

**2005-2006 Consolidated Annual
Performance Accountability and Financial Status Report for Guam-
Vocational and Technical Education Act of 1998**

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SECTION A
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SECTION B

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). A seven member Board of Trustees is nominated and appointed by the Governor of Guam with the consent of the Legislature. The Governor appoints a representative from the business and industry and employer organizations, a member of the student body, and from the general public. The Board of Trustees appoints the President of the College who has full charge and control of the administration and business affairs of the College. GCC's President also serves as the State Director for Vocational and Adult Education. [Attachment #1]

B. Organization of Vocational and Technical Education Programs

GCC is known for its vigorous and comprehensive vocational and technical programs. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reaffirmed GCC's accreditation to Spring 2012. The accreditation team found that "the college has made impressive progress... and that the college was well positioned to continue making progress in the development and use of student learning outcomes for courses, programs and the institution."

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 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. These and several nationally and internationally recognized industry standard certificates offered at GCC are listed below.

Associate of Science Programs:

Accounting	Criminal Justice	Medical Assisting
Automotive Technology	Early Childhood Education	Office Technology
Computer Networking	Hospitality Industry Management	Supervision and Management
Computer Science	Marketing	Visual Communications

Associate of Arts Programs:

Culinary Arts	Education	Liberal Arts
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Certificate Programs:

Accounting Clerk	Criminal Justice	Medical Assisting
Automotive Technology	Early Childhood Education	Office Technology
Computer Science	Education	Practical Nursing
Cosmetology	Fire Science Technology	Supervision and Management
		Systems Technology

Industry Standard Certificates:

A+ Certification	Certified Manager (CM) Program	Fiber Optics Certifications
American Institute of Professional Bookkeepers Certification	Certified Medical Assistants	Microsoft Certifications
Certificate of Specialization in Food and Beverage Management	Certified Nurse Assistants	Professional Human Resource (PHR) Certification
Certificate of Specialization in Human Resource Management	Cisco Networking Certification	Senior Professional Human Resource (SPHR)
Certificate of Specialization in Rooms Division Management	Data Cabling Installer Certification	Voice & Data Cabling Certification
Certified Bookkeeper	FCC Certification	

Journey-Worker Certificates

The Bureau of Apprenticeship and Training of the United States Department of Labor nationally recognizes 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) as amended, is to administer training and support services to ensure 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. GCC also continues to work to finalize the Strategic Master Plan, Facility Master Plan, and the Technology Plan.

The 2005-2006 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 uses a campus-wide comprehensive assessment plan to improve the delivery of 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. This plan, and the Guam State plan, provides the foundation to develop programs that enable students, including special populations, to meet State adjusted levels of performance, further education, or prepare for high skill, high wage careers. Guam implemented several activities that support this State leadership initiative through program agreements.

A major initiative, in the **Supervision & Management Technology Support** program agreement, was the assessment of the Supervision and Management Associate and Certificate degree programs that resulted in the development of new course guides that incorporate technology supported student-learning outcomes (i.e., E-Commerce Management, Ethics & Stakeholder Management, Leadership, International Management and Employment and Labor Law). In another program agreement, the examination of student-learning outcomes resulted in the delivery of several courses, traditionally offered in the classroom, online, hybrid, or web-facilitated (**Teacher Competence in Using Technology**). The assessment of the Visual Communication program resulted in the revision of twelve course guides (**VisCom**). Other faculty members modified courses, under the Medical Assisting program, to include the use of modern medical equipment (i.e., Audio Scope, Hearing Acuity Test, Atria 3000 EKG machine, Spot vital Signs Monitor, Bench-top Autoclave, MisterNew Nebulizer, and other medical surgical instruments). The curriculum reflects a hands-on practice and experience necessary to prepare students for careers in the medical field (**Medical Assisting Program Enhancement**).

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

GCC is the only public educational institution responsible for the delivery of secondary and postsecondary vocational programs on Guam. Conscientious effort is made to develop Guam’s workforce by offering rigorous vocational and adult education programs that parallel industry standards. GCC is also near completion of a Technology Plan geared to “provide structure and direction for the inclusion and successful utilization of educational and administrative technologies.” The activities described below demonstrate Guam’s achievement, this program year that developed, improved, or expanded the use of technology in vocational programs by modifying program curriculum and improving accessibility.

During the program year, assessment of several programs resulted in curriculum revision or modification. In one program, the delivery of nine courses online, hybrid, or web-facilitated, required students to use technology as part of student-learning outcomes. Students retrieved course materials, accessed Internet and email, and located resources online (**Teacher Competence in Using Technology**). The Construction Trades and the Automotive Technology department chairperson and faculty participated in the revision of program curriculums (now the Automotive Service Technology (AST)) and course guides to incorporate national standards (**AUTO/CT Curriculum and Assessment**). Curriculum revision of the Supervision and Management program exposed students to several software applications such as PowerPoint, Site Builder Web Sites (**Supervision & Management Technology Support**) while the **Medical**

Assisting Program Enhancement program agreement expanded the use of technology by providing the ability to practice on equipment currently used in the medical industry.

The **Wired Up and Ready to Go** program agreement provided Internet access to 25 classrooms. The classrooms were used to deliver courses (i.e., Electronics, Cisco Networking, and Visual Communications) that develop technical skills necessary for employment opportunities or career advancement.

The Assessment and Counseling Department used CHOICES, a career exploration software, to help students make informed career and educational decisions. The software was installed in computers at the counselors' office and in computer labs throughout the College. CHOICES was also utilized at four public high schools and a middle school version of the software, Career Futures, was installed at two middle schools having a large concentration of economically disadvantaged families. Specific government agencies that collaborate with GCC for the purpose of developing and strengthening educational and career decision making for students and individuals in the community also received the software. Benefits of using CHOICES were described at student orientations and individual meetings with students, faculty, and counselors. Finally, GCC counselors provided on-site counseling and guidance services to customers of the One Stop Career Center supported under the Workforce Investment Act (WIA), Title I, Employment and Training Program.

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

In an ongoing effort to stay current with industry standards, faculty participated in various professional development activities during the program year such as training on technological equipment and software application to augment classroom learning. Other professional development activities accomplished this program year are described below.

Several faculty transformed the delivery of courses from the “traditional” classroom setting to distance education (i.e., online, hybrid, and web-facilitated). To maintain this thrust, the “train the trainer” concept was incorporated by having an Instructional Technology Center (ITC) faculty obtain the same professional development training (**Teacher Competence in Using Technology**).

ITC provided faculty, staff, and administrators training on Moodle, a course management system. While faculty used Moodle to develop innovative lesson plans and course offerings the latter used it to create web sites increasing accessibility to students and the public (**Technologically Ready**). Additionally, faculty and staff utilized the work/discovery room to conduct a workshop, provide training, or simply upgrade their technological skills (**Wired Up and Ready to Go**).

Faculty from the Automotive Technology and Construction Trades departments received necessary training to develop program curriculum. They also obtained training on TracDat, GCC's electronic assessment system (**AUTO/CT Curriculum and Assessment**).

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;”**

A General Education Policy was implemented to improve and strengthen student-learning outcomes for today's rapidly changing technological environment by introducing students to major areas of knowledge. All degree programs require an interdisciplinary general education component. For instance, English, math, and Anatomy & Physiology are required 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 are required for the Associate of Science in Automotive Technology. The program agreement activities listed below further illustrate how program curriculums were modified to integrate academics with vocational and technical education to ensure learning in core academic and vocational subjects.

The ***Teacher Competence in Using Technology*** program agreement accomplished the integration of academics with vocational education by including technology in Education courses, specifically technological and writing skills. Another program agreement (***AUTO/CT Curriculum and Assessment***) supported the development of program curriculum to include current technological skills emulating industry standards. Moreover, through a well-established advisory committee, the ***Supervision & Management Technology Support*** program agreement deliberately included representatives from private industry, faculty, government (federal and local), student, and parents to ensure student-learning outcomes and program curriculum integrated academics with vocational education.

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

GCC's philosophy is to provide individuals seeking an education the opportunity to develop to their greatest potential. Included in the "Philosophy of the College" is an "open door admissions and equal educational opportunity for all students regardless of sex, sexual orientation, race, religion, past academic record, age, national origin, disability, or financial resources, and affirmative action for nontraditional students."

To bolster student recruitment to nontraditional training and employment, the Assessment and Counseling Department offered personalized counseling and advising in areas of career development. In conjunction with the Career Placement Center, female students received information on high paying careers, such as information technology and electronics, traditionally dominated by male students. The Communications and Promotions Office and the Visual Communication department created a video to stimulate interest on nontraditional career opportunities. The video is strategically aired where students register or seek other related services (i.e., advisement, financial assistance).

Student representatives assisted in promotional activities by making presentations or demonstrating their technical skills. Students from the Supervision and Management program successfully promoted their program at public high schools and during student advisement (***Supervision & Management Technology Support***). Postsecondary students displayed their technical skills by participating in health related outreach programs held in conjunction with the Guam Department of Public Health and Social Services, Guam Medical Society, and GCC's Center for Civic Engagement. Their participation accomplished two key student-learning outcomes: hands-on experience by using electronic vital signs monitoring system and promotion of nontraditional training (***Medical Assisting Program Enhancement***). Finally, the integration of writing skills in the Practical Nursing curriculum enhanced students' skill for training and employment in the nursing program, a critical need on the island and in the region (***Developing A Practical Nursing Program***).

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;”

GCC continues to uphold partnerships among educational entities, adult education providers, and other entities to ensure a holistic approach to workforce development. A Memorandum of Agreement (MOA), with the Guam Public School System (GPSS), is maintained to provide Career and Technical Education (CTE) programs at the secondary level. The MOA facilitates students' seamless transition from secondary to postsecondary vocational programs. In addition to providing vocational programs, GCC also provides adult education programs: Adult Basic Education, English as a Second Language, Adult High School, GED, and the External Diploma Program. GCC is also an active member of the Guam Workforce Investment Board and maintains membership with the Guam Contractors Association and the Guam Hotel and Restaurant Association. Vocational departments are encouraged to establish an advisory committee with representation from business, labor organizations as well as parents, students, and teachers, and special populations to help develop, implement, and evaluate curriculum and program activities.

The Center for Civic Engagement “supports the enhancement of student educational experiences through the integration of academic study with active service, while encouraging civic involvement, community awareness, and responsible leadership.” Through Service-Learning, the Center served over 25 nonprofit organizations (i.e., Guam Girl Scouts, Catholic Social Service, Habitat for Humanity, Mothers Against Drunk Driving) during the program year.

Activities surrounding the **Wired Up and Ready to Go** program agreement facilitated the establishment of relationships with several business entities (i.e., Core Business Solutions, Computerland, Megabyte, 3M, and Marianas Electronics). In consultation with industry representatives (Guam Contractor's Association), faculty and department chairpersons upgraded the Automotive Technology and Construction Trades program curriculums to include standards to achieve at a specific academic and vocational skill level (***AUTO/CT Curriculum and Assessment***). A partnership with the Guam Memorial Hospital Laboratory supported student training at their lab (***Medical Assisting Program Enhancement***).

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 by providing on-site literacy programs (Classroom Based Training on GED preparation, basic remedial courses, and ESL) and testing using CASAS and GED test instruments.

GCC maintains relationships with 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 (GPSS). The goal of this coalition is to ensure a seamless transition from secondary to postsecondary education. Individuals who left (dropped out) secondary or postsecondary education are identified, and as appropriate, are provided with necessary skills, counseling and related assistance to be active members of the workforce. Accessibility to educational services is a major endeavor currently undertaken by the college. The installation of a centralized system will provide access to GCC’s educational services and resolve limitations from an antiquated student information and financial information systems.

Faculty, staff, and administrators used Moodle, an online course management system, to support student learning (***Technologically Ready***). Accessing courses online, rather than in a typical classroom setting, expanded the delivery of courses to individuals who may not otherwise be able to attain or continue their education such as those in correctional institutions and other institutions that serve individuals with disabilities. Students can retrieve and complete assignments from home at their own time allowing many single working parents, and other special populations, an alternative to higher education (***Teacher Competence in Using Technology***).

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

The Assessment and Counseling Department provides support services such as career guidance and counseling to students, including special populations, to help them attain their personal goal (i.e., further learning, or attain high skill, high wage careers). As part of GCC’s student orientation process, issues that affect career preparation and employment (i.e., gender bias and gender stereotyping), are discussed. The department also informed students of career choices and encouraged them to consider careers not traditionally occupied by their gender. For example, males were provided information on the medical assisting program and females on technology careers.

Single parent students 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. Counselors and students discussed the SDS evaluation and specific recommendations were made for the individual student’s chosen field of study.

The Postsecondary Coordinator for Students with Disabilities, in consultation with the Assessment and Counseling Department, provided numerous services to students with disabilities. These services included 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 for Students with Disabilities maintained linkages with the Guam Public High 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 continued 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 continue or begin 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 Assessment and 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 instructional services such as English as a Second Language through GCC's ESL program. Students 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]

Guam also carried out several permissible leadership activities. These activities are described below.

1. Technical assistance to eligible recipients,
2. Improvement of career guidance and academic counseling programs,
3. Agreements to link secondary and postsecondary vocational technical programs,
4. Support for vocational and technical student organizations,
5. Support for education and business partnerships,
6. Support to improve or develop new vocational and technical education courses, and
7. Support to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.

The Career Placement Center (CPC) continues to assist secondary, postsecondary, and adult education students by providing workshops and related employment services. This program year, CPC served five hundred fifty students through referrals, resume writing, career resources, and interview tips. Of the eight employment related workshops, three were identified as being most popular: Your Rights as Employees, Finding an Occupation Suited for Me, and Importance of Writing Skills: Job Application & Resume Writing.

GCC's Assessment and Counseling Department also 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. The software

is also installed at specific government agencies that collaborate with GCC for the purpose of 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 orientation, and individual meetings with students, faculty, 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 and 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

Guam failed to meet several secondary and postsecondary core indicators of performance. Although GCC recognizes and continues to struggle to meet these negotiated standards, it should be noted that Guam continues to make improvements in increasing the performance levels as compared to the previous year. Several indicators showed considerable gains. The table below shows Guam's overall performance results compared to the agreed-upon performance levels for the past program year.

The percentage increase may be attributed to the General Education Policy. Students are required to be enrolled in or have completed EN100R, EN100W, and MA108 by the time they enroll 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.

A brief explanation follows each instance where Guam did not meet its performance levels as to what may have contributed to its performance.

Core Indicator	2005-2006 Negotiated Standards (percent)	2005-2006 Actual Performance (percent)
Secondary		
1S1	45.98%	55.40%
1S2	80.13%	72.36%
2S1	45.88%	n/a
2S2	16.25%	n/a
3S1	59.53%	60.00%
4S1	18.21%	15.86%
4S2	12.62%	n/a
Postsecondary		
1P1	46.95%	56.10%
1P2	74.91%	89.68%
2P1	55.87%	97.40%
3P1	61.22%	98.15%
3P2	16.49%	64.81%
4P1	19.88%	14.83%
4P2	8.16%	11.54%

An MOA between Guam Community College and the Guam Public School System (GPSS) clearly defines the responsibility of each entity to prepare high school graduates employment opportunities. The MOA required GPSS to compile and provide complete and accurate data to GCC. Later this program year, the MOA was amended to include Appendix H, *The Role of GCC Career Counselors in the Guam Public School System's High Schools*. These counselors play a vital role in addressing the students' development, career, and educational needs. As such, the counselors will assist with the appropriate "placement and retention of students in CTE programs, input and retrieve data using the secondary student information system, and assist with the gathering of data, identifying , and reporting key findings as appropriate in the secondary environment." In addition to this amendment, Guam's State Director alerted the GPSS Superintendent that it continues to provide complete, accurate, and consistent secondary student information data (February 2006). For several months, a focus group with representatives from GCC (Admissions and Registration Coordinator, Assistant Director for Planning and Development, and the Associate Dean, Trades and Professional Services), and GPSS (high school principals and data entry clerks) discussed these issues and possible solutions. The group's recommendation was incorporated in the GPSS/GCC MOA Compliance Directive for all GPSS High Schools, August 2006. In spite of these efforts, Guam continues to struggle with secondary data. Hence, several secondary tables are incomplete because data is not available.

SECONDARY:

Core Indicator #1 (1S1) – Attainment of Academic Skills: Guam achieved this core indicator of performance (55.4%). Aggregate data on the number of vocational concentrators is 908 (456 males and 451 females), however, almost all (93%) of the data on ethnicity, individuals with disabilities, economically disadvantaged single parents, displaced homemakers, other educational barriers, and limited English proficiency is blank.

Core Indicator #1 (1S2) – Attainment of Vocational Skills: Guam achieved this core indicator of performance (55.4%). Aggregate data on the number of vocational concentrators

is 908 (456 males and 451 females), however, almost all (93%) of the data on ethnicity, individuals with disabilities, economically disadvantaged single parents, displaced homemakers, other educational barriers, and limited English proficiency is blank.

Core Indicator #2 (2S1) – Secondary Completion: Data on the number of concentrators who have attained a high school diploma or its recognized state equivalency is not available.

Core Indicator #2 (2S1) – Proficiency Credential with Secondary Diploma: Data on the number of concentrators who have attained a high school diploma or its recognized state equivalency is not available. However, because certificates are generated by GCC, Guam can report that 216 students received a Certificate of Completion or a Certificate of Mastery in a secondary vocational program.

Core Indicator #3 (3S1) – Total Placement: Data for this core indicator of performance is based on individuals who completed a secondary program and responded to GCC's Graduate Follow up Survey. A survey instrument was mailed to secondary completers (78), July 2006. Fifteen individuals (19%) responded to the survey conducted in July 2006. Nine respondents (60%) transitioned to postsecondary education or advanced training, and/or employment.

Core Indicator #3 (3S1) – Advanced Training: Data indicates that 53% of the students who completed a secondary program and responded to a Graduate Follow up Survey transitioned to postsecondary education or advance training. Of the fifteen individuals who responded, 8 are full-time students at the University of Guam or GCC; 7 are not in school.

Core Indicator #3 (3S1) – Employment & Military: Data shows that 60% of the students who completed a secondary program and responded to a Graduate Follow up Survey are employed. Fifteen individuals responded to the Survey. Of those who responded, 9 are employed: 2 full-time, 7 part-time. Five individuals are unemployed; one is not in the labor force.

Core Indicator #4 (4S1) – Participation in Secondary Nontraditional Programs: Data reflects that Guam did not meet this core indicator of performance (15.86%). Of the 476 student participating in nontraditional programs, only 75 students in underrepresented gender groups participated in a nontraditional postsecondary program this reporting year.

Core Indicator #4 (4S2) – Completion of Secondary Nontraditional Program: Data on the number of concentrators who have attained a high school diploma or its recognized state equivalency is not available.

POSTSECONDARY:

Core Indicator #1 (1P1) – Academic Attainment: Guam met this core indicator of performance.

Core Indicator #1 (1P2) – Vocational Attainment: Guam nearly achieved this core indicator of performance. Again, aggregate data is provided, however, 93% of the is blank on ethnicity, individuals with disabilities, economically disadvantaged single parents, displaced homemakers, other educational barriers, and limited English proficiency.

Core Indicator #2 (2P1) – Postsecondary Degree or Credential: Data on the number of concentrators who have attained a high school diploma or its recognized state equivalency is not available.

Core Indicator #3 (3P1) – Postsecondary Total Placement: Data for this core indicator of performance is based on individuals who completed a postsecondary program and responded to a Graduate Follow up Survey. Two hundred sixty-three postsecondary completers were sent a survey instrument, July 2006. Fifty-four individuals or 21% of those surveyed responded. Almost all of the respondents (98%) transitioned to further their postsecondary education or advanced training, and/or employment. Caution must be taken when interpreting this core indicator of performance. Data is extremely volatile to the type of vocational program. For example, of the 54 respondents, 35 graduated from the Criminal Justice Academy program, one graduated from the Cosmetology program.

Core Indicator #3 (3P1) – Advanced Training: Data indicates that 17% of the students who completed a postsecondary program and responded to a Graduate Follow up Survey transitioned to further their education or advance training. Fifty-four individuals responded to the Survey. Of those who responded, 9 are continuing their education or advance training; 39 are not pursuing an education.

Core Indicator #3 (3P1) – Employment & Military: Data shows that 98% of the students who completed a postsecondary program and responded to a Graduate Follow up Survey are employed. Fifty-four individuals responded to the Survey. Of those who responded, 53 are employed: 52 full-time, one part-time. One individual is unemployed.

Core Indicator #3 (3P2) – Postsecondary Retention: This core indicator measures retention in further postsecondary education or advance training, or employment, including military service. Data shows that 35 individuals (65%) who responded to the Graduate Survey indicated that they remain in one of the three activities identified above. Data is extremely volatile to the type of vocational program. For example, of the 54 respondents, 35 graduated from the Criminal Justice Academy program, one graduated from the Cosmetology program. All 35 respondents remain employed in law enforcement careers.

Core Indicator #4 (4P1) – Participation in Postsecondary Nontraditional Programs: Data reflects that Guam did not meet this core indicator of performance (14.83%). Of the 1,025 student participating in nontraditional programs, only 152 students in underrepresented gender groups participated in a nontraditional postsecondary program this reporting year.

Core Indicator #4 (4P2) – Completion of Postsecondary Nontraditional Program: Guam achieved this core indicator of performance (11.54%). Of the 52 students who completed a nontraditional program this reporting year, 6 are students in underrepresented gender groups.

B. State's Overall 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 2005-2006.

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 – Department of Education (DOE) 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/DOE 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 discussion of the measurement approaches used for each core indicator and the results for the 2005-2006 data.

Secondary.

Program year 2005-2006 student enrollment data was received from the Guam Public School System (GPSS).

1S1 Academic Attainment

Measurement Approach: 5

Numerator: Number of vocational concentrators who have attained a state-defined 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 Nontraditional Programs

Measurement Approach: 1

Numerator: Number of students in underrepresented gender groups who participated in a nontraditional secondary program in the reporting year.

Denominator: Total number of students who participated in a nontraditional secondary program in the reporting year.

4S2 Completion of Secondary Nontraditional Programs

Measurement Approach: 1

Numerator: Number of students in underrepresented gender groups who completed a nontraditional secondary program in the reporting year.

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

3P2 Postsecondary Retention

Measurement Approach: 1

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

Denominator: Total number of vocational concentrators who completed a postsecondary program in the reporting year.

4P1 Participation in Postsecondary Nontraditional Programs

Measurement Approach: 1

Numerator: Number of students in underrepresented gender groups who participated in a nontraditional postsecondary program in the reporting year.

Denominator: Total number of students who participated in a nontraditional postsecondary program in the reporting year.

4P2 Completion of Postsecondary Nontraditional Programs

Measurement Approach: 1

Numerator: Number of students in underrepresented gender groups who completed a nontraditional postsecondary program in the reporting year.

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

E. Improvement Strategies

Please refer to section V – Monitoring Follow-up.

V. Monitoring Follow Up

Representatives from the Office of Vocational and Adult Education conducted a monitoring visit, April 25-28, 2006 on State program administration, fiscal responsibility, local application, special population, tech-prep programs and accountability, where applicable. The following describes each area covered by the visit mentioned above and improvement strategies Guam implemented during the program year. No findings were noted by the team in two areas: program administration and local applications.

Program Finance – The monitoring team found that Guam has failed to develop appropriate policies and procedures to ensure that maintenance of effort requirements are not only calculated in a consistent manner from one year to the next, but that such calculations are accurate and reliable. Since the team's visit, Guam developed a policy statement and procedures to ensure that maintenance of effort is calculated consistently using the aggregate method. Guam will submit, to the Office of Vocational and Adult Education, expenditure totals for the three most recent State fiscal years with the upcoming Consolidated Annual Report due December 31, 2006.

Special Populations and Accountability – The monitoring team found that Guam submits incomplete data. Guam has implemented new procedures to ensure that it will be able to obtain and report complete, accurate, and reliable data. GCC has policies, procedures, and activities that address secondary and postsecondary career and technical programs and student information data. They include the “*Memorandum of Agreement (MOA) between Guam Public School System (GPSS) and the Guam Community College*”, “*GPSS/GCC MOA Compliance Directive*”, GCC Vocational Guidance Counselors, and the Career Placement Center. Additionally, full implementation of a new unified network system for GCC that integrates financial and student data and provides a seamless and secure access to campus information and services will be in place mid-2007.

Memorandum of Agreement (MOA) between Guam Public School System and the Guam Community College Regarding the GCC Career and Technical Education Programs in the Guam Public Schools [Attachment 2] ~ In 1999, a Memorandum of Agreement was amended and approved between GPSS and GCC to strengthen the framework for delivery of GCC's Career and Technical Education (CTE) programs and activities within GPSS. The MOA also requires GPSS to collect, compile, and maintain accurate and reliable secondary student information data.

GPSS administers secondary education on Guam. Each high school gathers and maintains a stand-alone student information database on the Columbia School System. Data from the high schools is merged and consolidated into a single database file at the Financial, Student and Administrative Information Systems (FSAIS) Office within GPSS. FSAIS then transmits the consolidated database to GCC's Management Information System Office where it is finally uploaded on GCC's student information system - National Institute for Administrative Systems, Inc. (NIAS). NIAS also maintains GCC's postsecondary student information data.

GPSS/GCC MOA Compliance Directive ~ Although the MOA required complete and accurate secondary data, it became apparent that data fields were inconsistent and maintained independently at each public high school. On August 8, 2006, a GPSS directive was approved to standardize and clarify these data fields [Attachment3]. Effective immediately, all GPSS high schools are required to use specific "course cluster program codes" for CTE programs (i.e., Autobody, Automotive Service, Allied Health, Construction, Visual Communications, Marketing, Tourism, and Electronics).

GCC Vocational Guidance Counselors ~ Since the inception of GCC's career and technical programs at the public high schools, student enrollment, retention, program completion, and transition to a postsecondary career and technical program was hampered. To address this problem, four Career Counselors were hired and strategically placed at each public high school (January 2006). The goal of the Career Counselor is to "support the overall goal of developing effective and streamlined Career and Technical Education for youth that prepares them for opportunities for life-long learning and successful careers; improve secondary and postsecondary linkages; and upgrade and develop of a more comprehensive Career Guidance and Counseling Program for secondary students." The role of GCC Career Counselors is included in the MOA (Appendix H) between GPSS and GCC.

GCC Career Placement Center ~ The Center's mission is to "provide quality training and resources that support and prepare students for transition into their long-term career pathways reflective of the community and industry need on Guam and the region." Students and alumni can readily obtain career related resources and counseling, job referrals, job listing, job search strategies, resume writing, interview mocking, employability workshop, and career fairs. The Center maintains a database on the number and type of services it provides to students and GCC alumni.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

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