

Guam Community College

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**2007** Consolidated Annual Performance Accountability  
and Financial Status Report for Guam – Carl D. Perkins  
Career and Technical Education Improvement Act of 2006

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## Section A – Cover Sheet

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I. Form I

## Section B – Narrative

### I. State Administration [§121, Perkins III]

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

Guam Community College, established by Public Law 14-77, falls 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 and Technical Education Act of 1998 (Perkins III). A seven member Board of Trustees (BOT) is nominated and appointed by the Governor of Guam (I Maga'láhen Guåhan) with the consent of the Guam Legislature (I Liheslaturan Guåhan). The Governor appoints a representative from the business industry and employer organizations, a member of the student body, and a representative of 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 Career and Technical and Adult Education. [Appendix #1]

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

GCC is recognized in the community for providing rigorous and comprehensive secondary and postsecondary career and technical educational (CTE) programs on campus and in four public high schools (Guam Public School System) throughout the island. The College is taking a primary role to provide education and training for high-skill, high-wage, and high-demand careers that lead to an associate degree, certificate, industry certification, or an apprenticeship job. These and several nationally and internationally recognized industry standard certificates offered at GCC are listed below<sup>1</sup>.

##### Associate of Science Programs:

Accounting	Criminal Justice	Medical Assisting
Automotive Service 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:

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

<sup>1</sup> Guam Community College 2006-2007 Catalogue

## Industry Certification of Course Series Completion:

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 Certifications	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

Air Conditioning/Refrigeration Mechanic	Computer Programmer	Marine Machinery Mechanic
Auto Body Repairer	Early Childhood Associate	Office Manager/Administrative Services
Auto Mechanic	Electrician	Pastry-Baker
Bartender	Electric Meter Repairer	Pipefitter
Butcher	Electrician, Substation	Plumber
Carpenter	Electronic Technician	Relay Technician
Cement-Mason	Housekeeper	Rigger
Child Care Development Specialist	Instrument Technician	Sheetmetal Worker
Cook	Machinist	Shipfitter
Computer Operator	Maintenance Building Repairer	Truck Driver, Heavy
	Manager, Food Service	Welder

The Bureau of Apprenticeship and Training of the United States Department of Labor approved and registered over thirty of GCC's apprenticeship training programs. Upon successful completion of an apprenticeship program, participants receive a journey-worker certificate jointly awarded by the U.S. Department of Labor and Guam Community College.

GCC's mandate is workforce development – as described in Guam's Vocational and Technical Education State Plan, 2006-2007 under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) as amended – to administer training, provide support services, and ensure quality delivery of career and technical programs. Instructional programs, student services, and administrative units documented these activities in the 2006 Self Study Report that culminated in the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges' reaffirmation of GCC's accreditation during the Accrediting Commission's site visit in February 2006. The Commission President reaffirmed GCC's accreditation through Spring 2012 citing, "The Commission also notes the optimistic attitude with which Guam Community College addressed the natural and economic hardships in recent years and commends the college's continued focus on educational effectiveness."<sup>2</sup>

The two-year assessment cycle GCC adopted will require that all career and technical educational programs be reviewed, strengthened, updated, or developed to assure their relevance and alignment to industry certifications or standards. Additionally, GCC is facilitating the development of Guam's Five-year State Plan for Career and Technical Education 2008-2012 that will highlight three objectives. These objectives are: 1. Align career and technical programs to the sixteen career clusters or pathways; 2. Establish programs of study that combine rigorous academic and technical courses; and 3. Offer a clear pathway from secondary to postsecondary programs that lead to an associate degree, certificate, industry certification, an apprenticeship training program, or a job. GCC's assessment model and the State

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<sup>2</sup>Accrediting Commission for Community and Junior Colleges, Commission President letter, June 29, 2006

Plan are the underlying key documents necessary for the College to uphold its mandate of workforce development.

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## II. State Leadership Activities [§124, Perkins III]

### A. Required Uses of Funds

Guam implemented several activities that support this State leadership initiative through four program agreements: Accounting Technology Support, Fundamentals of Network Security, IT Essentials I and II, and Vocational Technical Student Organization. Required and permissible activities, funded by federal funds under Section 124, Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), Public Law 105-322 and/or local funds, are summarized below. They include –

1. *“an assessment of the vocational and technical education programs carried out with funds under this title that include 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 two-year assessment model to assess the “health” and improve the delivery of secondary and postsecondary career 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 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.

Through the **Accounting Technology Support** program agreement, the program administrator was able address the needs of special populations by having technological equipment accessible and by providing assignments and resource materials online. In another program agreement (**Fundamentals of Network Security**) aligned to Cisco’s Networking Academy Management System, the program administrator posted resource materials on and off campus that lead to the enrollment of two females in this male dominated course.

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 career and technical programs on Guam<sup>3</sup> and whose local mandate is “workforce development.” The relocation of 8,000 U.S. Marines and 9,000 dependants from Okinawa, Japan to Guam will significantly increase Guam’s population by at least twenty-five percent. In addition, the U.S. Army is planning to

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<sup>3</sup> Guam Public Law 14-77

establish a ballistic missile defense site on Guam – a population impact estimated at 603 service members and 950 dependents,<sup>4</sup> increasing Guam’s military relocation population to at least 18,553. Recent data indicates that employees in the private construction sector significantly increased by 28% in June 2007<sup>5</sup> when compared to June 2006. This data is in line with published articles supporting the anticipated demand in the construction trades industry that will undeniably escalate in the next five to eight years as the military strengthens its capacity in the Pacific region. Inevitably, GCC must prepare to develop Guam’s workforce to support the upgrade, improvement, or expansion of Guam’s highway system, A.B. Won Pat Guam International Air Terminal, and surrounding facilities administered by the Guam Airport Authority, and the Port Authority of the island’s commercial port facilities at Apra Harbor, which also serves as the regional fuel hub<sup>6</sup>.

In light of the imminent military build up, Guam’s State Director for Career and Technical Education maintains membership in the Governor’s Civilian/Military Task Force to keep GCC in the forefront on issues and plans to develop Guam’s workforce. Armed with unwavering determination and GCC’s assessment process, which requires both administrative and academic areas appraise the “health” of their respective department, GCC is well positioned to provide Guam and the outlying region with rigorous career and technical and adult education programs that parallel industry standards and lead to high-skill, high-wage, high-demand careers.

This program year, several program agreements were able to develop, improve, or expand the use of technology in career and technical programs. The **Fundamentals of Network Security** program agreement successfully implemented Cisco’s Fundamentals of Network Security (FNS) at the postsecondary level (Network Security I and II). The Network Security I course focuses on the overall security processes in a network with particular emphasis on hands-on skills (e.g., AAA implementation using routers and firewalls and securing the network at both layer 2 or 3 of the Open Systems Interconnect (OSI) model). In contrast, Network Security II focuses on these areas and the intrusion prevention implementation and Virtual Private Network (VPN) implementation by using routers and firewalls. The Cisco Networking Academy Management System (CNAMS) “e-Learning system incorporates multimedia curricula, online testing, performance-based skills assessment, and classroom management through a Web interface.”<sup>7</sup>

The implementation of the **Accounting Technology Support** program agreement allowed several courses in the Associate of Science Accounting program to use technology by utilizing a software program (QuickBooks) that requires students to apply all of their accounting knowledge and skills (e.g., payroll, federal tax, inventory, merchandizing, accounts receivable, accounts payable, and cash management). It should be noted that students who complete the accounting program may take the national test for Certified Bookkeeper given by the American Institute of Professional Bookkeepers.

Finally, the **IT Essentials I and II** program agreement’s goal is to develop secondary curricula for Cisco’s IT Essential I (PC hardware and software) and IT Essential II

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4 Guam Pacific Daily News, September 19, 2007

5 Guam Department of Labor, Current Employment Report, June 2006

6 Joint Guam Development Group, Guam Integrated Military Development Plan, July 2006

7 Network Security I and II, Course Approval Forms

(Network Operating Systems). These two courses, scheduled to be offered as part of GCC's Electronics program Fall 2008 at four public high schools, will expose students to hardware, operating systems (multi-tasking operating systems, Linux), K Desktop Environment, and Network Object Model. In December 2007, six faculty members received Cisco's Certificate of Completion which will allow them to teach IT Essentials I in Fall 2008. Inadequate planning prevented faculty from receiving the required Cisco training in order for IT Essentials courses to be offered earlier than Fall 2008.

In addition to expanding the use of technology in career and technical education programs, the Assessment and Counseling Department use 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 is also used 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 students. Specific government agencies that collaborate with GCC (e.g. One Stop Career Center) 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;"*

During this reporting year, faculty, staff, and administrators participated in a variety of professional development activities as part of an ongoing effort to stay current with industry standards and technological changes. These activities include training a cadre of counselors to develop a State Plan under Perkins IV and training on hi-tech equipment and software application to augment classroom learning (***IT Essentials I and II*** and ***Accounting Technology Support***). For example, through a Memorandum of Agreement with Honolulu Community College, six faculty members from the Electronics department attended training that resulted in the successful completion (100%) and receipt of a certificate that allows faculty to teach IT Essentials I. The most significant professional development activity however, is the ongoing training extended to students, faculty, staff, and administrators on the implementation and use of a web accessible information system intended to improve GCC's institutional management and academic quality. Through GCC's web accessible information system, dubbed "MyGCC", students can access a multitude of information at their fingertip such as schedule of classes, academic calendar, student calendar of events, register for classes, obtain financial information (tuition and fees, account information, financial aid, and scholarships), student services, as well as seek employment opportunities. Depending upon the security level, faculty, staff, and administrators may access and post information pertaining to students or class, obtain advising information, forms, and policies, and/or obtain information relating to the Board of Trustees or governance (Faculty and Student Governance).

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.

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."<sup>8</sup> Several departments and offices provide services to bolster student recruitment to nontraditional training and employment. The Assessment and Counseling Department offer 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. Several informational materials were also developed and disseminated through the Communications and Promotions Office featuring photos and/or articles of individuals in nontraditional careers and programs. These include items that inform prospective students and stakeholders of GCC's career and technical programs such as Z-Cards, a pocket size give-away, retractable banners, and brochures. Articles in the Pacific Daily News, a Gannett Newspaper, and the Guam Hotel and Restaurant Association monthly newsletter were also written highlighting students or graduates in nontraditional programs while photographs of students can be viewed on Trivision, a large screen media display, located on a highly traveled highway on Guam. Finally, 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 at the Rotunda, a centralized area, where students register or seek other related services (i.e., advisement, financial assistance). This video was also provided to Department of Labor's One-Stop Career Center in an effort to inform individuals of GCC's career and technical programs.

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 amongst 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 career and technical programs. In addition to providing these 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. Career and technical departments are expected 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<sup>9</sup>.” Through Service-Learning, the Center served over 36 nonprofit organizations (i.e., Guam Girl Scouts, Catholic Social Service, Habitat for Humanity, Mothers Against Drunk Driving) participating in service learning activities during the program year. For example, students in an accounting class (**Accounting Technology Support**) conducted inventory at the Guam Public Library and the Guam Girl Scouts office. The cosmetology and nursing students extended their service to clients at the Catholic Social Services by providing haircuts and health screening, respectively.

Finally, career and technical educational programs continue to incorporate activities (e.g., Service-Learning) into their program as is evident in the Accounting program (**Accounting Technology Support**) which requires students to participate in 20 hours of civic engagement activities with a local community-based organization.

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 individuals in state institutions, such as Guam's correctional institution, by offering on-site adult education courses and services (i.e., literacy programs and testing using CASAS and GED test instruments).

GCC maintains strong 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

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9 Guam Community College, 2006-2007 Catalog

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 provided with necessary skills, counseling and related assistance to be active members of the workforce, as necessary and appropriate.

Accessibility to educational services is a major endeavor currently undertaken by the college. The installation of a web accessible information system intended to improve GCC's institutional management and academic quality will provide access to GCC's educational services and resolve limitations to student and financial information. Beginning June 2007, 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. Additionally, MyGCC will allow students to retrieve and complete assignments from home on their own time, allowing many single working parents and other special populations, greater opportunities to complete higher education.

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 discuss the SDS evaluation and specific recommendations are 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 career and technical 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 enables 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 [§124, Perkins III]**

Guam also carried out permissible State leadership activities with federal and local funds.

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 thirty students through referrals, resume writing, career resources, and interview tips. Of these employment services, most of the students sought assistance for employment referrals, career exploration, and completion of employment application. The Center successfully placed seventy-seven individuals or fifty-four percent of those referred for employment (143 individuals).

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.

Career and 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.

Finally, funds supported a program agreement (***Vocational Technical Student Organization***) geared to heighten the importance of high-skill, high-wage careers through Skills USA, a non-profit student organization that serves over 278,000 career and technical students and professional members in 50 states, and three U.S. territories, Guam included. After months of planning and collaborating with industry partners, students in GCC's secondary and postsecondary career and technical programs participated in an island-wide competition that resulted in faculty and student representatives from the Culinary Arts, Allied Health, and Automotive departments to attend the Skills USA conference and contents at Kansas City, Missouri. The national competition, administered by industry, trade associations, and labor organizations, test skills and competencies set by industry resulted in a female student, from GCC's Allied Health program, to receive a gold medal in the medical assisting competition for Guam.

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### III. Distribution of Funds and Local Plan for Career and Technical Education Programs [§131-134, Perkins III]

In Guam's State Plan July 2000, a waiver approved 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 and technical and adult education programs within the territory; expand short-term and extension programs in skill training; and strengthen the formal secondary and postsecondary educational programs in career and technical fields.

## IV. Accountability [§113, Perkins III]

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

At the end of the program year Guam successfully achieved nine of the fourteen negotiated standards of performance. Although the State Agency Office recognizes and continues to put into practice processes that will enable the realization of the negotiated standards, Guam has begun to reap the benefits as it relates to secondary data.

Four significant events in 2007 had a major impact on GCC's ability to respond to the collection, validation, and compilation of institutional data. First, GCC continues the successful implementation of a key project primarily intended to improve institutional management and academic quality through the integration of a web accessible information system across the whole campus. Second, GCC hired an Institutional Researcher whose primary responsibility is to compile and provide institutional data for meaningful decision making and reporting. The Institutional Researcher was active in obtaining secondary data as described in an MOA between GCC and the Guam Public School System (GPSS). In addition to the MOA clearly defining the responsibility of each entity to prepare high school students for employment opportunities, the MOA required GPSS to compile and provide complete and accurate student information data to GCC. Third, the MOA was also 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." Finally, GCC's General Education Policy requires postsecondary students to enroll in or to complete EN100R, EN100W, and MA108 by the time they enroll in 12 credits of classes and MA 108 Introduction to College Algebra (or higher) by the time they enroll in 15 credits. This and the fact that all declared students in a Certificate or an Associate Degree program will be required to successfully complete minimum standardized general education course requirements all contributed to increased confidence in student information data.

The table below shows Guam's overall actual performance for secondary and postsecondary compared to the agreed-upon negotiated standards of performance levels for program year 2006-7. A brief explanation follows each instance where Guam did not meet its performance levels and what may have contributed to its performance.

Core Indicator	2006-2007	
	Negotiated Standards (percent)	Actual Performance (percent)
<b>Secondary</b>		
1S1	50.98%	62.48%
1S2	85.13%	63.70%
2S1	50.88%	78.03%

Core Indicator	2006-2007	
	Negotiated Standards (percent)	Actual Performance (percent)
2S2	21.65%	56.90%
3S1	64.53%	92.86%
4S1	23.81%	19.40%
4S2	17.62%	14.29%
<b>Postsecondary</b>		
1P1	51.95%	78.82%
1P2	79.91%	91.69%
2P1	60.87%	59.18%
3P1	66.22%	96.97%
3P2	21.49%	
4P1	24.98%	35.08%
4P2	13.16%	20.00%

SECONDARY:

Student information data at the secondary level is maintained by GPSS. In the GPSS/GCC MOA Compliance Directive for All GPSS High School (August 2006), GPSS acknowledged that data on Economically Disadvantaged, Single Parents, Displaced Homemakers, or Other Educational Barriers are not available on the Columbia School System. Thus, all of the secondary tables reflect "N/P" for these categories.

**Core Indicator #1 (1S1) – Attainment of Academic Skills:** Guam achieved this core indicator of performance (62%), which exceeded the negotiated standard of performance (51%). Contributing factors to this are GPSS' attention to provide electronic transmission of student information data (academic grades) to the State Agency. Additionally, GCC hired a full time Institutional Researcher whose primary responsibility is to compile and provide the State Agency Office with data.

**Core Indicator #1 (1S2) – Attainment of Vocational Skills:** Guam did not meet this core indicator of performance (64%) falling short of the negotiated standard (85%). This is only the second year Career Counselors have been located in the Guam Public School System's high schools and therefore, it is too soon to assess the impact counselors have on the students' development, career, and educational needs. Additionally, all career and technical programs participate in GCC's two-year assessment system to gage the programs' health and relevance and alignment of student learning outcomes to industry certifications or standards.

**Core Indicator #2 (2S1) – Secondary Completion:** Guam achieved this core indicator (78%), compared to the negotiated standard of performance of 51%. Guam's ability to obtain data for this indicator is a result of the strengthened relationship with GCC has with GPSS.

**Core Indicator #2 (2S2) – Diploma/Credential:** Guam met this core indicator (57%), compared to the negotiated standard of performance of 22%. The State Agency office compared the database it created on the number of students that received a career and technical Certificate of Completion or Certificate of Mastery to GPSS'

database of students who received a high school diploma. Secondary data on individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, other educational barriers, and limited English proficiency is not available.

**Core Indicator #3 (3S1) – Total Placement:** Data for this core indicator of performance is based on students who completed a secondary career and technical education program, received a Certificate of Completion or Certificate of Mastery, and responded to a Graduate/Completer Follow up Survey. Of the two hundred fifteen students who completed a CTE program, twenty-eight responded to the survey mailed July 2007. Nine respondents transitioned to employment and/or military, and 17 to advanced training or college. Guam met this core indicator (93%), which exceeded the adjusted level of performance of 65%.

**Core Indicator #3 (3S1) – Advanced Training:** Survey results indicate that of the individuals who completed a secondary program and responded to a Graduate Follow up Survey, only one transitioned to advanced training.

**Core Indicator #3 (3S1) – Employment & Military:** Data shows that of the individuals who completed a secondary program and responded to a Graduate Follow up Survey, nine are employed.

**Core Indicator #4 (4S1) – Participation in Secondary Nontraditional Programs:** Data reflects that Guam did not meet this core indicator of performance (19%). Of the 335 participants, (301 are male students enrolled in non-traditional programs and 34 are female students enrolled in non-traditional programs) only 65 students in underrepresented gender groups participated in a nontraditional secondary program this reporting year. To address this indicator, the Communications and Promotions Office will continue to provide educational awareness of nontraditional programs through informational materials such as brochures and advertisements.

**Core Indicator #4 (4S2) – Completion of Secondary Nontraditional Program:** Guam did not meet this core indicator. Of 28 male and female concentrators (24 were males and 4 were females) who completed a nontraditional CTE program four females in the underrepresented gender group completed a nontraditional program. These four female completers are from the transportation career cluster.

#### POSTSECONDARY:

**Core Indicator #1 (1P1) – Academic Attainment:** Guam met this core indicator of performance (79%), exceeding the negotiated standard of 52%.

**Core Indicator #1 (1P2) – Vocational Attainment:** Guam achieved this core indicator of performance (92%), beyond the negotiated standard of performance of 80%.

**Core Indicator #2 (2P1) – Postsecondary Degree or Credential:** Guam did not meet this core indicator.

**Core Indicator #3 (3P1) – Postsecondary Total Placement:** Data for this core indicator of performance is based on individuals who completed a postsecondary CTE program and responded to a Graduate/Completer Follow up Survey which garnered a 26% response rate. Guam met this core indicator (97%), exceeding the negotiated level of performance of 66%.

**Core Indicator #3 (3P1) – Advanced Training:** Data indicates that 33% of the students who completed a postsecondary CTE program and responded to a Graduate/Completer Follow-up Survey indicated that they transitioned to further their education or advance training.

**Core Indicator #3 (3P1) – Employment & Military:** Data shows that 82% of the students who completed a postsecondary program and responded to a Graduate/Completer Follow up Survey indicated they were employed or are in the military.

**Core Indicator #3 (3P2) – Postsecondary Retention:** This core indicator measures retention in further postsecondary education or advance training, or employment, including military service.

**Core Indicator #4 (4P1) – Participation in Postsecondary Nontraditional Programs:** Guam met this core indicator (35%), which exceeded the adjusted level of performance of 25%. Of the 305 students participating in a nontraditional CTE program, 107 students in underrepresented gender groups participated in a nontraditional program this reporting year.

**Core Indicator #4 (4P2) – Completion of Postsecondary Nontraditional Program:** Guam achieved this core indicator of performance (20%) and exceeded the negotiated level of performance of 13%. Of the 15 students who completed a nontraditional CTE program this reporting year, 3 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 2006-2007.

**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 or sequence of courses identified in the Guam Community College – Department of Education (DOE) Memorandum of Agreement (MOA) and completed at least 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 or those 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 2006-2007 data.

### Secondary.

Program year 2006-2007 student 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 National Institute for Administrative Systems, Inc., (NIAS) GCS's student information system.

**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.

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### 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.

*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, implemented a new unified network system that integrates financial and student data and provides a seamless and secure access to campus information and services.

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 ~ The MOA 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. GCC has begun to transition to a web accessible information system, MyGCC, to improve institutional management and academic quality.

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. 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. 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 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.

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

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

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## Section C – Financial Status Report

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## Section D – Basic Grant & Tech Prep Student Enrollment

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## Section E – Accountability Report

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# Section F – Student Outcomes