+	26	+	+	+	41
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
Total	21	60	120	16	1	6	224

+ Data were suppressed to protect the confidentiality of individual participant data.

TABLE 4: MEASURABLE SKILL GAINS BY ENTRY LEVEL

[TABLE 4: MEASURABLE SKILL GAINS BY ENTRY LEVEL](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Entering Education Functioning Level	1st Period of Participation							All Periods of Participation				
	Total Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who 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 number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	2	0	215	1	0	0	1	50.00%	2	1	0	50.00%
ABE Level 2	14	0	694	10	0	4	0	71.42%	14	10	0	71.42%
ABE Level 3	40	0	3,270	17	0	18	5	42.50%	40	17	0	42.50%
ABE Level 4	75	0	6,179	31	5	33	6	48.00%	75	31	5	48.00%
ABE Level 5	47	0	4,441	4	22	16	5	55.31%	47	4	22	55.31%
ABE Level 6	5	0	510	0	2	3	0	40.00%	5	0	2	40.00%
ABE Total	183	0	15,309	63	29	74	17	50.27%	183	63	29	50.27%
ESL Level 1	0	0	0	0	0	0	0		0	0	0	
ESL Level 2	0	0	0	0	0	0	0		0	0	0	
ESL Level 3	1	0	120	1	0	0	0	100.00%	1	1	0	100.00%
ESL Level 4	6	0	120	4	0	2	0	66.66%	6	4	0	66.66%
ESL Level 5	19	0	1,616	16	0	3	0	84.21%	19	16	0	84.21%
ESL Level 6	15	0	1,194	10	0	5	0	66.66%	15	10	0	66.66%
ESL Total	41	0	3,050	31	0	10	0	75.60%	41	31	0	75.60%
Grand Total	224	0	18,359	94	29	84	17	54.91%	224	94	29	54.91%

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 4b
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TABLE 4B: EDUCATIONAL FUNCTIONING LEVEL GAIN AND ATTENDANCE FOR PRE- AND POST-TESTED PARTICIPANTS

[TABLE 4B: EDUCATIONAL FUNCTIONING LEVEL GAIN AND ATTENDANCE FOR PRE- AND POST-TESTED PARTICIPANTS](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Entering Education Functioning Level	Total Number of Participants	Total Attendance Hours	Number with EFL Gain	Number Separated Before Achieving EFL Gain	Number Remaining Within Level	Percentage Achieving Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)
ABE Level 1	1	61	1	0	0	100.00%
ABE Level 2	11	569	10	1	0	90.90%
ABE Level 3	28	2,429	17	7	4	60.71%
ABE Level 4	51	4,607	32	14	5	62.74%
ABE Level 5	25	3,031	6	15	4	24.00%
ABE Total	116	10,697	66	37	13	56.89%
ESL Level 1	0	0	0	0	0	
ESL Level 2	0	0	0	0	0	
ESL Level 3	1	120	1	0	0	100.00%
ESL Level 4	6	120	4	2	0	66.66%
ESL Level 5	17	1,577	16	1	0	94.11%
ESL Level 6	12	1,089	10	2	0	83.33%
ESL Total	36	2,906	31	5	0	86.11%
Total	152	13,603	97	42	13	63.81%

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 5
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TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

OMB Control Number 1830-0027

Program
2019 (July 1, 2019 - June 30, 2020)

State
[Guam](#)

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	33	5	15.15%	33	5	15.15%
Employment Fourth Quarter after exit	33	5	15.15%	33	5	15.15%
Median Earnings Second Quarter after exit	33	\$384.00	N/A	33	\$384.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	16	1	6.25%	16	1	6.25%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	16	2	12.50%	16	2	12.50%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0		0	0	
Attained any credential (unduplicated)	16	0	0.00%	16	2	12.50%

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 6
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TABLE 6: PARTICIPANT STATUS AND PROGRAM ENROLLMENT

[TABLE 6: PARTICIPANT STATUS AND PROGRAM ENROLLMENT](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Participant Status on Entry into the Program	Number	
(A)	(B)	
Employed	80	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	142	
Not in the Labor Force	2	
Total	224	
Highest Degree or Level of School Completed	US Based Schooling	Non-US Based Schooling
No Schooling	1	0
Grades 1-5	2	0
Grades 6-8	17	2
Grades 9-12	172	1
Secondary School Diploma or alternate credential	10	3
Secondary School Recognized Equivalent	0	0
Some Postsecondary education, no degree	3	0
Postsecondary or professional degree	7	6
Unknown	0	0
TOTAL (both US Based and Non-US Based)	224	
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	
TOTAL Institutional	0	

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 7
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Go

TABLE 7: ADULT EDUCATION PERSONNEL BY FUNCTION AND JOB STATUS

TABLE 7: ADULT EDUCATION PERSONNEL BY FUNCTION AND JOB STATUS

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
Function			
State-level Administrative/Supervisory/Ancillary Services	3	2	0
Local-level Administrative/Supervisory/Ancillary Services	1	3	0
Local Counselors	0	2	0
Local Paraprofessionals	0	0	0
Local Teachers	18	1	0
Teacher Experience in Adult Education			
Less than one year	2	0	
One to three years	9	1	
More than three years	7	0	
Teacher Certification			
No Certification	15	1	
Adult Education Certification	0	0	
K-12 Certification	0	0	
Special Education Certification	1	0	
TESOL Certification	2	0	

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 9
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TABLE 9: OUTCOME ACHIEVEMENT FOR PARTICIPANTS IN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

[TABLE 9: OUTCOME ACHIEVEMENT FOR PARTICIPANTS IN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0		0	0	
Employment Second Quarter after exit	0	0		0	0	
Employment Fourth Quarter after exit	0	0		0	0	
Median Earnings Second Quarter after exit	0	\$0.00	N/A	0	\$0.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0		0	0	
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	0	0		0	0	
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0		0	0	
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
(A)	(B)	(C)	(D)			
Achieved Citizenship Skills	0	0				
Voted or Registered to Vote	0	0				
Increased Involvement in Community Activities	0	0				

[GUAM DOES NOT RECEIVE WIOA...](#)

Guam does not receive WIOA funds to support Civics Education.

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 10
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Go

TABLE 10: OUTCOME ACHIEVEMENT FOR ADULTS IN CORRECTIONAL EDUCATION PROGRAMS

[TABLE 10: OUTCOME ACHIEVEMENT FOR ADULTS IN CORRECTIONAL EDUCATION PROGRAMS](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

1st Period of Participation		Periods of Participation				
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0.00%	0	0	0.00%
Employment Second Quarter after exit	9	0	0.00%	9	0	0.00%
Employment Fourth Quarter after exit	9	0	0.00%	9	0	0.00%
Median Earnings Second Quarter after exit	9	\$0.00	N/A	9	\$0.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	9	0	0.00%	9	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	9	0	0.00%	9	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00%	0	0	0.00%

TABLE 11: OUTCOME ACHIEVEMENT FOR INTEGRATED EDUCATION AND TRAINING PARTICIPANTS

[TABLE 11: OUTCOME ACHIEVEMENT FOR INTEGRATED EDUCATION AND TRAINING PARTICIPANTS](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level	0	0	0.00%	0	0	0.00%
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0.00%	0	0	0.00%
MSG via Secondary or Postsecondary Transcript	0	0	0.00%	0	0	0.00%
MSG via Progress Toward Milestones	0	0	0.00%	0	0	0.00%
MSG via Passing Technical/ Occupational Skills Exam	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	\$0.00	N/A	0	\$0.00	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%

[GUAM'S IET PROGRAM WAS...](#)

Guam's IET program was interrupted by the program's reorganization to minimize performance gaps, to capitalize on staff and services, and to cope with the onset of the coronavirus pandemic.

Guam	2019 (July 1, 2019 - June 30, 2020)	Table 14
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[Go](#)

TABLE 14: LOCAL GRANTEES BY FUNDING SOURCE

[TABLE 14: LOCAL GRANTEES BY FUNDING SOURCE](#)

Program

2019 (July 1, 2019 - June 30, 2020)

State

[Guam](#)

Provider Agency	Total Number of Providers	Total Number of IELCE Providers	Total Number of Sub-Recipients	WIOA Funding Total	WIOA Funding % of Total	State Funding Total	State Funding % of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Local Education Agencies	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Public or Private Nonprofit Agency							
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%
Institutions of Higher Education							
Community Junior or Technical Colleges	1	0	1	\$475,070.00	100.00%	\$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%
Other Agencies							
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%
Other							
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Total	1	0	1	\$475,070.00	100.00%	\$0.00	100.00%

Guam	2019 (July 1, 2019 - June 30, 2020)	Table MSG
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Go

TABLE MSG: MEASURABLE SKILL GAINS

[TABLE MSG: MEASURABLE SKILL GAINS](#)

Unpublished

OMB Control Number 1205-0526

PROGRAM		TITLE (select one):	
STATE: Guam	Title I Local Area: N/A	<input type="checkbox"/> Title I Adult <input type="checkbox"/> Title I Dislocated Worker <input type="checkbox"/> Title I Youth <input type="checkbox"/> Title I and Title III combined	<input checked="" type="checkbox"/> Title II Adult Education <input type="checkbox"/> Title III Wagner-Peyser <input type="checkbox"/> Title IV Vocational Rehabilitation
REPORTING PERIOD COVERED (Required for current and three preceding years.)			
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :		
07/01/2019	06/30/2020		

SUMMARY INFORMATION

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	94
Attainment of a secondary school diploma or its equivalent	29
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

Guam	2019 (July 1, 2019 - June 30, 2020)	Table SPR
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Go

TABLE SPR: STATEWIDE PERFORMANCE REPORT

[TABLE SPR: STATEWIDE PERFORMANCE REPORT](#)

Unpublished

OMB Control Number 1205-0526

PROGRAM	TITLE (select one):		
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 I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation
		<input type="checkbox"/> Title I and Title III combined	
REPORTING PERIOD COVERED (Required for current and three preceding years.)			
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :		
07/01/2019	06/30/2020		

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Funds Expended (Cohort Period: 07/01/2019 - 06/30/2020)	Cost Per Participant Served (Cohort Period: 07/01/2019 - 06/30/2020)
Career Services	224	104	\$301,536.26	\$1,346.14
Training Services	0	0	\$0.00	
Percent training-related employment:		Percent enrolled in more than one core program:		Percent Admin Expended:
		0.00%		

PARTICIPANT CHARACTERISTICS

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)		
			Num	Rate	Num	Rate		Num	Rate	Num	Rate	
Total Statewide	224	104	Target	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	43.00%
			Actual	5	15.15%	5	15.15%	\$384.00	+	+	123	54.91%
Sex	Female	147	67	+	+	+	+	\$0.00	+	+	87	70.73%
	Male	77	37	+	+	+	+	\$0.00	+	+	36	29.27%
Age	< 16											
	16-18	21	+	0	0.00%	0	0.00%	\$0.00	+	+	+	+
	19-24	60	25	+	+	+	+	\$0.00	0	0.00%	33	26.83%

		Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate		Num	Rate	Num	Rate
Ethnicity/Race	25-44	120	64	+	+	+	+	\$0.00	+	+	72	58.54%
	45-54	16	9	0	0.00%	0	0.00%	\$0.00	0	3.28%	8	6.50%
	55-59	+	4	0	0.00%	0	0.00%	\$0.00	0	0.00%	+	+
	60+	+	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	4	3.25%
	American Indian or Alaskan Native	+	0	0	0.00%	0	0.00%	\$0.00	+	+	0	0.00%
	Asian	57	36	0	0.00%	0	0.00%	\$0.00	0	0.00%	26	21.14%
	Black or African American	+	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	Hispanic or Latino	6	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
Native Hawaiian or Other Pacific Islander	147	62	5	100.00%	5	100.00%	\$0.00	+	+	93	75.61%	
White	4	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	4	3.25%	
More than One Race	9	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%	

BY EMPLOYMENT BARRIER

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)		
			Num	Rate	Num	Rate		Num	Rate	Num	Rate	
Total Statewide	224	104	Target	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	43.00%
			Actual	5	15.15%	5	15.15%	\$384.00	+	+	123	54.91%
Displaced Homemakers	+	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	+	+	
English Language Learners, Low Levels of Literacy, Cultural Barriers	45	24	0	0.00%	0	0.00%	\$0.00	0	0.00%	38	30.89%	
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	54	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%	

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)	
			Num	Rate	Num	Rate		Num	Rate	Num	Rate
Ex-offenders	+	0	0	0.00%	0	0.00%	\$0.00	+	+	+	+
Homeless Individuals / runaway youth	0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
Long-term Unemployed (27 or more consecutive weeks)	+	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	+	+
Low-Income Individuals	54	38	0	0.00%	0	0.00%	\$0.00	+	+	54	43.90%
Migrant and Seasonal Farmworkers	+	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	+	+
Individuals with Disabilities (incl. youth)	0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
Single Parents (Incl. single pregnant women)	19	21	0	0.00%	0	0.00%	\$0.00	0	0.00%	19	15.45%
Youth in foster care or aged out of system	0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%

APPENDIX B

2019

FEDERAL FINANCIAL REPORT (FFR)

INTERIM AND FINAL

Guam	2019 (July 1, 2019 - June 30, 2020)	Table FFR 1
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TABLE FFR 1: FEDERAL FINANCIAL REPORT - INITIAL

FEDERAL FINANCIAL REPORT TOTAL ALLOCATION FY 2019	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 V002A190061	OMB Control Number: 1830-0027	
3. Recipient Organization (Name and complete address including Zip code) Guam Community College POB 23069 Barrigada, GU 96921	4a. DUNS Number 778900092	4b. Employer Identification Number (EIN) 98-0040312	5. Recipient Account Number or Identifying Number 20-xxx-xxx- 21A-29Z-x-20	6. Report Type Initial	7. Basis of Accounting Accrual
8. Project/Grant Period (mm/dd/yyyy) From: 07/01/2019 To: 09/30/2020	9. Reporting Period (mm/dd/yyyy) From: 07/01/2019 To: 09/30/2020				

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
Federal Cash:						
a. Cash Receipts	\$19,006.90	\$0.00	\$2,127.50	\$2,127.50	\$425.50	\$23,261.90
b. Cash Disbursements	\$19,579.68	\$0.00	\$2,127.50	\$2,127.50	\$425.50	\$23,834.68
c. Cash on Hand (line a minus b)	(\$572.78)	\$0.00	\$0.00	\$0.00	\$0.00	(\$572.78)
Federal Expenditures and Unobligated Balance:						
d. Total Federal funds authorized						\$503,982.00
e. Federal share of expenditures						
Basic Grant	\$19,579.68	\$0.00	\$2,127.50	\$2,127.50	\$425.50	\$23,834.68
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
One-Stop Infrastructure Costs (Local Option)				\$0.00		\$0.00
One-Stop Infrastructure Costs (State Option)				\$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	\$19,579.68	\$0.00	\$2,127.50	\$2,127.50	\$425.50	\$23,834.68
h. Unobligated balance of Federal funds (line d minus g)						\$480,147.32
Recipient Share:						
i. Total recipient share required (i.e. Maintenance of Effort)	\$68,725.00	\$0.00	\$0.00	\$0.00	\$0.00	\$68,725.00

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
j. Recipient share of expenditures	\$3,436.25	\$0.00	\$0.00	\$0.00	\$0.00	\$3,436.25
One-Stop Infrastructure Costs	\$0.00			\$0.00		\$0.00
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	\$0.00	\$0.00
k. Remaining recipient share to be provided (line i minus j)	\$65,288.75	\$0.00	\$0.00	\$0.00	\$0.00	\$65,288.75
Program Income:						
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	Period To	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

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)

I agree and certify this document

a. Name and Title of Authorized Certifying Official

c. Telephone (Area code, number, and extension)

671-735-5700

Name

Title

d. Email Address

Mary Okada

President/CEO

mary.okada@guamcc.edu

b. Signature of Authorized Certifying Official

e. Date Report Submitted (mm/dd/yyyy)

Mary Okada

12/29/2020

President/CEO

12/29/2020 06:08

14. Agency use only:

TABLE FFR 3: RECIPIENT SHARE DETAIL - INITIAL

FEDERAL FINANCIAL REPORT Recipient Share Detail FY 2019	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 V002A190061	OMB Control Number: 1830-0027
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3. Recipient Organization (Name and complete address including Zip code) Guam Community College POB 23069 Barrigada, GU 96921	4. Report Type Initial	5. Project/Grant Period (mm/dd/yyyy) From: 07/01/2019 To: 09/30/2020	6. Reporting Period (mm/dd/yyyy) From: 07/01/2019 To: 09/30/2020
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7. Cash a. State Cash (list the name and amount of each source or funding stream)	8. In-Kind Contributions (fairly evaluated)																										
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9. Please explain any increases, decreases, or new cash and in-kind sources reported in Boxes 7 or 8 since the previous year. Not Applicable																											

10. 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)

I agree and certify this document

a. Date Report Submitted (Month, Day, Year) 12/29/2020	d. Name and Title of Authorized Certifying Official Name: Mary Okada Title: President/CEO
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b. Telephone (Area code, number, and extension) 671-735-5700	e. Signature of Authorized Certifying Official Mary Okada President/CEO 12/29/2020 06:09
c. Email Address mary.okada@guamcc.edu	

APPENDIX C

2020-2021

ASSESSMENT POLICY GUIDELINES

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

Guam Community College
Assessment Policy Guidelines

July 2020–June 2021

This document reflects no change to the approved July 2019-June 2020 version.



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 and March 7, 2019 Federal Register Vol. 84, No. 45 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 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.¹

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.²

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 are approved through February 2, 2021³ 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

¹ Guam Community College Institutional Strategic Master Plan 2020 - 2025

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

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

report educational gain 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 learners⁴ 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 Education⁵, and the American Psychological Association. The CASAS Technical Manual⁶ contains detailed information about test validity

⁴ 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. (113th US Congress Public Law 113-128-July 22, 2014)

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

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

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 Manual⁷ (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, 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

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

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), English as a Second Language (ESL) and Family Literacy. This policy is applicable to 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 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 assessment test series presented in Table 1 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 and Math GOALS series will be used beginning July 1, 2019.

Table 1

Basic skills assessed by series⁸	Life and Work	Reading GOALS⁹	Math GOALS¹⁰
Reading and Math (ABE & ASE)		✓	✓
Reading and Listening (ESL)	✓		

Learners take an appraisal test to gauge his/her reading, math, listening, comprehension 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, and speaking skills.

D. RESOURCES FOR INFORMATION AND ASSISTANCE

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

Mary A.Y. Okada, Ed.D.

Title: President and State Director

Agency: Guam Community College

Email address: mary.okada@guamcc.edu

Telephone: 671-735-5700

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 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.

⁸ [Federal Register/Vol. 83, No. 184/Friday, September 21, 2018 Notices](#)

⁹ [Federal Register /Vol. 83, No. 24/Monday, February 5, 2018 Notices](#)

¹⁰ [Federal Register /Vol. 84, No. 45/Thursday, March 7, 2019 Notices](#)

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, 2019¹¹. ESL assessments were approved for an additional extended period through February 2, 2021¹². Reading and Math assessment GOALS test series will be used effective July 1, 2019.¹³

Table 2

Assessment	Test Series	Test Forms (Paper and Computer Base)
Reading	Reading GOALS	901, 902, 903, 904, 905, 906, 907, and 908
Math	Math GOALS	900, 913, 914, 917, and 918
ESL Reading and Listening	Life and Work	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, and 981L, 982L, 983L, 984L, 985L, and 986L

¹¹ [Federal Register/Vol. 83, No. 184/Friday, September 21, 2018/Notices](#)

¹² [Federal Register/Vol. 83, No. 184/Friday, September 21, 2018/Notices](#)

¹³ [Federal Register/Vol.84, No. 45/Thursday, March 7, 2019/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 skills¹⁴. 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, learners should be pre-tested upon entry into the program and before the occurrence of any substantial instruction. 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 occur 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 the appropriate pre-test and post-test form 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 up to 75 minutes. CASAS recommends assessing after approximately 70-100 hours of instruction, with the following exception:

- Programs offering high intensity courses (for example, a class meeting more than

¹⁴ <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/nrs-approval-of-casas>

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.

A learner's post-test score, 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 learners that "stop-out" and want to return to the adult education program provided the last test administered does not exceed a 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

throughout 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

Tables 3A-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

Reading: English as a Second Language (ESL)		
ESL NRS EFLs	CASAS Level	Life & Work
1-2	Beginning Literacy	27, 28
1-3	A	81, 82
2-4	AX	81X, 82X
4-5	B	83, 84
5-6	C	85, 86*, 185, 186
	D	187, 188

*Workplace focused

Table 3B

Listening: English as a Second Language (ESL)		
NRS EFLs	CASAS Levels	Life and Work Series Form Numbers
1-4	A	981L, 982L
3-5	B	983L, 984L
4-6	C	985L, 986L

Table 3C

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

Table 3D

Math GOALS for Adult Basic Skills, Adult Secondary Education		
NRS EFLs	CASAS Levels	Math GOALS Test Series
1-3	A/B	913M-914M
1-3	A/B	913M-914M
4-5	C/D	917M-918M
4-5	C/D	917M-918M

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

Tables 4A & 4B CASAS Scale Score Ranges Links to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ABE and ASE)

Table 4A

NRS EFLs for ABE/ASE Reading	CASAS Level*	Reading GOALS 900 Series Scale Score Ranges
1 Beginning Adult Basic Education Literacy	A	203 and below
2 Beginning Basic Education	B	204-216
3 Low Intermediate Basic Education	B	217-227
4 High Intermediate Basic Education	C	228-238
5 Low Adult Secondary Education	D	239-248
6 High Adult Secondary Education	E	249 and above

* Subject to change/update based on NRS approval

Table 4B

NRS EFLs for ABE/ASE Mathematics	CASAS Level*	Math GOALS 900 Series Scale Score Ranges
1 Beginning Literacy	A	193 and below
2 Beginning Basic	B	194 – 203
3 Low Intermediate	B	204 – 214
4 Middle Intermediate	C	215 – 225
5 High Intermediate	D	226 - 235
6 Adult Secondary	E	236 and above

* Subject to change/update based on NRS approval

Table 4C CASAS Scale Score Ranges Links to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ESL)

Table 4C

NRS EFLs for ESL	CASAS Level*	Reading and Listening Scale Score Ranges
1 Beginning ESL Literacy	A	180 and below
2 Low Beginning ESL	A	181-190
3 High Beginning ESL	A	191-200
4 Low Intermediate ESL	B	201-210
5 High Intermediate ESL	B	211-220
6 Advanced ESL	C	221-235

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 (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 include 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 is most relevant to preparing adult students for success in higher education and training programs?
3. Which standard in each content area 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 what 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.

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.

/S/
 Signature

 President
 Title

 April 26, 2019
 Date

 Mary A.Y. Okada, Ed.D.
 Print Name

 Guam Community College
 Agency Name

APPENDIX D

2019 NRS

STATE DATA QUALITY CHECKLIST

Guam	2019 (July 1, 2019 - June 30, 2020)	DQC
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Go

DATA QUALITY CHECKLIST FOR GUAM 2019

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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. To sign and submit the DQC, please check the "Certification" checkbox under the Signature and Submission tab, then click "Submit for Review" button below the form.

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:

- 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).

Yes

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

CASAS Math GOALS Series

CASAS Reading GOALS Series

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

CASAS Life and Work Listening Assessments (LW Listening)

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

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

- 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.

Yes

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:

NA

Local or state data system can produce files for matching that include exit dates and employment status for each student.

State has established a procedure for collecting Social Security numbers, including how to deal with missing numbers.

State has set a regular schedule for data submission from local programs and for data matching with external agencies.

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

Clock Time Model

Teacher Verification Model

Learner Mastery Model

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 established a statewide performance goal of at least 50 percent paired test scores.

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.

Technical assistance is continuously provided to the Program Manager and staff via email, meetings, and workshops (e.g. Post Award, Exploring WIOA, Title II). Topics included federal registers, Assessment Policy Guidelines, Integrated Education Training, NRS suitable tests and test forms, survey follow-ups, Consolidated Annual Report, and the State Plan.

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 isbeing 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 reviews, disseminates and discusses data with the state and local staff. State randomly contacts students to validate information.

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 datamatching that comply with NRS guidelines (check NA and skip to the next item if data matching is not used).

NA

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).

NA

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.

The state provides a TOPSpro Enterprise (TE) report (NRS Data Integrity Detail Report) to the local program. The report identifies exceptions (e.g., "no post-test", "missing birthdate or outside 16-110") for local program to review and correct.

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.

Guam utilizes research and best practices made available at AIR (American Institutes for Research).

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: 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.

Guam uses the TOPSpro's NRS Data Integrity Detail Report (DIDR) to validate and ensure local program resolve errors monthly.

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.

DIDR's drilldown options is used by state and local staff to identify and to rectify deviations (outliers). Additionally, local staff submit a report to the State as to how errors were corrected.

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.

The State generates the DIDR report to ensure discrepancies are resolved and to "test" report to ensure the correct assessment and assessment form is utilized.

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.

The State covers data and similar issues on the State Monthly Report and at the Exploring WIOA, Title II workshop sessions.

4. If the state uses survey follow-up method, state tracks survey response rates on at least aquarterly 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.

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

Data was used to assess the relationship between teaching methodology and course guide to student learning gains.

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.

Student demographic, records, and tests are examples of useful data maintained by TE for program management and improvement.

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

Yes

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.

The Exploring WIOA, Title II Technical Assistance sessions are held monthly.

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.

TE data is verified by state and local program by reviewing intake forms, DIDR, and by performing random audits.

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 staff and local program manager, are scheduled to attend the 2020 Virtual NRS Regional Training.

State staff attended the NRS Webinar - Back to Basics: Foundations of the NRS.

The State and local program manager provide adult education staff with information, for example, on NRS requirements, assessment policies, and survey requirements and procedures.

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 estimated. If the state does not have distance education or use proxy hours, check "NA" (not applicable) and skip to the next item.

NA

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.

With the onset of COVID-19 and Guam's stay at home mandate, scheduled training was postponed to October 2020.

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.

Exploring WIOA, Title II will continue. The session will cover the NRS data tables collection and State Plan.

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.

After a Exploring WIOA, Title II event, participants complete an evaluation, to identify how to apply acquired skill/information, and to recommend upcoming training needs.

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.

Exploring WIOA, Title II sessions to local programs will continue with topics including how to improve the quality and accuracy of student data.

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.

Guam's team (comprised of State and local representatives) will participate in Exploring WIOA, Title II, October 2020 to discuss, for example, how to use NRS data to improve program offerings.

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.

Guam employs the Data Integrity Detail Report to identify and correct data problems.

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, 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.

✓ 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.

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.

Name

Mary Okada

Title

President/CEO

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Date and Time

10/01/2020 08:42:47

DQC CONTENT AREA	DATA QUALITY LEVEL
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Data Foundation and Structure	Exemplary
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Data Collection and Verification	Exemplary
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Data Analysis and Reporting	Exemplary
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Staff Development	Exemplary
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Overall Data Quality Level	Exemplary
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*Note: a Data Quality Improvement Plan is required for a Data Quality Level of Acceptable