

# 2004-2005 Consolidated Annual Performance Accountability and Financial Status Report for Guam- Vocational and Technical Education Act of 1998

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# EXECUTIVE SUMMARY

## 1. PROGRAM ADMINISTRATION [Section 122]

- a. Report on State Administration (roles/responsibility)  
Guam Community College (GCC) is the State Education Agency (SEA) and the Local Education Agency (LEA) (for administrative purposes) under the Carl Perkins Vocational and Technical Education Act 1998. GCC received \$500,000 in this program year under this act for the provision of secondary and postsecondary vocational programs.
- b. Report on State Leadership [Section 124]
  - i. Required Activities – GCC conducted and addressed all required activities outlined in Section 124 of Perkins III with special emphasis on program assessment; expansion of the use of technology; professional development; strengthening of vocational programs and integrating academic, vocational and technical education; nontraditional training and employment; partnerships with local education agencies, adult education providers, employers and parents; and serving those under special population or in Guam's correctional institution.
  - ii. Permissive Activities – Several permissive activities such as career guidance and counseling, linkages between secondary and postsecondary education, curriculum improvement and development, and job and postsecondary education placement were addressed during the program year.
  - iii. Core Indicator Related Activity – Activities carried out during the 2004-2005 program year affected performance levels on Core Indicators by laying the groundwork and building capacity for programs, services and activities. These included the continuous use of CHOICES, a career guidance software, and the ongoing use of a program and service assessment system that has been implemented college wide.
- c. Implications for next fiscal year/State Plan  
Within the guidelines of the approved State Plan and GCC's Ten Year Master Plan, Guam Community College continues to maintain flexibility in its planned activities and programs as it responds to technological advances and changes in the economy.

## 2. PROGRAM PERFORMANCE

Performance Accountability – Core Indicators [Section 113]

Special Populations [Section 122 (c)(7), (8), (13), (17), (18)]

Tech Prep (Sections 204(c) and 205]

Fiscal Requirements [Sections 122 (c) (10) and (11); and 122 (c)(4)(A) and (B)]

- a. State Performance Summary  
Guam achieved several agreed upon levels for secondary and postsecondary core indicators.
- b. Definition of Vocational Concentrator and Tech Prep Students

The definition of vocational concentrator for the secondary student is one who enrolled in a program/sequence of courses identified in the GCC/Guam Public School System (GPSS) Memorandum of Agreement (MOA) and completed two years of course work in a program listed in the MOA. For a postsecondary student, a concentrator is a "declared"

student pursuing a certificate or Associate degree and/or an individual accepted into the Apprenticeship program.

c. Measurement Approaches and Data Quality Improvement

The measurement approaches utilized in this report were those used to negotiate the final agreed upon performance levels. These were overall grade point averages for academic attainment and vocational attainment, meeting the graduation requirements for degrees or credentials, and the use of a state developed and locally administered survey.

d. Effectiveness of Improvement Strategies in Previous Program Year

The following are program improvement strategies that were accomplished in the previous Program Year:

- Revamped secondary tourism program.
- Improving writing skills of students in vocational-technical education programs.
- Strengthening Visual Communications postsecondary program.

e. Improvement Strategies for Next Program Year

Program improvement strategies for the next program year are as follows:

- Strengthening curriculum.
  - Automotive and Construction Trades Program
  - Fundamentals of Network Security
  - Medical Assisting Program Enhancement
  - Visual Communication Postsecondary Program
- Expanding the use of technology.
  - Integrating Technology into a Secondary Constructions Trades Program
  - Supervision and Management Postsecondary Program
- Expanding vocational programs.
  - Practical Nursing Program
- Providing professional development.
  - A Hospitality Makeover: A Technological Program
  - Teacher Competence in Using Technology
  - Technologically Ready

# NARRATIVE

## I. STATE ADMINISTRATION [SECTION 121]

### A. Sole State Agency and Governance Structure:

Guam Community College, established by Public Law 14-77, is within the Executive Branch of the government of Guam. Guam Community College (GCC) is the State Education Agency (SEA) and the Local Education Agency (LEA) under the Carl D, Perkins Vocational Technical Education Act of 1998 (Perkins III). The College governed by a nine member Board of Trustees: two non-voting and seven voting members. Of the seven voting members, six are appointed by the Governor of Guam and confirmed by the Legislature. The seventh voting member is a GCC student elected by the student body. The last two members are non-voting representatives of GCC's faculty and support staff. The Board of Trustees appoints the President of the College who has oversight of the College's administration and business affairs. GCC's President also serves as the State Director for Vocational and Adult Education. **[Attachment #1]**

Through the leadership of the State Director, the College continues strong partnerships with Guam's leading firms and industry groups --- both public and private, to establish the most effective possible training and education suited to their needs and to strengthen the industry by providing the highest quality human resources and support initiatives to further enhance and expand Guam's workforce. Key agencies include the Agency for Human Resources Development, the Guam Contractor's Association, the Guam Hotel and Restaurant Association, the Guam Department of Corrections, and the Guam Department of Labor, Bureau of Labor and Statistics. Additionally, the State Agency utilizes the Project Review Panel to review applications requesting for financial assistance under the Carl D. Perkins Act of 1998. Members of the Project Review Panel include representatives from the University of Guam, Guam Public School System, Guam Community College, Guam Hotel and Restaurant Association, Guam Contractor's Association and a representative from the business community.

### B. Organization of Vocational and Technical Education Programs

GCC operates postsecondary and secondary vocational programs on campus and in four public high schools. GCC also operates an adult high school, an adult basic education program, and an English as a Second Language program. Its primary emphasis is vocational-technical and adult education. The College offers programs that terminate in Associate of Science and Associate of Arts degrees, Certificates, and Journey-worker Certificates. GCC also offers several industry standard certificates such as Microsoft Certifications, Certified Nurse Assistants, Certified Medical Assistants, Certificate of Specialization (Food and Beverage Management, Human Resource Management and Rooms Division Management), A+ Certification, Cisco Networking Certifications, Fiber Optics Certifications, Voice & Data Cabling Certification, Federal Communications Commission Certification, and the American Institute of Professional Bookkeepers Certification.

#### Associate of Science Programs:

Accounting  
Automotive Technology  
Computer Science  
Criminal Justice

Early Childhood Education  
Electronics Networking  
Hospitality Industry Management  
Marketing

Medical Assisting  
Office Technology  
Supervision and Management  
Visual Communications

#### Associate of Arts Programs:

Culinary Arts

Education

Liberal Arts

## Certificate Programs:

Accounting Clerk	Cosmetology	Office Administration
Automotive Technology	Criminal Justice	Refrigeration/Air-Conditioning
Basic Surveying Technology	Early Childhood Education	Supervision and Management
Computer Science	Education	Systems Technology
Construction Electricity	Fire Science Technology	Welding Technology
	Medical Assisting	

## Journey-Worker Certificates

The Bureau of Apprenticeship and Training of the United States Department of Labor nationally recognize the College's Journey-Worker Certificates. The U.S. Department of Labor and Guam Community College award journey-worker certificates jointly. The following programs are offered:

Air Conditioning/Refrigeration Mechanic	Computer Programmer	Manager, Food Service
Auto Body Repairer	Drafter, Architectural	Marine Machinery Mechanic
Auto Electrician	Drafter, Civil	Office Manager/Administrative Services
Auto Mechanic	Drafter, Electrical	Pastry-Baker
Bartender	Drafter, Structural	Pipefitter
Butcher	Early Childhood Associate	Plumber
Carpenter	Electrician	Rigger
Cement-Mason	Housekeeper	Sheetmetal Worker
Child Care Development Specialist	Ironworker	Shipfitter
Cook	Machinist	Welder
Computer Operator	Maintenance Building Repairer	Welder ARC

GCC's goal for State Administration, as specified in Guam's Vocational Education State Plan Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) 2000-2004 (Guam State Plan), is to administer training and support services to ensure the high quality delivery of vocational and technical education. GCC's education, training, and services are designed to meet the employment needs and interests of the participants. In conjunction with the Vocational Education State Plan, the GCC Ten Year Master Plan 1996-2006 (TYMP) provides a framework for GCC's programs and services. Additionally, GCC is in the process of finalizing the Strategic Master Plan, Facility Master Plan, and the Technology Plan.

The 2004-2005 program year saw progress toward the goals of the TYMP and the goals of the Guam State Plan. This report describes the achievements of the goals identified in the Guam State Plan.

## II. STATE LEADERSHIP ACTIVITIES [SECTION 124]

### A. Required Uses of Funds:

The following activities were funded by federal funds under Section 124, Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), Public Law 105-322. Details of required and permissible use of State leadership funds are summarized below. They include:

- 1. "an assessment of the vocational and technical education programs carried out with funds under this title that includes an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further learning or for high skill, high wage careers;"***

GCC continues to use a campus-wide comprehensive assessment plan as a means of improving student learning in its secondary and postsecondary vocational and technical programs. Assessment criteria address both local and federal performance standards and vary by department, depending on industry standards and industry specified skill levels. The Fifth Annual Institutional Assessment Report, August 2005, highlights improved data organization and management because of the full implementation of TracDat, the institutional data management software.

*Postsecondary Visual Communications – Fandana* is a vocational program. Upon program completion, students receive an Associate of Science Degree in Visual Communications (VisCom), the creative element in the world of technology. The VisCom program consists of three major areas: Print, Video, and Interactive Media (web and multimedia). An advisory committee assisted in VisCom's assessment process through the development, implementation, and evaluation of the program's curriculum and activities. In response to the participation and performance of special populations, the program administrator maintained a relationship with other agencies such as the Agency for Human Resources Development, the Department of Integrated Services for Individuals with Disabilities, and the Department of Vocational Rehabilitation in addition to working with GCC's Office of Accommodative Services.

The *Strengthening Writing Skills of Postsecondary Students* program agreement coordinated support services to address the participation and performance of special populations. Students who needed additional time or assistance were encouraged to go to Project AIM for tutoring, counseling, and peer counseling services, or to GCC's Office of Accommodative Services. Faculty in this department have advanced degrees in special education and assisted by making recommendations to modify and accommodate students with disabilities. Additionally, the program administrator attended the Technology Reading and Learning Difficulties Conference in San Francisco. Information was disseminated to faculty members Spring 2005. Course guides were revised because of the administrator's training.

## **2. “developing, improving or expanding the use of technology in vocational and technical education;”**

The Counseling Department used CHOICES (a career exploration software) to assist students in establishing informed career goals. CHOICES software was installed on-campus in the counselors' offices and in all the computer labs throughout the College network. The software was also installed at specific government agencies that collaborate with GCC for developing and strengthening educational and career decision making for students and individuals in the community. The CHOICES software, an essential tool for career counseling, is described in the College catalog and discussed at student orientation, and individual meetings with students, teachers and counselors. GCC counselors provided on-site counseling and guidance services to customers at the One Stop Career Center supported under the Workforce Investment Act (WIA), Title I, Employment and Training Program.

CHOICES is utilized in Guam's four public high schools. The middle school version of the Career Futures software is operational in two middle schools that have a high concentration of economically disadvantaged families. The software is used in conjunction with student counseling and advising to help secondary students make informed career and educational decisions.

Faculty in the secondary Tourism program attended in-service training on technological equipment acquired this program year (*Academy at Its Best*). Faculty are more technologically literate and have applied their skills by converting classroom lessons into PowerPoint presentations. In a collaborative effort to expand the use of technology, faculty held biweekly sessions to discuss, develop, and integrate technology. This effort resulted in the students' use of technology to complete required assignments (i.e., PowerPoint, Internet, portfolio project, and video conferencing). In another program agreement (*Strengthening Writing Skills of Postsecondary Students*), training was provided on the use of the

ActivBoard as a tool for teaching. Because of this and other training, nine course guides were revised to include the use of technology in the Education/Allied Health Department.

**3. “professional development programs, including providing comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel;”**

In an effort to stay current with industry trends, several faculty members participated in professional development activities on and off island. In-service training was also extended to faculty on the use of technological equipment. Faculty members (*Strengthening Writing Skills of Postsecondary Students*) received training on using the ActivBoard as a tool for teaching. Training materials on “Preventing Legal Liabilities when referring a Student for Employment” acquired from the National Association of Colleges and Employers were provided to faculty. Other faculty members received guidelines on ethics.

Two faculty members (*An Academy at its Best*) went off island to attend the Association for Career and Technical Education (ACTE) conference. Information obtained from this conference was disseminated to faculty at the department’s biweekly meeting. The program administrator for the *Career Placement Center* is a certified Global Career Development Facilitator. This conference enabled her to provide training in the area of career development as recognized by the College for Advanced Education Standards.

**4. “support for vocational and technical education programs that improve the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects;”**

GCC implemented the General Education Policy to improve and strengthen student-learning outcomes in this rapidly changing technological environment. The intent of the policy is to introduce students to major areas of knowledge. All degree programs require an interdisciplinary general education component (i.e., English, math, and Anatomy & Physiology for the Certificate in Medical Assisting program; English, math, Windows or Macintosh applications, Introduction to Marine Biology or Environmental Biology, General Psychology and Introduction to Sociology for the Associate of Science in Automotive Technology).

Through *Strengthening Writing Skills of Postsecondary Students*, faculty focused on improving vocational skills of students by strengthening and integrating academic and vocational education to improve writing skills. Faculty members implemented numerous writing strategies and integrated writing activities with course competencies and industry standards.

**5. “providing preparation for nontraditional training and employment;”**

The philosophy of the College is to provide individuals seeking an education at the College the opportunity to develop to their greatest potential. All programs at GCC accept students regardless of gender. The Counseling Department continues to play a vital role in informing female students of high paying fields such as information technology and electronics, which are traditionally dominated by male students. As part of the College’s effort to recruit females into nontraditional training and employment, GCC continues to offer financial assistance, personalized counseling, and advising in areas of career development.

**6. “supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards, and vocational and technical skills;”**

Guam Community College continues to maintain a Memorandum of Agreement with the Guam Public School System to provide Career and Technical Education (CTE) programs at the Guam Public High Schools. The agreement allows students to transition from secondary to GCC’s postsecondary vocational-technical programs. Furthermore, GCC offers several adult education programs: Adult Basic Education, English as a Second Language, Adult High School, GED and more recently, the External Diploma Program.

GCC continues to be an active member of the Guam Workforce Investment Board and maintains membership with the Guam Contractors Association and the Guam Hotel Restaurant Association. Finally, GCC highly encourages departments to establish an advisory committee to include parents, students, teachers, representatives of business, labor organizations and special populations. The intent of the advisory committees is to help develop, implement, and evaluate curriculum and activities.

The *Postsecondary Visual Communications-Fandana* program agreement continues its membership with the Guam Marketing Association (GMA). GMA is comprised of marketing professionals, advertising agencies, printers and other visual communications related companies.

These established partnerships continue to support and enable students’ to achieve State academic standards and vocational skills.

**7. “serving individuals in state institutions, such as State correctional institutions and institutions that serve individuals with disabilities;”**

GCC continues to maximize its resources by providing support to Guam’s correctional institution through literacy programs. GCC continues to provide on-site Classroom Based Training on GED preparation, basic remedial courses and ESL. On-site testing and evaluation using CASAS and GED test instruments were made available.

GCC continues to maintain its relationship with various agencies that serve individuals with disabilities, including the Department of Integrated Services for Individuals with Disabilities (Department of Vocational Rehabilitation), the Abilities Center, the University Affiliated Programs located at the University of Guam and the Special Education Division under the Guam Public School System. The goal of this coalition is to ensure a seamless transition from secondary to postsecondary education. Individuals who have dropped out of the system in the past are being identified, and as appropriate, are provided with necessary skills, counseling and related assistance to be active members of the workforce. Finally, GCC transferred two Mac computers to the Special Education office, Guam Public School System.

**8. “support for programs for special populations that lead to high skill, high wage careers.”**

GCC’s Counseling Department continuously provides career guidance and counseling services to address the needs of special populations in an effort to prepare them for further learning or attaining high skill, high wage careers. Discussion on issues of gender bias and gender stereotyping that affect career preparation and employment are part of the new student orientation process. Male and female students

are encouraged to consider careers that are not traditionally occupied by their gender and are guided to make informed career choices. For example, males are provided information on the medical assisting program and females on technology careers, and so forth.

Students who are single parents and those preparing for nontraditional training and employment (special populations) were assisted with the self-directed search (SDS), an interest inventory instrument that enables individuals to choose careers and fields of study that best match their personalities. Students who completed the SDS evaluation discussed the results with counselors and specific recommendations were made for the chosen field of study.

The Postsecondary Coordinator for Students with Disabilities, with the assistance of the Counseling Department, continues to provide numerous services to students with disabilities. These include: tracking and ensuring that student requests for services are addressed; coordinating support services for students with disabilities; ensuring timely payment to accommodation service providers; providing assistance and advisement during registration; and providing information and strategies to faculty regarding teaching students with disabilities. The coordinator also maintained linkages with the Guam Public School System Special Education program and assisted in the development of Individual (student) Educational Plans (IEPs) for transitioning students interested in vocational education. The coordinator continues to receive referrals from the Department of Vocational Rehabilitation and assist with the development of Individual (student/worker) Plans for Employment.

Students with disabilities can begin or continue their studies by obtaining needed services such as sign language interpreting, note taking, and testing accommodations. Workshops are continuously offered to the public, the GCC community, and prospective GCC students to increase awareness of the services available that would enable students with disabilities to successfully attend and complete courses at GCC. Opportunities to practice and use sign language are made available by providing support services to students with disabilities at various meetings and events sponsored by agencies, businesses, and various organizations in the Guam community.

Through the Counseling Department and the Coordinator for Students with Disabilities, services provided for special populations include counseling, referrals to and from other service providers such as Guam Housing and Urban Renewal Authority, Agency for Human Resource Development, One Stop Career Center, and the Department of Mental Health.

Students with limited English proficiency are provided services such as English as a Second Language instruction through GCC's ESL program. Students also have access to other educational resources such as the Learning Resources Center/Library Services, Computer Academic Learning Lab, and the Federal TRIO programs (Project AIM and Educational Talent Search).

## **B. Permissible Activities [Section 124]**

**Permissible leadership activities may include: technical assistance for eligible recipients; improvement of career guidance and academic counseling programs; establishment of agreements between secondary and postsecondary vocational technical programs; support for cooperative education; support for vocational and technical student organizations; support for public charter schools, support for vocational and technical education programs that offer experience in, and understanding of all aspects of an industry; support for family and consumer science programs, support for education and business partnerships; support to improve or develop new vocational and technical education courses; provide vocational and technical education programs for adults and school dropouts to**

**complete their secondary school education; and provide assistance to students, who have participated in services and activities under this title.**

Several permissible activities were initiated through the *Career Placement Center (CPC) - Career Placement Project* program agreement. During the program year, twenty-eight workshops and seventeen class presentations were held. These sessions included interviewing tips, resume writing, career exploration, work ethics, employee rights, and goal setting. The second annual Career Training and Resource Expo provided participants with job related workshops, job listings, resume and interview tips. CPC continues to establish partnerships and expand cooperative arrangements and linkages with other agencies and organizations.

GCC's Counseling Department continues to use the CHOICES program to assist students in making informed career goals. CHOICES software is installed on computers in the counselors' offices and in all the computer labs throughout the College network. It is also installed at specific government agencies that collaborate with GCC in developing and strengthening educational and career decision-making strategies for individuals in the community. The CHOICES software, an essential tool for career counseling, is described in the College catalog and discussed at student orientations, and individual meetings with students, teachers, and counselors.

Vocational technical assistance resources and service capabilities were improved and expanded using the COMPASS postsecondary English and math placement software program. This system is a computerized adaptive placement system that provides on-demand testing, immediate feedback, and diagnostic features.

### **III. DISTRIBUTION OF FUNDS AND LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS [SECTION 131-134]**

In Guam's State Plan July 2000, a waiver was approved for the distribution of funds between secondary school programs and vocational and technical postsecondary education programs. Eligible recipients may include a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium eligible to receive assistance under section 131 or an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132. All four Guam public high schools are secondary local eligible agencies. Through the Memorandum of Agreement between GCC and the Guam Public School System, GCC provides vocational education at the secondary level. The intent of Guam Public Law 14-77 is to establish GCC as the agency to consolidate and strengthen many of the existing manpower training programs, expand and strengthen career education within the territory; expand short term and extension programs in skill training; and strengthen the formal secondary and postsecondary education program in the vocational-technical fields. [Attachment #2]

### **IV. ACCOUNTABILITY [SECTION 113]**

#### **a. State's Overall Performance Results and Program Improvement Strategies**

<b>Core Indicator</b>	<b>2004-2005 Negotiated Standards (percent)</b>	<b>2004-2005 Actual Level of Performance (percent)</b>
Secondary		

Core Indicator	2004-2005 Negotiated Standards (percent)	2004-2005 Actual Level of Performance (percent)
1S1	30%	N/P
1S2	79%	N/P
2S1	54%	N/P
2S2	54%	74%
3S1	54%	71%
4S1	32%	23%
4S2	32%	11%
<b>Postsecondary</b>		
1P1	26%	72%
1P2	96%	89%
2P1	90%	97%
3P1	63%	44%
3P2	8%	N/P
4P1	14%	18%
4P2	12%	2%

NP – not provided

## **Secondary.**

Program year 2004-2005 student data was electronically received from the Guam Public School System (GPSS).

### **1S1 Academic Attainment**

The number of vocational concentrators who have left secondary education and successfully achieved a “C” average or better in Math and English courses in the reporting year. GPSS reported 1,225 students in the satellite high school program. However, data is incomplete (i.e., missing grades). Therefore, Guam is unable to complete and submit the performance result for this indicator. Although Guam cannot provide performance results at this time, a working group, consisting of administrators and counselors from GPSS and GCC, was established to resolve data issues.

### **1S2 Skill Proficiencies**

The number of vocational concentrators who have left secondary education and successfully achieved a “C” average or better in all vocational courses in the reporting year. Data required to complete and submit the performance result for this indicator is incomplete (i.e., inconsistent or missing course numbers). Although Guam cannot provide performance results at this time, a working group, consisting of administrators and counselors from GPSS and GCC, was established to resolve data issues.

### **2S1 Secondary Completion**

The number of vocational concentrators who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year. Guam Public School System’s (GPSS) data identified 280 students who graduated with a high school diploma. However, the data to differentiate between the various grade levels (i.e., 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade) was not easily identifiable. Therefore, Guam is unable to complete and submit the performance result for this indicator. Although Guam cannot provide performance result at this time, a working group, consisting of administrators and counselors from GPSS and GCC, had been established to resolve data issues. Additionally, four vocational counselors were hired to further strengthen GCC’s retention and advisement efforts at the satellite schools.

## **2S2 Proficiency Credential with Secondary Diploma**

The number of vocational concentrators who have attained a high school diploma and a certificate of completion during the reporting year. GCC reported 206 students received a certificate or mastery certificate of completion and a high school diploma during the reporting year. Guam achieved a 74% outcome on this performance indicator; Guam exceeded the negotiated standard of 54%.

## **3S1 Secondary Placement**

The number of vocational concentrators who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year and who were placed in postsecondary or advanced training, employment, and/or military service in the reporting year. Guam achieved a 71% outcome on this performance indicator and exceeded the negotiated standard of 54%.

## **4S1 Participation in Secondary Non-Traditional Programs**

The number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year. Non-traditional programs are defined as those where, historically, participation by one gender is at 25% or less. This includes programs in construction trades (carpentry, masonry, and drafting), health (nursing aid), transportation (auto mechanics), technical areas (electronic engineering, information systems), and education. Guam achieved a 23% outcome on this performance indicator and did not meet the negotiated standard of 32%. Due to Guam's small physical size and population, it will continue not to meet this performance measure due to its limited industrial base. Approximately 65% of Guam's labor market is concentrated in the retail and service industry. Due to the huge labor demand in the service and retail industries the College will continue to have difficulties recruiting students into non-traditional programs.

## **4S2 Completion of Secondary Non-Traditional Programs**

The number of students in underrepresented gender groups who completed a non-traditional secondary program in the reporting year. Guam achieved 11%, and did not meet the negotiated standard of 32%. Our reason for not meeting this performance measure is the same as the reason given in **4S1**.

## **Postsecondary:**

The following is a description of the measurement approaches for each core indicator. Data was made available from the NIAS student information system at Guam Community College.

### **1P1 Academic Attainment**

The number of concentrators who have successfully completed all academic courses and have stopped program participation in the reporting year. Academic course completion is defined as completion of Math and English required courses as specified by program with successful completion defined as receiving a grade of "D" or better. Students who do not enroll in two consecutive semesters are no longer considered continuously enrolled. Guam had a 72% outcome on this performance indicator, which falls above the negotiated standard of 26%. The percentage outcome may be attributed to the new General Education Curricular Change. Students are now required to be enrolled in or have completed their EN100R, EN100W and MA108 by the time they have enrolled in 12 credits of classes. Students must also enroll in or have completed their MA 108 Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. All declared students in Certificate, Associate Degree programs will be required to successfully complete minimum standardized general education course requirements.

### **1P2 Vocational Attainment**

The number of concentrators who have completed a vocational program and have stopped program participation in the reporting year. Vocational attainment is program completion as defined by the requirements for the student's declared major as published in the GCC catalog. The student must

maintain a “D” or better grade average. Guam achieved 89% on this performance indicator, and did not meet the negotiated standard of 96%.

### **2P1 Postsecondary Degree or Credential**

The number of concentrators who have completed a vocational program and have stopped participation in the reporting year. Program completion is the award of a degree or credential as defined by the requirements for the student’s declared major as published in the GCC catalogue. Guam achieved 97% outcome on this performance indicator and exceeded the negotiated standard of 90.0%.

### **3P1 Postsecondary Placement**

The number of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service. Guam’s level of achievement on this performance indicator is 44%, and did not meet the negotiated standard of 63.0%. This information was obtained from the annual Graduate/Completers and Employer’s Follow Up Survey which had a thirty three percent response rate.

### **3P2 Postsecondary Retention**

The number of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment. Guam was unable to obtain this information. GCC recognized that the process used to accurately capture this information needs to be improved. To address this problem, GCC’s Career Placement Center will implement a new procedure to monitor this performance indicator.

### **4P1 Participation in Postsecondary Non-Traditional Programs**

The number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year. Non-traditional programs are defined as those where historical participation by one gender is at 25% or less. This includes programs in construction trades (carpentry, masonry, and drafting), health (medical assisting, cosmetology), transportation (auto mechanics), and education. Guam achieved 18% on this performance indicator, which exceeded the negotiated level of 12% performance standard. The faculty advisors and the Counseling Department continues its effort to promote awareness with female students of the high paying jobs such as those mentioned above that are traditionally dominated by males.

### **4P2 Completion of Postsecondary Non-Traditional Programs**

The number of students in underrepresented gender groups who completed a non-traditional postsecondary program in the reporting year. Completion of postsecondary non-traditional programs is defined as completing the requirements of a certificate or degree in a non-traditional program as defined above. Guam achieved 2% on this performance indicator and did not meet the negotiated standard of 12%. Although Guam did not meet this performance indicator, it should be noted that Guam’s labor market is concentrated in the retail and service industry where there is an even distribution of gender. Therefore, Guam will continue to encounter challenges in achieving this performance indicator.

## **b. State’s Performance Results for Special Populations and Program Improvement Strategies**

Not applicable. Guam does not have Performance results for special populations as listed in Section 3(23).

## **c. Definitions**

The following definitions apply to the Guam Vocational Education Student Population and Program for the program year 2004-2005.

**Secondary Vocational Student:** A high school student enrolled in at least one vocational- technical course.

**Secondary Vocational Concentrator:** (student reaching the threshold): A student who is enrolled in a program/sequence of courses identified in the Guam Community College – Guam Public School System Memorandum of Agreement (MOA) and completed two years of course work in a program listed in the MOA.

**Secondary Vocational Completer:** A high school student who completed the program curriculum of a vocational-technical education program listed on the GCC/GPSS MOA.

**Postsecondary Vocational Student:** A student enrolled in at least one postsecondary vocational-technical course.

**Postsecondary Vocational Concentrator:** (student reaching the threshold): A declared student pursuing a certificate or Associate degree and/or an individual accepted into the Apprenticeship program.

**Postsecondary Vocational Completer:** A declared student who completed all of the program requirements of either a certificate or an Associate degree program. In addition, apprentices who have completed all of the Apprenticeship program requirements in the trade area they enrolled.

**d. Measurement Approaches**

The following is a description of the measurement approach and definitions for the numerator and denominator.

**1S1 Academic Attainment**

**Measurement Approach:** 5

**Numerator:** Number of vocational concentrators who have attained a state-defined academic grade point average and have left secondary education in the reporting year.

**Denominator:** Total number of vocational concentrators who have left secondary education in the reporting year.

**1S2 Skill Proficiencies**

**Measurement Approach:** 6

**Numerator:** Number of vocational concentrators who have successfully completed all vocational courses and have left secondary education in the reporting year.

**Denominator:** Total number of vocational concentrators who have left secondary education in the reporting year.

**2S1 Secondary Completion**

**Measurement Approach:** 1

**Numerator:** Number of vocational concentrators who have attained a high school diploma or its recognized State equivalent and have left secondary education in the reporting year.

**Denominator:** Total number of vocational concentrators who have left secondary education in the reporting year.

## 2S2 Proficiency Credential with Secondary Diploma

**Measurement Approach:** 1

**Numerator:** Number of vocational concentrators who have attained a high school diploma and a certificate of completion.

**Denominator:** Total number of vocational concentrators who have left secondary education in the reporting year.

## 3S1 Secondary Placement

**Measurement Approach:** 1

**Numerator:** Number of vocational concentrators who received a high school diploma or its recognized State equivalent and left secondary education in the reporting year and who were placed in postsecondary or advanced training, employment, and/or military service.

**Denominator:** Total number of vocational concentrators who received a high school diploma or its recognized State equivalent and left secondary education in the reporting year.

## 4S1 Participation in Secondary Non-Traditional Programs

**Measurement Approach:** 1

**Numerator:** Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.

**Denominator:** Total number of students who participated in a non-traditional secondary program in the reporting year.

## 4S2 Completion of Secondary Non-Traditional Programs

**Measurement Approach:** 1

**Numerator:** Number of students in underrepresented gender groups who completed a non-traditional secondary program in the reporting year.

**Denominator:** Total number of students who completed in a non-traditional secondary program in the reporting year.

**Postsecondary:**

The following is a description of the measurement approaches for each core indicator. Data was made available from the NIAS student information system at Guam Community College.

**1P1 Academic Attainment**

**Measurement Approach:** 2

**Numerator:** Number of concentrators who have successfully completed all academic courses and have stopped program participation in the reporting year.

**Denominator:** Total number of concentrators who have stopped program participation in the reporting year.

**1P2 Vocational Attainment**

**Measurement Approach:** 6

**Numerator:** Number of concentrators who have completed their program and have stopped program participation in the reporting year.

**Denominator:** Total number of concentrators who have stopped program participation in the reporting year.

**2P1 Postsecondary Degree or Credential**

**Measurement Approach:** 1.

**Numerator:** Number of concentrators who have completed their program and have stopped program participation in the reporting year.

**Denominator:** Total number of concentrators who have stopped program participation in the reporting year.

**3P1 Postsecondary Placement**

**Measurement Approach:** 1

**Numerator:** Number of students who have completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service.

**Denominator:** Total number of students who completed a postsecondary program in the reporting year.

**3P2 Postsecondary Retention**

**Measurement Approach:** 1

**Numerator:** Number of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.

**Denominator:** Total number of students who completed postsecondary program and were placed in employment in the reporting year.

**4P1 Participation in Postsecondary Non-Traditional Programs**

**Measurement Approach:** 1

**Numerator:** Number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year.

**Denominator:** Total number of students who participated in a non-traditional postsecondary program in the reporting year.

#### 4P2 Completion of Postsecondary Non-Traditional Programs

**Measurement Approach:** 1

**Numerator:** Number of students in underrepresented gender groups who completed a non-traditional postsecondary program in the reporting year.

**Denominator:** Total number of students who completed a non-traditional postsecondary program in the reporting year.

#### e. Improvement Strategies

The improvement strategies implemented during the previous program year (2004-2005) were:

- Academy at its Best, revamping the Secondary Tourism Program by integrating vocational and academic education.

This vocational project successfully integrated academic and career course lessons and created a seamless technological experience for the students going from their vocational classroom to their academic classroom. This project incorporated technology by providing the necessary technological equipment such as laptops, multimedia projectors, scanners, document cameras, flash drives and speakers. Teachers attended in service training on the use of the equipment and became more technologically literate and applied their skills in the use of technology in the classroom.

- Strengthening writing skills of postsecondary students.

The activities in this project assisted in preparing students for the workforce. The Early Childhood Education, and Medical Assisting programs are more fully aligned with industry standards as a result of the integration of writing skills with the curricular area and the use of technology.

- Implementing the Digital Portfolio Program within Visual Communications.

This project was to implement the portfolio program developed previously. The project also was to develop a plan that will strengthen and create a strong bond between industry and students in visual communications. The agreement was extended to complete these ongoing activities.

- Developing Career Placement Center's web page to provide on-line access of available services to students and employers.

Through the Portfolio Committee, the foundation for the development of Career Placement Center's website and a student e-Portfolio website was initiated. The e-Portfolio website will enable employers and employment agencies view a student's resume online. The Portfolio Committee's recommendations will further GCC's effort in designing and developing CPC's websites.

Improvement strategies for the next program year are as follows:

- Updating postsecondary curriculum and developing institute assessment activities to improve and strengthen vocational curricula in the automotive and construction trades programs.
- Developing and implementing the “Fundamentals of Network Security” (FNS) program to improve and strengthen vocational/technical education programs.
- Improving the quality of computer skills training for students in the tourism program.
- Integrating technology in Secondary Construction Trades programs.
- Updating the skills set in the Medical Assisting Program to meet current industry standards.
- Providing professional development to enhance teacher competence in using technology in the classroom.
- Developing a Student Technology Skills Model that will outline the basic technology skills students should possess to pursue higher education or compete in the labor market.

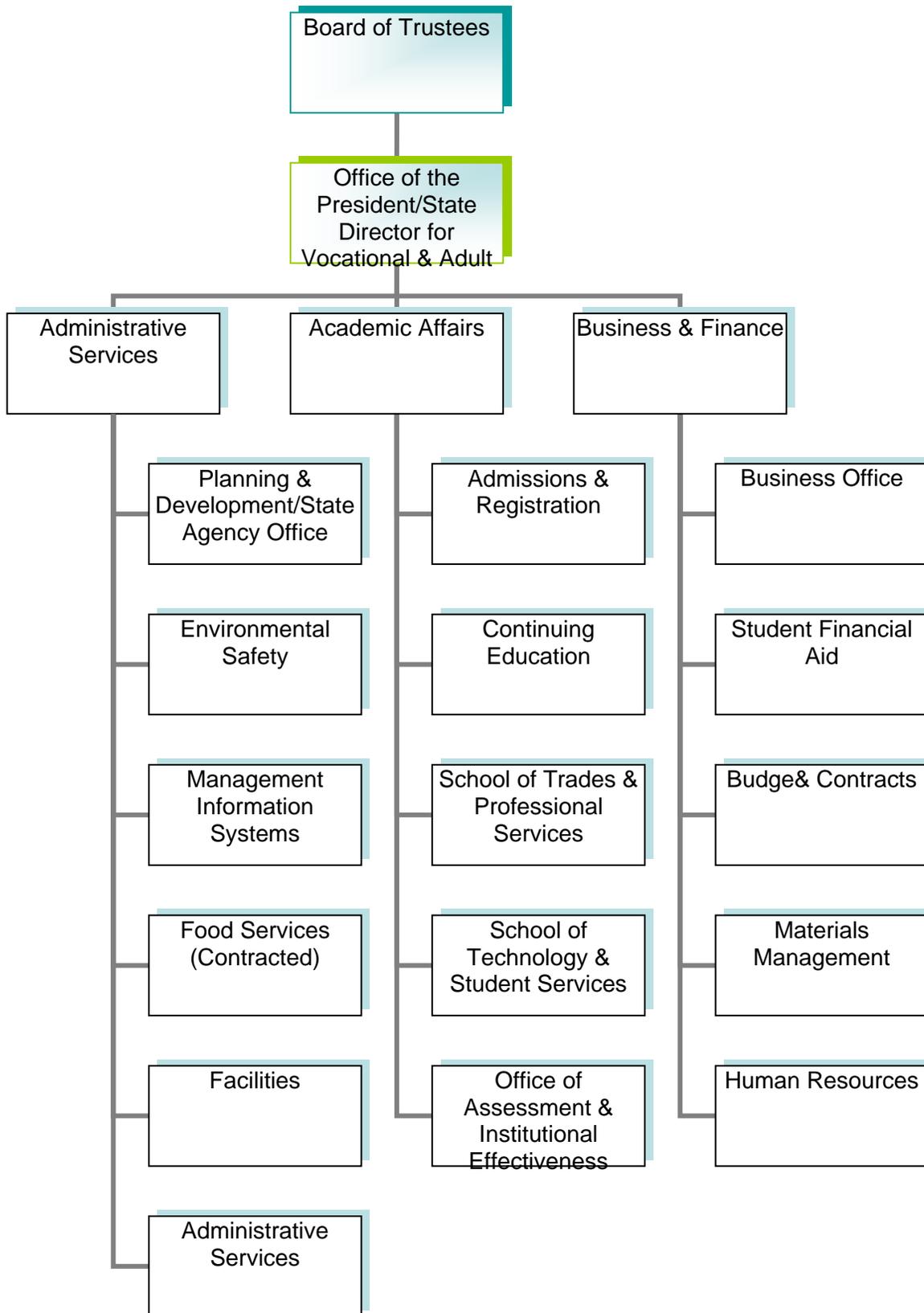
Guam will continue to find ways to better assess its data. As mentioned in previous reports, the accuracy and timeliness of secondary data has been and continues to be an issue. Because of a shared student population, a Memorandum of Agreement (MOA) was developed June 1999 between GCC and the GPSS to provide a framework for vocational technical programs and activities in the Guam public high schools. The MOA was later amended to require the submission of data on vocational-technical students. Unfortunately, obtaining timely, accurate, complete and validated data continues to be a problem. In light of the issues brought forth, some of the performance measures not met may be the result of incomplete and inaccurate data rather than actual performance. GCC will continue to actively work with faculty teaching at the Guam public high schools to obtain reliable data on vocational students. GCC will also work with the GPSS to bring resolution to obtaining reliable student information data.

## **V. MONITORING FOLLOW UP**

During the past program year, a monitoring visit was not conducted on Guam. Rather, a Program Improvement Plan and attachments (Comprehensive Institutional Assessment Plan, Enrollment Management (draft) Plan, and the Executive Marketing Plan) were submitted to the Office of Vocational and Adult Education, May 2005. Guam will continue to use the Plan as part of its effort in meeting or exceeding its negotiated target level of performance established under the Carl Perkins III Vocational Education Act.

## **VI. WORKFORCE INVESTMENT ACT (WIA) INCENTIVE GRANT AWARD RESULTS**

Guam did not receive a WIA Incentive Grant during the past program year.



Version 1.0 (Revised 5/01/2001)  
 Modification approved by the BOT: 05/01/2001

## **Roles and Responsibilities:**

### **Board of Trustees:**

- Provide overall policy direction for the College.
- Respond quickly to College needs and issues.
- Ensure personnel issues are resolved expeditiously.
- Ensure consistent flow of information.

### **Office of the President/State Director for Vocational and Adult Education:**

- Provide leadership and direction to institutional activities to ensure that the College carries out its mission.
- Ensure that the College retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.
- Ensure that the College maintains or exceeds accreditation standards.
- Ensure that the College manages its resources to benefit its mission.

### **Administrative Services Division:**

Provide administrative support.

- Ensure administration of Perkins and WIA funds; provide institutional data and research; and diversify financial resources.
- Ensure the standardization and maintenance of the College's MIS systems.
- Ensure maintenance of the institution's facilities.
- Ensure compliance of environmental and safety requirements.

### **Academic Affairs:**

- Ensure the maintenance and improvement of external relations and office operations.
- Strengthen institutional initiatives.

### **Business & Finance:**

- Advocate thoughtful allocation and use of institutional resources.
- Coordinate the operations of GCC's Business & Finance Division.
- Advocate to the public and Guam's Executive and Legislative Branches for GCC's resource needs.

**REPLACE WITH APPROPRIATE COVER PAGE**

## **PART III - PROGRAM PLAN:**

### **A. Applicant=s Qualification to Administer Program Agreement:**

1. Provide a short summary to justify the use of the Federal funding you are seeking.
2. Describe your overall experience, resources and capabilities to include, but not limited to:
  - a. the number of years of operation, business location, contact numbers (phone, fax and/or e-mail), names and qualifications of the person(s) assigned to this project; and
  - b. a description of current and past projects (within the past two years) that you worked on that involves vocational technical education programs.
3. Complete Form ED80-0014. **(Attachment #5)**

### **B. Problem Statement:**

- (a) Write a clear description of the problem this Program Agreement addresses. Why are you going to do it? What will the outcome be if you accomplish it? What is the impact if no one accomplishes it?
1. Describe how funds awarded under Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) will be spent to provide adult education programs and services, but not limited to:
  - a. Describe how your State Plan program goals described in Part II (pages 16 - 45) of Guam=s Vocational Technical Education State Plan, 2001 - 2004 will, at a minimum, reflect the performance measures and outcomes described in this plan.
  - b. Demonstrate how this proposal will improve the academic and technical skills of students, including how they help vocational and technical education students to meet the same challenging academic proficiencies as are taught for all other students, and how students are taught about all aspects of an industry.
  - c. Indicate how interested parties, including parents, students, teachers, representatives of business, labor organizations and special populations, are involved in the development, implementation and evaluation of the activities described in this proposal.
  - d. Describe how this proposal is of such size, scope and quality as to improve vocational and technical education.
  - e. Describe professional development activities to be pursued in this proposal.
  - f. Describe how you will ensure data on students participating in vocational technical education programs will 1) adequately measure the progress of the students, including special populations and 2) are complete, accurate and reliable.

### **C. Special Populations and Other Groups:**

1. Describe how the needs of special populations will be met. Explain how this proposal will enable special populations to meet the state adjusted levels of performance. This includes individuals with disabilities, individuals from economically disadvantaged families (including foster children); individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.
2. Describe how this proposal will prevent discrimination against special populations.
3. Describe how funds in this proposal will be used to promote non-traditional training and employment.
4. Summarize past effective activities to improve services to special populations.

### **D. Cooperative Arrangements:**

Describe cooperative arrangements you will have, by carrying out this Program Agreement, with other agencies, institutions, or organizations for the deliver of vocational technical education activities. Will the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop center, job training programs, and social service agencies?

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

### PART IV - ACCOUNTABILITY AND EVALUATION:

#### A. Plan of Action

List the sequence of steps required to achieve the objectives. Sequence must include: (1) the activity, (2) projected start and end dates, (3) individual responsible for carrying out the activity and (4) the Core Indicators of Performance that this activity will address. **Use attachment #1 A Plan of Action.** If there is any change or modification to the Plan of Action, the Program Manager must submit a request for approval in writing to the State Agency Office. Request should include reason and consequences of modifying the Plan of Action. NOTE: The Plan of Action will be part of the Close-Out/Interim Report.

**Core Indicators of Performance:**(Part III, Accountability and Evaluation Requirements (pages 66-80), Guam Vocational Technical Education State Plan, 2000-2004)  
GCC=s Vocational Technical Education Task Force developed standards for each of the performance measures identified in Section 113 of Carl D. Perkins Vocational Technical Education Act of. Standards identified for four core indicators of performance measures for various programs and levels include:

#### Core Indicator #1 Attainment:

**Secondary Academic Attainment:** All students who reach a state-defined threshold level of vocational education will master academic knowledge and skills that meet challenging state academic standards.

**Secondary Vocational and Technical Skill Attainment:** All students who reach a state-defined threshold level of vocational education will master the knowledge and skills that meet state-established, industry validated career and technical skill standards.

**Postsecondary Academic Attainment:** All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will master the knowledge and skills that meet program defined academic standards.

**Postsecondary Vocational and Technical Skill Attainment:** All students who reach a state-defined threshold level of vocational education to complete postsecondary program will attain the knowledge and skills that meet program defined, and industry validated career and technical skill standards.

#### Core Indicator #2 Completion:

**Secondary Completion:** All students who reach a state-defined threshold level of vocational education will attain a secondary school diploma or its recognized state equivalent.

**Proficiency Credential with Secondary Diploma:** All students who reach a state-defined threshold level of vocational education will attain a proficiency credential in conjunction with a secondary school diploma or its state recognized equivalent.

**Postsecondary Degree or Credential:** All students who reach a state-defined threshold level of vocational education to receive postsecondary degrees, certificates, or credentials will receive these postsecondary credentials.

#### Core Indicator #3 Placement and Retention

**Secondary Placement:** All students who reach a state-defined threshold level of vocational education during secondary education will successfully transition to postsecondary education or advanced training, employment and/or military service.

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Secondary Retention:** All students who reach a state-defined threshold level of vocational education and who are placed in postsecondary education or advanced training, employment and/or military service will be retained in these activities.

**Postsecondary Placement:** All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will successfully transition to further postsecondary education or advanced training, employment, and/or military service.

**Postsecondary Retention:** All students who reach a state-defined threshold level of vocational education and who leave secondary schooling and who are placed in further postsecondary education or advanced training, employment, and/or military service will be retained in these activities.

### **Core Indicator #4 Participation in and Completion of Non-Traditional Programs:**

**Participation in Secondary Non-Traditional Programs:** All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase participation of under represented males or females.

**Completion of Secondary Non-Traditional Programs:** All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase program completion for under represented males or females.

**Participation in Postsecondary Non-Traditional Programs:** All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase participation of under represented males or females.

**Completion of Postsecondary Non-Traditional Programs:** All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase program completion for under represented males or females.

We require Core Indicators of Performance of all Vocational Technical Education funded programs. Indicate which of the State adopted Core Indicators of Performance will be affected by the funding of this Program Agreement. Make sure that Program Agreement is of sufficient intensity and duration for participants to achieve these Core Indicators of Performance. Explain the data collection method you will use to achieve the indicator(s). **See attachment #4 aCore Indicators of Performance.@**

### **B. Budget**

Show total cost needed to carry out this Program Agreement. Provide a budget breakdown by object category, (i.e., personnel, benefit, supplies & materials, capital outlay, equipment and travel). **Use attachment #2 and #3 aBudget Breakdown Form@ and aBudget Form.@** Along with the Budget Form, columns A, B and C(Projected) (Budget Breakdown Form) must be completed as part of the Program Agreement Application. Column C (Actual and Percent Over/Under) must be completed as part of the Close-Out/Interim Report. Program Manager must immediately file and attach a police report when an equipment or capital outlay cannot be found. NOTE: The Budget Breakdown Form will be part of the Close-Out/Interim Report.

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

If there is a change (i.e., increase, moving funds between object categories, or to obtain items not originally identified) to the Budget, the Program Manager must submit a request for approval in writing to the State Agency Office. Request should include reason and consequences of changing the Budget.

### **C. Evaluation**

Use the Close-Out/Interim Report to determine whether you have accomplished goals, objectives, and activities described in Plan of Action. The evaluation component should consist of a set of specified expectations (Core Indicators of Performance and tables in the Annual Performance and Financial Reports) that can be demonstrated by the collection or observation of certain tangible outcomes. The evaluation is a written report that includes a brief narrative as required in the Vocational Technical Education Annual Performance Report. The Close-Out/Interim Report is due to the State Agency Office ten (10) business days from the ending date indicated on the Program Agreement Application form. **Use attached ~~a~~Close-Out/Interim Report.**

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Attachment #1**

### Plan of Action

For each State Plan Activity, write in detail, the sequence of steps required to implement the activity. Sequence must include: (1) the activity, (2) projected start and end dates, (3) individual responsible for carrying out the activity and (4) the Core Indicators of Performance that this activity will address. If there is any change or modification to the Plan of Action, the Program Manager must submit a request for approval in writing to the State Agency Office. Request should include the reason and importance of modifying the Plan of Action. Follow the same format, shown below, for each additional State Plan Activity to be implemented.

Was the TYMP goal \_\_\_\_\_ accomplished? YES  NO  Explain your response.

Was the TYMP goal \_\_\_\_\_ accomplished? YES  NO  Explain your response.

Was the TYMP goal \_\_\_\_\_ accomplished? YES  NO  Explain your response.

#### 1. STATE PLAN ACTIVITY:

- A. Activity (list only one): \_\_\_\_\_ (Part II, pages 16 - 46: include activity number & description)
- B. Projected start date: \_\_\_\_\_ End date: \_\_\_\_\_
- C. Individual responsible for carrying out this activity: \_\_\_\_\_
- D. Indicate which Core Indicators of Performance this activity will address. (Chapter 3, pages 66 - 80)

**OUTCOME:** This section will be completed, at the end of the Program Agreement, as part of the Close-Out/Interim Report.

Was the State Plan activity accomplished? YES  NO

- 1.1 Explain how the activity was accomplished and carried out. Or, explain why the activity was not accomplished.
- 1.2 State problems, if any, encountered in carrying out this activity.
- 1.3 Indicate Actual Percent Completed for the Core Indicators of Performance tables. (Attachment #4).
- 1.4 If applicable, explain why amendments were made to this activity (i.e., changes to original budget or items to be purchased). Explain cost overruns or high unit cost (i.e., high cost per student because it was a start-up program or paid air freight cost to receive items in time for start of a school year, etc.).

#### E. STATE PLAN ACTIVITY:

- A. Activity (list only one): \_\_\_\_\_ (Part II, pages 16 - 46: include activity number & description)
- B. Projected start date: \_\_\_\_\_ End date: \_\_\_\_\_
- C. Individual responsible for carrying out this activity: \_\_\_\_\_
- D. Indicate which Core Indicators of Performance this activity will address. (Chapter 3, pages 66 - 80)

**OUTCOME:** This section will be completed, at the end of the Program Agreement, as part of the Close-Out/Interim Report.

Was the State Plan activity accomplished? YES  NO

- a. Explain how the activity was accomplished and carried out. Or, explain why the activity was

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

- not accomplished.
- b. State problems, if any, encountered in carrying out this activity.
  - c. Indicate  $\Delta$ Actual Percent Completed $\Delta$  for the Core Indicators of Performance tables.(Attachment #4).
  - d. If applicable, explain why amendments were made to this activity (i.e., changes to original budget or items to be purchased). Explain cost overruns or high unit cost (i.e., high cost per student because it was a start-up program or paid air freight cost to receive items in time for start of a school year, etc.).

**Provide additional pages as needed.**

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Attachment #2**

### Budget Breakdown Form

OBJECT CATEGORY (A)	INDICATE WHICH QUARTER THE ACTIVITY WILL BE CARRIED OUT (B)				BUDGET (C)		
	1 <sup>S</sup> T	2 <sup>N</sup> D	3 <sup>R</sup> D	4 <sup>T</sup> H	PROJECTE D	ACTUAL	PERCENT OVER/UNDER
Full-time Salaries (by job title, indicate number of personnel)							
Part-time Salaries (by job title, indicate number of personnel)							
Benefits (provide a breakdown by job title, indicate number of personnel))							
<b>TOTAL PERSONNEL:</b>							
Travel (attach agenda or brochure of the conference, the workshop, training, etc.)							
Contractual (attach description of services)							
Supplies & Materials (list supplies and materials needed)							
Equipment (list equipment to be purchased)							
Miscellaneous (describe what is needed)							
Capital Outlay - equipment over \$250 per item (list capital outlay to be purchased)							
5% Administrative Costs B indirect costs							
<b>TOTAL BUDGET BREAKDOWN:</b>							

**You may expand this form to accommodate your budget requirement.**

**NOTE: Eligible providers may request to exceed the five percent (5%) limit for administrative costs (personnel) as part of its original application through the Project Review Committee.**

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

Please provide the information below as part of the **Budget** section of the Program Agreement Application packet for VEA.

1. Complete the table below for each object category (i.e., contractual, supplies & materials, equipment, capital outlay) described in the proposed budget.

**EXAMPLE:**

OBJECT CATEGORY: Capital outlay

Description of Item	Quantity	Unit Cost	Total Cost
Laptop computer	1	\$3,200.00	\$3,200.00
Color printer	2	\$2,500.00	\$5,000.00
<b>TOTAL CAPITAL OUTLAY</b>		<b>\$5,700.00</b>	<b>\$8,200.00</b>

2. Provide price quotes for the items listed under capital outlay.
3. Provide the same information for year two budget.

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Refer to Quattro Pro file: VEA Program Agreement  
Budget Form**

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Attachment #4**

### **Core Indicators of Performance**

#### **Part III (pages 66-80) of the Guam Vocational Technical State Plan, 2000 - 2004**

The State=s targeted performance standards for the next four years (July 1, 2000 through June 30, 2004), are shown on tables below. The definition of these categories will be included in the Annual Performance and Financial Reports which are located in the appendices. When targeted performance standards are met for the VEA, ABE and WIA, 50% of the funds received from the incentive grants will be allocated to the State Agency for Vocational Technical Education programs.

# Guam State Agency for Vocational Technical Education

## PROGRAM AGREEMENT APPLICATION

**Final Agreed Upon Performance Levels for Years 3, 4 and 5**

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

**CORE INDICATOR 1. SECONDARY STUDENT ATTAINMENT**

Core Sub-Indicator SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
1S1 Secondary Academic Attainment	<p><b>GOAL:</b> All students who reach a state-defined threshold level of vocational education will master academic knowledge and skills that meet challenging state academic standards.</p> <p><b>Numerator:</b> Number of vocational concentrators who have attained a state-defined academic grade point average and have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Total number of vocational concentrators who have left secondary education in the reporting year.</p>	<p><b>5. <u>Embedded Academic Assessment</u> in <u>Vocational/Integrated Courses/Programs</u></b> B Performance benchmark on course or program assessments in integrated courses and programs.</p>	22.36%	22.86%	23.00%	25.00%	27.00%
1S2 Secondary Skill Proficiencies	<p><b>GOAL:</b> All students who reach a state-defined threshold level of vocational education will master the knowledge and skills that meet state established, industry-validated career and technical skill standards.</p> <p><b>Numerator:</b> Number of vocational concentrators who have successfully completed (i.e., reached performance benchmarks) all vocational courses and have left secondary education in the reporting year.</p>	<p><b>6. <u>Vocational/ Technical Education Grade Point Average</u></b> B Grade point average for designated vocational courses including integrated academic/vocational courses.</p>	74.80%	75.30%	76.00%	77.00%	79.00%

GUAM=S CORE INDICATORS

Core Sub-Indicator <b>SECONDARY</b>	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
	Denominator: Total number of vocational concentrators who have left secondary education in the reporting year.						

CORE INDICATOR 2. SECONDARY CREDENTIAL ATTAINMENT

Core Sub-Indicator SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
2S1 Secondary Completion	<p><b>GOAL:</b> All students who reach a state-defined threshold level of vocational education will attain a secondary school diploma or its recognized state equivalent.</p> <p><b>Numerator:</b> Number of vocational concentrators who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Total number of vocational concentrators who have left secondary education in the reporting year.</p>	<p><b>1. <u>Secondary Completion</u> B</b> Completion based on state requirements that may include passing state graduation qualification examination.</p>	51.22%	51.72%	52.00%	53.00%	54.00%
2S2 Proficiency Credential with Secondary Diploma	<p><b>GOAL:</b> All students who reach a state-defined threshold level of vocational education will attain a proficiency credential in conjunction with a secondary school diploma or its state-recognized equivalent.</p> <p><b>Numerator:</b> Number of vocational concentrators who have attained a high school diploma and a certificate of completion.</p> <p><b>Denominator:</b> Total number of vocational concentrators who have left secondary education in the reporting year.</p>	<p><b>1. <u>National/State Standards and Assessment Systems</u> B -</b> developed and standardized assessment instruments and assessment procedures (includes licensing/certification examinations).</p>	50.00%	50.00%	50.00%	52.00%	54.00%

**CORE INDICATOR 3. SECONDARY PLACEMENT AND RETENTION**

Core Sub-Indicator SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
3S1 Secondary Placement	<p>GOAL: All students who reach a state-defined threshold level of vocational education during secondary education will successfully transition to postsecondary education or advanced training, employment, and/or military service.</p> <p>Numerator: Number of vocational concentrators who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year and who were placed in postsecondary or advanced training, employment, and/or military service.</p> <p>Denominator: Total number of vocational concentrators who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year.</p>	<p>1. <u>State-Developed, School-Administered Surveys/Placement Records</u> B Mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. School administer and conduct the surveys and maintain placement records under state guidelines.</p>	50.50%	51.00%	51.00%	52.00%	54.00%

**CORE INDICATOR 4. SECONDARY PARTICIPATION IN AND COMPLETION OF NON-TRADITIONAL PROGRAMS**

Core Sub-Indicator SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
4S1 Participation in Secondary Non-Traditional Programs	<p>GOAL: All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase participation of underrepresented males or females.</p> <p>Numerator: Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.</p> <p>Denominator: Total number of students who participated in a non-traditional secondary program in the reporting year.</p>	<p>1: <u>State/Local Administrative Data</u> B reporting those students participating in non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records, aggregated program, or school level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.</p>	28.10%	28.35%	29.00%	30.00%	32.00%
4S2 Completion of Secondary Non-Traditional	<p>GOAL: All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase program completion for underrepresented males or females.</p>	<p>1: <u>State/Local Administrative Data</u> B reporting those students completing non-traditional programs using information from local administrative data. These data could be maintained as individual student records and</p>	29.04%	29.29%	30.00%	31.00%	32.00%

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<p>Programs</p>	<p>Numerator: Number of students in underrepresented gender groups            Numerator: Number of students in under-represented gender groups who completed a non-traditional secondary program in the reporting year.</p> <p>Denominator: Total number of students who completed a non-traditional secondary program in the reporting year.</p>	<p>sent to the state as individual student records, aggregated program, or school level data. The data could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.</p>					
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**CORE INDICATOR 1. POSTSECONDARY STUDENT ATTAINMENT**

Core Sub-Indicator POST-SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
1P1 Postsecondary Academic Attainment	<p>GOAL: All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will master the knowledge and skills that meet program-defined academic standards.</p> <p>Numerator: Number of concentrators who have successfully completed all academic courses and have stop program participation in the reporting year.</p> <p>Denominator: Total number of concentrators who have stopped program participation in the reporting year.</p>	<p><u>2. Academic Course Completion</u>                      B State-defined performance benchmarks (e.g., grade, certificate) in designated academic courses including integrated academic/vocational courses.</p>	13.83%	14.33%	24.00%	25.00%	26.00%
1P2 Postsecondary Vocational and Technical Skill Proficiencies	<p>GOAL: All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will attain the knowledge and skills that meet program-defined, and industry-validated career and technical skill standards.</p> <p>Numerator: Number of concentrators who have completed their program and have stopped program participation in the reporting year.</p> <p>Denominator: Total number of concentrators who have stopped program participation in the reporting year.</p>	<p><u>6. Vocational/Technical Education Grade Point Average</u> -- Grade point average for all designated vocational/technical courses including integrated academic/vocational courses.</p>	80.50%	81.00%	95.00%	96.00%	96.00%

**CORE INDICATOR 2. POSTSECONDARY CREDENTIAL ATTAINMENT**

Core Sub-Indicator POST-SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
2P1 Postsecondary Degree or Credential Completion	<p>GOAL: All students who reach a state-defined threshold level of vocational education to receive postsecondary degrees, certificates, or credentials will receive these postsecondary credentials.</p> <p>Numerator: The number of concentrators who have completed their program and have stopped program participation in the reporting year.</p> <p>Denominator: Total number of concentrators who have stopped program participation in the reporting year.</p>	<p>1. State/Local Administrative Data - Reporting those students receiving degrees and other types of credentials using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated data. The data could also be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.</p>	80.50%	81.00%	90.00%	90.00%	90.00%

**CORE INDICATOR 3. POSTSECONDARY PLACEMENT AND RETENTION**

Core Sub-Indicator POST-SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
3P1 Postsecondary Placement	<p>GOAL: All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will successfully transition to further postsecondary education or advanced training, employment, and/or military service.</p> <p>Numerator: Number of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service.</p> <p>Denominator: Total number of students who completed a postsecondary program in the reporting year.</p>	<p>1. <u>State Developed, School Administered Surveys/Placement Records</u> B mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. School administer and conduct the surveys and maintain placement records under state guidelines.</p>	59.76%	60.26%	60.00%	61.00%	63.00%
3P2 Postsecondary Retention	<p>GOAL: All students who reach a state-defined threshold level of vocational education who leave secondary schooling and who are placed in further postsecondary education or advanced training, employment and/or military service will be retained in these activities.</p> <p>Numerator: Number of students who completed a postsecondary program in the reporting year, and were placed in employment in the reporting year and were retained in employment.</p> <p>Denominator: Total number of students who</p>	<p>1. <u>State Developed, School Administered Surveys/Placement Records</u> B mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. School administer and conduct the surveys and maintain placement records under state guidelines</p>	5.00%	5.00%	5.00%	6.00%	7.00%

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	completed a postsecondary program and were placed in employment in the reporting year.						
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CORE INDICATOR 4. POSTSECONDARY PLACEMENT IN AND COMPLETION OF NON-TRADITIONAL PROGRAMS

Core Sub-Indicator POST-SECONDARY	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
4P1 Participation in Postsecondary Non-Traditional	<p>GOAL: All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase participation of underrepresented males or females.</p> <p>Numerator: Number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year.</p> <p>Denominator: Total number of students who participated in a non-traditional postsecondary program in the reporting year.</p>	<p>1. <u>State/Local Administrative Data</u> B reporting those students participating in non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program or school-level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.</p>	9.49%	9.74%	10.00%	11.00%	12.00%
4P2 Completion of Postsecondary Non-Traditional Programs	<p>GOAL: All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase program completion for underrepresented males or females.</p> <p>Numerator: Number of students in underrepresented gender groups who completed a non-traditional postsecondary program in the reporting year.</p> <p>Denominator: Total number of students who participated in a non-traditional postsecondary</p>	<p>1. <u>State/Local Administrative Data</u> B reporting those students participating in non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program or school-level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct</p>	9.34%	9.59%	10.00%	11.00%	12.00%

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	program in the reporting year.	types of reporting systems, they do not represent different performance measurement approaches.					
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Attachment #5

