



Guam's Adult Education Consolidated Annual Report (CAR)

**Federally Funded
Workforce Innovation and Opportunity Act (WIOA)
Title II Programs
Program Year July 1, 2021 to June 30, 2022**

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NARRATIVE REPORT FOR GUAM 2021

STATE LEADERSHIP FUNDS (ADULT EDUCATION AND FAMILY LITERACY ACT SECTION 223 (AEFLA))

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

AEFLA SECTION 223(1)(A)

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

Guam State Agency Office (SAO) continued to maintain a collaborative relationship with the Guam Department of Labor and the American Job Center to provide high-quality support services to a local adult education program to provide support services for adult learners to attain a high school diploma or its equivalency and to transition into the workforce or postsecondary education. The local program, Guam Department of Labor, Guam Department of Education, Guam Community College, Guam Housing and Urban Renewal Authority, Guam Mayors Council, and other community partners in the private sector represent the Adult Education Advisory Committee. Meetings were scheduled every month.

Many collaboration or partnership meetings were held online, as many were still apprehensive about meeting in person. Although faced with stress or social anxiety with the pandemic, collaboration and partnership took an active interest in ensuring a positive impact on adult learners in education, career pathways, and employability skills to meet Guam's workforce needs.

The local program continued to work closely with American Job Center (AJC) to assist and increase adult education students' access to available programs and services in career opportunities, furthering education, high-quality training, and support services at the AJC. The Integrated Education and Training (IET) program was highlighted in one of the meetings. Tourism is identified as one of the industry demands in the Combined State Plan; therefore, the local program focused on meeting the workforce demand in tourism since tourism is forecasted to rebound and grow, which would require immediate restaffing. An English and Culinary Arts faculty developed the curriculum. The IET program was offered at the beginning of the program year.

Guam continued to experience a high rise in positive cases of COVID-19. Despite the case numbers, in-person classes and services were opened with mitigation standards. Some students were still apprehensive about face-to-face meetings, prompting the need for mental health services, which was added to the wraparound service for adult education students.

AEFLA SECTION 223(1)(B)

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

The State faced another year of critical employee turnover in leadership and staff, requiring an adjustment period and training. The Virtual NRS State Workshop on New Horizons: Virtual Learning and Service Delivery in Adult Education came at an opportune time for the new employees to attend. The workshop focused on the environmental factors shaping adult education related to the pandemic. Attending virtual webinars or workshops met with challenges due to time differences. Guam is 15 hours ahead of Eastern Standard Time.

SAO sent an adult education faculty and administrator to attend conferences on the mainland. The opportunity to go off-island provided valuable experience to adult education educators and providers to learn from the sessions and others to network and visit display booths on products and resources. Conferences attended were the 2022 Coalition on Adult Basic Education (COABE) and Comprehensive Adult Student Assessment System (CASAS) National Summer Institute 2022.

The I-BEST model and the strategies to teach student literacy, work, and college readiness skills were shared through one of those conferences. The IET offered at the beginning of the program year revealed that the program needed to modify the teaching modality to strengthen the program's quality to improve student outcomes. The success rate was ten percent. SAO reached out to the Washington State Board of Community and Technical Colleges (SBCTC) to conduct a workshop on the I-BEST model, a team-teaching approach where students receive instruction from two instructors in the same course. One instructor provides job training, and the other teaches basic reading, math, or English skills. The model has been proven effective, especially for adult education programs. Furthermore, for new employees not trained in the competency-based assessment system (CASAS), SAO also reached out to CASAS to provide training.

SAO has successfully coordinated with SBCTC and CASAS to conduct the requested training. The two-day workshop offered engaging and powerful sessions that featured Creating Pathways to Student Success utilizing the I-BEST model and sessions with CASAS and TOPSpro Enterprise application or use and NRS Accountability on federal reporting requirements. Local program faculty, staff, administrators, and State staff were in attendance. Over ninety percent of the participants were satisfied with the sessions, topics, content quality, and workshop usefulness.

It is important to note that despite the pandemic, mitigation measures were exercised throughout the program year and during the face-to-face workshop.

AEFLA SECTION 223(1)(C)

Provision of technical assistance to funded eligible providers as described in section 223(1)(c)

The SAO provides continuous technical assistance for support, compliance, up-to-date information, and resources through emails, Google Meets, phone calls, in-person meetings, and Exploring WIOA monthly sessions.

Technical assistance (TA) was provided to the local provider throughout the year for program agreement compliance. The provider received copies of federal regulations, including the approved budget and procurement procedures. Presentations on various topics include the Assessment Policy, Work Schedule Plan, and required reports (Cumulative Monthly Activity Report, State Monthly Report, Data Integrity Report, Time and Effort Certification, Budget, Inventory, and Close-Out Report, TOPSpro, NRS Table 4, and the Guam Public Law PL34-104 relative to the increased compulsory age from 16 to 18 years old).

Every effort was made for continuous communication with the provider to ensure student and program success, as the COVID-19 pandemic posed challenges to student recruitment and retention. Although face-to-face classes resumed, students were still anxious about returning to class.

AEFLA SECTION 223(1)(D)

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d)

Each month the program submits a Cumulative Monthly Activity Report (CMAR) to the SAO describing its progress on activities identified in the program activities. Report on successes and challenges were reported with supporting documentation. The State reviewed the report and provided feedback through a State Monthly Report (SMR). The feedback can be clarification, recommendations, or actionable items to ensure compliance, improvements on data collection, and ways to expand and improve activities that would increase recruitment and retention efforts.

Program monitoring is pivotal to student and program success. SAO conducted periodic reviews of documents, data collection, and data entry to gauge both the student and the program's success and challenges. The State widely used TOPSpro to monitor the number of individuals who took the CASAS test and did not return to avail of the program, including the number of students with less than 12 hours of instructional time. SAO would contact the provider to identify strategies to determine the cause of the stop-out and how the program can further assist students in getting back to their educational or career pathway.

Faculty and student surveys were highly encouraged to identify barriers in teaching, student learning, faculty and student needs, and satisfaction. SAO and provider are committed to improving student recruitment, retention, and completion.

There was a 2% decrease in enrollment from the last program year. This program year, 118 (61.45%) participants completed at least 1 EFL participant who achieved at least one (1) EFL gain. Moreover, it is essential to note that the total percent completing level was 64.86 percent exceeding the 50% negotiated level.

PROGRAM YEAR	Program	Entering Education Functioning Level (EFL) Enrollment with at least 12 hours of instruction [NRS Table 1 and 2]	Number of EFL enrolled with at least 12 hours of instruction that achieved at least 1 EFL or attained a High School (HS) diploma or its equivalent [NRS Table 4]	Percent Completing Level
2021 - 2022	ABE	120	73	60.83%
	ASE	35	21	60.00%
	ESL	37	24	64.86%
	TOTAL	192	118	61.45%

AEFLA SECTION 223(A)(2)

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

The development of the Integrated Education and Training curriculum began this program year. The English and Culinary faculty planned, determined the contents, implemented and evaluated the program. As mentioned earlier, the piloted IET program success rate was 10%. SAO and the adult education program revisited the curriculum and the course guide to identify challenges and strategies for improvement. The review uncovered the need for professional development in the IET, which the State promptly planned and executed, as stated earlier.

Performance Data Analysis

PERFORMANCE DATA ANALYSIS

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

During this reporting period, there were 192 adult learners with at least 12 instructional hours, with 61.45% achieving at least 1 EFL. Twenty-three students (12%) attained a high school diploma or equivalent. Most of the students were female (58%), and the ethnicity of the participants was primarily Pacific Islanders (60%). The percentages of adult learners' functioning levels were 60.64% (ABE and ASE) and 64.86% in English-as-a-Secondary Language (ESL).

The 2% decrease in participants compared to the previous program year may be due to the continued rise in positive cases of COVID-19. Some students cared for elderly parents or other family members who were immunocompromised. Additionally, transportation continued to be a challenge for some students. Hence, the decrease in enrollment. Table A indicates students' profiles extracted from NRS Tables 1 through 3.

Table A - Summary of Program Participants

PROGRAM YEAR	PARTICIPANTS	MAL	FEMALE	NUMBER WHO ACHIEVED AT LEAST ONE EDUCATIONAL FUNCTIONING LEVEL GAIN	NUMBER WHO ATTAINED AHS OR DIPLOMA	SEPARATE D BEFORE ACHIEVING A MEASURABLE SKILL GAIN	REMAINING IN PROGRAM WITHOUT MEASURABLE SKILLS GAIN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	ALL OTHER
2019-2020	224	77	147	94	29	84	17	147	77

2020-2021	196	63	133	110	25	31	30	154	42
2021-2022	192	88	111	95	23	47	27	116	76

Once again, Guam exceeded its measurable skills gain (MSG) target (50%) for this program year. Surpassing the target may be attributed to having a dedicated counselor for the program, which is critical for retention. Additionally, the local program's commitment to addressing student needs and engagement with students ensures student success, especially during the pandemic.

Table B - Summary of Measurable Skills Gain by Entry Level

Description	PY2019-2020	PY2020-2021	PY2021-2022
ABE Level 1 (Beginning Literacy)	50.00%	100.00%	0.00%
ABE Level 2 (Beginning Basic)	75%	80.95%	52.38%
ABE Level 3 (Intermediate Low)	46.51%	68.97%	58.97%
ABE Level 4 (Intermediate High)	53.93%	68.18%	65%
ABE Level 5 (ASE Low)	29.63%	47.06%	62.50%
ABE Level 6 (ASE High)	66.67%	100.00%	33.33%
ABE Total	50.82%	68.45%	60.64%
ESL Level 1 (Beginning Literacy)	0.00%	0.00%	0.00%
ESL Level 2 (Beginning Low)	0.00%	0.00%	0.00%
ESL Level 3 (Beginning High)	50%	0.00%	0.00%
ESL Level 4 (Intermediate Low)	80%	100.00%	55.55%
ESL Level 5 (Intermediate High)	84.21%	66.67%	84.61%
ESL Level 6 (Advanced)	66.676%	66.67%	50%
ESL Total	75.61%	77.78%	64.86%
Grand Total	55.36%	68.88%	61.45%

For PY 2021 - 2022, the performance indicators for Employment Rate Q2, Q4, Median Earnings, and the Measurable Skill Gains exceeded the statewide target rate. Guam did not meet the Credential Rate. Although the exit surveys were automated for follow-up surveys in the TOPSpro Enterprise this program year and conducting personal callouts, contacting participants who exited the program was challenging. The local program planned on establishing a system to follow up with participants who exited during the reporting period by obtaining next of kin contact information, such as phone numbers, email addresses, and mailing addresses, that may improve or increase the performance indicators in the Credential Rate.

Program Year Participants

Served: 7/1/2021 – 6/30/22 Exited: 7/1/2021-6/30/2022

Total Statewide Target

Total Statewide Actual

204

150

Employment Rate (Q2): 7/1/2020 – 6/30/2021

Number Rate

Total Statewide Target

64 16%

Total Statewide Actual

27 20.30%

Employment Rate (Q4): 1/1/2020 – 12/31/2020

Number Rate

Total Statewide Target

64 16%

Total Statewide Actual

36 19.14%

Median Earnings: 7/1/2020-6/30/2021

Earnings

Total Statewide Target

\$1,000

\$3,180

Credential Rate: PY 1/1/2020 – 12/31/2020

NUMBER RATE

Total Statewide Target

0 26%

Total Statewide Actual

0 0.00%

Measurable Skills Gains: PY 7/1/2021 – 2022

Number Rate

Total Statewide Target	138	44%
Total Statewide Actual	118	57.84%

Integration with One-stop Partners

INTEGRATION WITH ONE-STOP PARTNERS

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

SAO and the local program continued to work closely with GDOL one-stop, American Job Center. GDOL is developing an Infrastructure Funding Agreement (IFA) among mandated partners to fund their equitable or fair share of the costs. GDOL plans to develop a matrix of services and identify infrastructure costs necessary for the general operation of the AJC. The MOU is being updated with anticipation for submission to the Guam Workforce Development Board for consideration by the end of Program Year 2023. Furthermore, GDOL and AJC are relocating offices for upgrades, modernized layouts, and the availability of a Computer Resource Center to operate more efficiently

Nevertheless, the partnerships strengthened and supported the program to assist individuals in gaining access to services and serve as a recruitment strategy. Moreover, it fostered alignment with Guam's Combined State Plan. Thus far, there were four signed Memorandum of Understandings obtained. Planning continued for on-site classes to begin the next program year.

Integrated English Literacy and Civics Education (IELCE)

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

IELCE FUNDS AND GRANTS

Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

Guam does not receive IELCE funds for this program.

TRAINING ACTIVITY

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;

Guam does not receive IELCE funds for this program.

IELCE SECTION 243(C)(1)

Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and

Guam does not receive IELCE funds for this program.

IELCE SECTION 243(C)(2)

Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

Guam does not receive IELCE funds for this program.

Adult Education Standards

ADULT EDUCATION STANDARDS

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

The adult education program continued to align the College and Career Readiness Standards, by Susan Pimentel, in its curricula in addition to the content standards indicated in the CASAS descriptors. The local program reviewed and updated its curriculum, and GCC's Curriculum Review Committee reviewed any changes or updates on the curriculum to ensure program standards are aligned and upheld. This program year, no changes were made or updates to the curricula.

The WorkKeys Assessment continued to be part of the adult education program to test students' skills required in the workplace that can affect job performance. The assessment covers Applied Math, Graphic Literacy, and Workplace Documents. Successful completion can lead to earning a National Career Readiness Certificate. The certificate has four levels: bronze, silver, gold, and platinum. Students in gold and platinum may be placed in college-level English and Math. Also, Guam Law, P.L. 31-254, requires a mandatory skills assessment for Government of Guam employment.

Programs for Corrections Education (AEFLA Section 225)

PROGRAMS FOR CORRECTIONS EDUCATION (AEFLA SECTION 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

This program year's plans to provide adult education services to the Department of Correction (DOC) inmates were postponed due to lockdowns and COVID-19 restrictions. Nonetheless, the local program successfully obtained a signed MOU with DOC, and arrangements were made to offer classes and services in the following program year.

According to DOC, there were 132 offenders released between July 1, 2021, and June 30, 2022. Of those released, 19.7% were confined prior to June 30, 2022, compared to last year's rate (19.3%). The slight increase may be due to environmental factors such as more individuals being confined and the COVID-19 pandemic ending.

The local program is committed to reducing program participants' recidivism by developing a robust educational program to improve educational outcomes, including regular tracking.

APPENDIX A

2021 NRS

REQUIRED DATA TABLES

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

TABLE 1: PARTICIPANTS BY ENTERING EDUCATIONAL FUNCTIONING LEVEL, ETHNICITY, AND SEX

TABLE 1: PARTICIPANTS BY ENTERING EDUCATIONAL FUNCTIONING LEVEL, ETHNICITY, AND SEX

Program Year
 2021 (July 1, 2021 - June 30, 2022)
 State
[Guam](#)

Entering Education Functioning Level (EFL)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	+	0	0	0	+	0	7	10	0	+	0	+	21
ABE Level 3	0	0	+	+	0	0	+	+	14	15	0	0	+	0	39
ABE Level 4	0	0	5	5	0	0	+	+	19	24	0	0	+	+	60
ABE Level 5	0	0	+	5	0	0	0	0	10	+	0	0	0	0	32
ABE Level 6	0	0	+	0	0	0	0	0	0	+	0	0	0	0	3
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	+	0	0	0	0	0	0	+	0	0	0	3
ESL Level 4	0	0	+	6	0	0	0	0	0	0	+	+	0	0	9
ESL Level 5	0	0	+	9	0	0	0	0	0	0	+	0	0	0	13
ESL Level 6	0	0	+	8	0	0	0	0	0	0	+	0	+	0	12
Total	0	0	17	37	0	0	3	3	50	66	6	1	5	4	192

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TABLE 2: PARTICIPANTS BY AGE, ETHNICITY, AND SEX

TABLE 2: PARTICIPANTS BY AGE, ETHNICITY, AND SEX

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

Guam

Age Group	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
16-18	0	0	0	0	0	0	0	+	+	4	0	+	0	0	7
19-24	0	0	+	+	0	0	0	0	18	18	0	0	+	+	44
25-44	0	0	14	24	0	0	+	+	27	41	+	0	+	+	119
45-54	0	0	0	8	0	0	0	0	+	+	+	+	0	0	17
55-59	0	0	+	0	0	0	0	0	0	+	0	0	0	0	2
60+	0	0	0	+	0	0	+	0	0	0	0	0	0	0	3
Total	0	0	17	37	0	0	3	3	50	66	6	1	5	4	192

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

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

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

Age Group	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
16-18	0	0	+	+	0	0	0	+	+	+	+	+	+	0	3
19-24	0	0	+	0	0	0	0	0	7	+	0	0	0	0	10
25-44	0	0	0	+	0	0	0	0	10	10	0	+	+	0	23
45-54	0	0	0	0	0	0	0	+	+	0	0	0	0	0	2
55-59	0	0	0	0	0	0	0	0	0	+	+	0	0	0	2
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	2	0	0	0	1	19	14	1	1	1	0	40

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TABLE 3: PARTICIPANTS BY PROGRAM TYPE AND AGE

TABLE 3: PARTICIPANTS BY PROGRAM TYPE AND AGE

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

Program Type	16-18	19-24	25-44	45-54	55-59	60 +	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Adult Basic Education	+	+	73	+	+	+	120
Integrated Education and Training Program	0	+	5	+	+	0	9
Adult Secondary Education	+	9	23	+	+	0	35
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	0	+	23	10	0	+	37
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	7	44	119	17	2	3	192

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TABLE 4A: EDUCATIONAL FUNCTIONING LEVEL GAIN

TABLE 4A: EDUCATIONAL FUNCTIONING LEVEL GAIN

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Program Year
2021 (July 1, 2021 - June 30, 2022)
State
[Guam](#)

Entering Education Functioning Level	Total Number of Participants	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting	Percentage Achieving ELA/Literacy or ELP EFL Gains	Number with EFL Gain For Mathematics by pre-posttesting	Percentage Achieving Mathematics EFL Gains	Number with EFL Gain by Carnegie Units / Credits	Percentage Achieving EFL Gain by Carnegie Units / Credits	Number with EFL Gain by Transition to Post-secondary Education	Percentage Achieving EFL Gain by Entry into Postsecondary Education
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
ABE Level 1	0	0		0		0		0	
ABE Level 2	11	9	81.81%	9	81.81%	0	0.00%	0	0.00%
ABE Level 3	22	13	59.09%	15	68.18%	0	0.00%	0	0.00%
ABE Level 4	27	19	70.37%	14	51.85%	0	0.00%	0	0.00%
ABE Level 5	11	6	54.54%	6	54.54%	0	0.00%	0	0.00%
ABE Level 6	0	0		0		0		0	
ABE Total	71	47	66.19%	44	61.97%	0	0.00%	0	0.00%
ESL Level 1	0	0		0		0		0	
ESL Level 2	0	0		0		0		0	
ESL Level 3	2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 4	5	5	100.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 5	11	11	100.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 6	6	6	100.00%	0	0.00%	0	0.00%	0	0.00%
ESL Total	24	24	100.00%	0	0.00%	0	0.00%	0	0.00%
Grand Total	95	71	74.73%	44	46.31%	0	0.00%	0	0.00%

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TABLE 4B: EDUCATIONAL FUNCTIONING LEVEL GAIN AND ATTENDANCE FOR PRE- AND POST-TESTED PARTICIPANTS

TABLE 4B: EDUCATIONAL FUNCTIONING LEVEL GAIN AND ATTENDANCE FOR PRE- AND POST-TESTED PARTICIPANTS

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

Entering Education Functioning Level	Total Number of Participants	Total Attendance Hours	Number with EFL Gain	Number Separated Before Achieving EFL Gain	Number Remaining Within Level	Percentage Achieving Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)
ABE Level 1	0	0	0	0	0	
ABE Level 2	14	1,233	11	2	1	78.57%
ABE Level 3	28	3,392	23	1	4	82.14%
ABE Level 4	51	5,761	36	6	9	70.58%
ABE Level 5	28	2,758	16	8	4	57.14%
ABE Total	121	13,144	86	17	18	71.07%
ESL Level 1	0	0	0	0	0	
ESL Level 2	0	0	0	0	0	
ESL Level 3	3	147	2	1	0	66.66%
ESL Level 4	7	582	5	2	0	71.42%
ESL Level 5	11	988	11	0	0	100.00%
ESL Level 6	11	850	6	4	1	54.54%
ESL Total	32	2,567	24	7	1	75.00%
Total	153	15,711	110	24	19	71.89%

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OMB Control Number 1830-0027

TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	133	27	20.30%	133	27	20.30%
Employment Fourth Quarter after exit	188	36	19.14%	188	36	19.14%
Median Earnings Second Quarter after exit	27	\$3,180.00	N/A	27	\$3,180.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	135	0	0.00%	139	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	135	0	0.00%	139	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0		0	0	
Attained any credential (unduplicated)	0	0		0	0	

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OMB Control Number 1830-0027

TABLE 6: PARTICIPANT STATUS AND PROGRAM ENROLLMENT

TABLE 6: PARTICIPANT STATUS AND PROGRAM ENROLLMENT

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

Participant Status on Entry into the Program	Number	
(A)	(B)	
Employed	90	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	2	
Unemployed	99	
Not in the Labor Force	1	
Total	192	
Highest Degree or Level of School Completed	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	4	6
Grades 9-12	138	7
Secondary School Diploma or alternate credential	6	2
Secondary School Recognized Equivalent	0	0
Some Postsecondary education, no degree	4	2
Postsecondary or professional degree	3	20
Unknown	0	0
TOTAL (both US Based and Non-US Based)	192	
Program Type		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities	0	
Institutional Programs		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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OMB Control Number 1830-0027

TABLE 7: ADULT EDUCATION PERSONNEL BY FUNCTION AND JOB STATUS

TABLE 7: ADULT EDUCATION PERSONNEL BY FUNCTION AND JOB STATUS

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
Function			
State-level Administrative/Supervisory/Ancillary Services	0	2	0
Local-level Administrative/Supervisory/Ancillary Services	2	2	0
Local Counselors	1	1	0
Local Paraprofessionals	0	0	0
Local Teachers	18	2	0
Teacher Experience in Adult Education			
Less than one year	6	1	
One to three years	4	0	
More than three years	4	0	
Teacher Certification			
No Certification	0	0	
Adult Education Certification	0	0	
K-12 Certification	2	0	
Special Education Certification	2	0	
TESOL Certification	2	0	

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OMB Control Number 1830-0027

TABLE 10: OUTCOME ACHIEVEMENT FOR ADULTS IN CORRECTIONAL EDUCATION PROGRAMS

TABLE 10: OUTCOME ACHIEVEMENT FOR ADULTS IN CORRECTIONAL EDUCATION PROGRAMS

Program Year
 2021 (July 1, 2021 - June 30, 2022)
 State
[Guam](#)

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

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TABLE 11: OUTCOME ACHIEVEMENT FOR INTEGRATED EDUCATION AND TRAINING PARTICIPANTS

TABLE 11: OUTCOME ACHIEVEMENT FOR INTEGRATED EDUCATION AND TRAINING PARTICIPANTS

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level	9	5	55.56%	11	6	54.55%
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	9	2	22.22%	11	2	18.18%
MSG via Secondary or Postsecondary Transcript	9	0	0.00%	11	0	0.00%
MSG via Progress Toward Milestones	9	0	0.00%	11	0	0.00%
MSG via Passing Technical/ Occupational Skills Exam	9	0	0.00%	11	0	0.00%
Employment Second Quarter after exit	0	0	0.00%	0	0	0.00%
Employment Fourth Quarter after exit	0	0	0.00%	0	0	0.00%
Median Earnings Second Quarter after exit	0	\$0.00	N/A	0	\$0.00	N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	0	0	0.00%	0	0	0.00%
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00%	0	0	0.00%

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OMB Control Number 1830-0027

TABLE 14: LOCAL GRANTEES BY FUNDING SOURCE

TABLE 14: LOCAL GRANTEES BY FUNDING SOURCE

Program Year

2021 (July 1, 2021 - June 30, 2022)

State

[Guam](#)

Provider Agency	Total Number of Providers	Total Number of IELCE Providers	Total Number of Sub-Recipients	WIOA Funding Total	WIOA Funding % of Total	State Funding Total	State Funding % of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Local Education Agencies	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Public or Private Nonprofit Agency							
Community-based Organizations	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Faith-based Organizations	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Libraries	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Institutions of Higher Education							
Community Junior or Technical Colleges	1	0	1	\$431,578.95	100.00%	\$0.00	0.00%
Four-year Colleges or Universities	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Other Institutions of Higher Education	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Other Agencies							
Correctional Institutions	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Other Institutions (non-correctional)	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Other							
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
	0	0	0	\$0.00	0.00%	\$0.00	0.00%
Total	1	0	1	\$431,578.95	100.00%	\$0.00	100.00%

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OMB Control Number 1830-0027

TABLE MSG: MEASURABLE SKILL GAINS

TABLE MSG: MEASURABLE SKILL GAINS

OMB Control Number 1205-0526

PROGRAM		TITLE (select one):	
STATE: Guam	Title I Local Area: N/A	<input type="checkbox"/> Title I Adult	<input checked="" type="checkbox"/> Title II Adult Education
REPORTING PERIOD COVERED (Required for current and three preceding years.)		<input type="checkbox"/> Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser
		<input type="checkbox"/> Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation
		<input type="checkbox"/> Title I and Title III combined	
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :		
07/01/2021	06/30/2022		

SUMMARY INFORMATION

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	118
Attainment of a secondary school diploma or its equivalent	23
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	0
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	0
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	0
Total	141

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From (mm/dd/yyyy) :
 Wed, 06/30/2021 - 12:00
To (mm/dd/yyyy) :
 Wed, 06/29/2022 - 12:00

TABLE SPR: STATEWIDE PERFORMANCE REPORT

TABLE SPR: STATEWIDE PERFORMANCE REPORT

OMB Control Number 1205-0526

PROGRAM		TITLE (select one):	
STATE: Guam	Title I Local Area: N/A	<input type="checkbox"/> Title I Adult	<input checked="" type="checkbox"/> Title II Adult Education
REPORTING PERIOD COVERED (Required for current and three preceding years.)		<input type="checkbox"/> Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser
		<input type="checkbox"/> Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation
		<input type="checkbox"/> Title I and Title III combined	
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :		
07/01/2021	06/30/2022		

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Participants Exited (Cohort Period: 04/01/2021 - 03/31/2022)	Funds Expended (Cohort Period: 07/01/2021 - 06/30/2022)	Cost Per Participant Served (Cohort Period: 07/01/2021 - 06/30/2022)
Career Services	204	150	\$0.00	\$0.00
Training Services	11	4	\$0.00	\$0.00
Percent training-related employment:		Percent enrolled in more than one core program:		Percent Admin Expended:
		0.00%		

BY PARTICIPANT CHARACTERISTICS

	Total Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Total Participants Exited (Cohort Period: 04/01/2021 - 03/31/2022)	Employment Rate (Q2) (Cohort Period: 07/01/2020 - 06/30/2021)		Employment Rate (Q4) (Cohort Period: 01/01/2020 - 12/31/2020)		Median Earnings (Cohort Period: 07/01/2020 - 06/30/2021)	Credential Rate (Cohort Period: 01/01/2020 - 12/31/2020)		Measurable Skill Gains (Cohort Period: 07/01/2021 - 06/30/2022)		
			Num	Rate	Num	Rate		Num	Rate	Num	Rate	
Total Statewide	204	150	Target	64	16.00%	64	16.00%	\$1,000.00	0	26.00%	138	44.00%
			Actual	27	20.30%	36	19.14%	\$3,180.00	0	0.00%	118	57.84%
Sex	Female	116	97	16	16.32%	26	20.96%	\$4,200.00	0	0.00%	69	59.48%
	Male	88	53	11	31.42%	10	15.62%	\$2,880.00	0	0.00%	49	55.68%
Age	< 16											
	16-18	7	4	+	+	+	+	\$0.00	0	0.00%	+	+
	19-24	49	45	6	12.24%	9	15.51%	\$3,000.00	0	0.00%	21	42.85%
	25-44	124	87	20	28.98%	21	21.87%	\$3,600.00	0	0.00%	85	68.54%
	45-54	18	12	0	0.00%	4	36.36%	\$6,000.00	0	0.00%	10	55.55%
	55-59	+	+	+	+	+	+	\$0.00	0		0	0.00%
	60+	+	+	0	0.00%	0	0.00%	\$0.00	0		+	+
Ethnicity/Race	American Indian or Alaska Native	0	0	0		0		\$0.00	0		0	
	Asian	57	43	6	26.08%	5	11.90%	\$3,150.00	0	0.00%	40	70.17%
	Black or African American	0	0	0		0		\$0.00	0		0	
	Hispanic or Latino	6	4	0		0	0.00%	\$0.00	0	0.00%	+	+
	Native Hawaiian or Other Pacific Islander	125	90	19	18.62%	28	20.89%	\$3,180.00	0	0.00%	69	55.20%
	White	7	6	+	+	+	+	\$2,400.00	0	0.00%	5	71.42%
	More than	9	7	+	+	+	+	\$4,200.00	0	0.00%	+	+

	Total Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Total Participants Exited (Cohort Period: 04/01/2021 - 03/31/2022)	Employment Rate (Q2) (Cohort Period: 07/01/2020 - 06/30/2021)	Employment Rate (Q4) (Cohort Period: 01/01/2020 - 12/31/2020)	Median Earnings (Cohort Period: 07/01/2020 - 06/30/2021)	Credential Rate (Cohort Period: 01/01/2020 - 12/31/2020)	Measurable Skill Gains (Cohort Period: 07/01/2021 - 06/30/2022)			
			Num	Rate	Num	Rate	Num	Rate	Num	Rate
One Race										

BY EMPLOYMENT BARRIER

	Total Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Total Participants Exited (Cohort Period: 04/01/2021 - 03/31/2022)	Employment Rate (Q2) (Cohort Period: 07/01/2020 - 06/30/2021)	Employment Rate (Q4) (Cohort Period: 01/01/2020 - 12/31/2020)	Median Earnings (Cohort Period: 07/01/2020 - 06/30/2021)	Credential Rate (Cohort Period: 01/01/2020 - 12/31/2020)	Measurable Skill Gains (Cohort Period: 07/01/2021 - 06/30/2022)				
			Num	Rate	Num	Rate	Num	Rate	Num	Rate	
Total Statewide	204	150	Target 64	16.00%	64	16.00%	\$1,000.00	0	26.00%	138	44.00%
			Actual 27	20.30%	36	19.14%	\$3,180.00	0	0.00%	118	57.84%
Displaced Homemakers	0	0	0		0	0.00%	\$0.00	0	0.00%	0	
English Language Learners, Low Levels of Literacy, Cultural Barriers	204	150	0	0.00%	+	+	\$3,180.00	0	0.00%	0	0.00%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	50	33	7	24.13%	9	19.56%	\$3,300.00	0	0.00%	0	0.00%
Ex-offenders	+	0	0		0	0.00%	\$0.00	0	0.00%	0	0.00%
Homeless Individuals / runaway youth	0	0	0		0		\$0.00	0		0	
Long-term Unemployed (27 or more consecutive weeks)	6	+	+	+	4	400.00%	\$0.00	0	0.00%	0	0.00%
Low-Income Individuals	48	52	16	28.57%	13	25.49%	\$3,000.00	0	0.00%	0	0.00%
Migrant and Seasonal Farmworkers	+	0	0		+	+	\$0.00	0	0.00%	0	0.00%
Individuals with Disabilities (incl. youth)	0	0	0		+	+	\$0.00	0		0	
Single Parents (Incl. single pregnant women)	23	15	+	+	5	25.00%	\$3.00	0	0.00%	0	0.00%
Youth in foster care or aged out of system	0	0	0		0		\$0.00	0		0	

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

APPENDIX B

2021 NRS

FEDERAL FINANCIAL REPORT (FFR)

INTERIM AND FINAL

TABLE FFR 1: FEDERAL FINANCIAL REPORT - INITIAL

FEDERAL FINANCIAL REPORT TOTAL ALLOCATION FY 2021		1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education Division of Adult Education and Literacy		2. Federal Grant or Other Identifying Number Assigned by Federal Agency V002A210061		OMB Control Number: 1830-0027		
3. Recipient Organization (Name and complete address including Zip code) Guam Community College POB 23069 Barrigada, GU 96921		4a. UEI Number FVMSV4WRXJU1	4b. Employer Identification Number (EIN) 98-0040312	5. Recipient Account Number or Identifying Number 20-xxx-xxx-22A-29Z-x-21	6. Report Type Initial	7. Basis of Accounting Accrual		
8. Project/Grant Period (mm/dd/yyyy) From: 07/01/2021 To: 09/30/2022			9. Reporting Period (mm/dd/yyyy) From: 07/01/2021 To: 09/30/2022					
10. Transactions		(a) State Administration	(b) State Leadership	(c) Programs of Instruction ABE levels 1-4 and ESL levels 1-6	(d) Programs of Instruction ABE levels 5-6	(e) Training	(f) Total	
Federal Cash:								
a. Cash Receipts		\$19,172.63	\$0.00	\$6,971.43	\$6,971.42	\$1,394.29	\$33,115.48	
b. Cash Disbursements		\$19,172.63	\$0.00	\$6,971.43	\$6,971.42	\$1,394.29	\$33,115.48	
c. Cash on Hand (line a minus b)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Federal Expenditures and Unobligated Balance:								
d. Total Federal funds authorized							\$543,354.00	
e. Federal share of expenditures								
Basic Grant		\$19,172.63	\$0.00	\$6,971.43	\$6,971.42	\$1,394.29	\$33,115.48	
Integrated English Literacy and Civics Education (Sec 243)		\$0.00		\$0.00		\$0.00	\$0.00	
Corrections Education (Sec. 225)				\$0.00	\$0.00	\$0.00	\$0.00	
One-Stop Infrastructure Costs (Local Option)					\$0.00		\$0.00	
One-Stop Infrastructure Costs (State Option)					\$0.00		\$0.00	
f. Federal share of unliquidated obligations		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
g. Total Federal share		\$19,172.63	\$0.00	\$6,971.43	\$6,971.42	\$1,394.29	\$33,115.48	
h. Unobligated balance of Federal funds (line d minus g)							\$510,238.52	
Recipient Share:								
i. Total recipient share required (i.e. Maintenance of Effort)		\$74,094.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74,094.00	
j. Recipient share of expenditures		\$4,515.75	\$0.00	\$0.00	\$0.00	\$0.00	\$4,515.75	
One-Stop Infrastructure Costs		\$0.00			\$0.00		\$0.00	
Integrated English Literacy and Civics Education (Sec 243)		\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	
Corrections Education (Sec. 225)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
k. Remaining recipient share to be provided (line i minus j)		\$69,578.25	\$0.00	\$0.00	\$0.00	\$0.00	\$69,578.25	
Program Income:								
l. Total program income earned				\$0.00	\$0.00	\$0.00	\$0.00	
m. Program income expended				\$0.00	\$0.00	\$0.00	\$0.00	
n. Unexpended program income (line l minus line m)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
11. Indirect Expense		a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
		No Indirect Cost Recovery	0.00%			\$0.00	\$0.00	\$0.00
		No Indirect Cost Recovery	0.00%			\$0.00	\$0.00	\$0.00
					g. Totals:	\$0.00	\$0.00	\$0.00
12. Remarks								

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Name and Title of Authorized Certifying Official

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

d. Email Address

b. Signature of Authorized Certifying Official

e. Date Report Submitted (mm/dd/yyyy)
01/04/2023

14. Agency use only:

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TABLE FFR 3: RECIPIENT SHARE DETAIL - INITIAL

FEDERAL FINANCIAL REPORT Recipient Share Detail FY 2021	1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education Division of Adult Education and Literacy	2. Federal Grant or Other Identifying Number Assigned by Federal Agency V002A210061	OMB Control Number: 1830-0027
---	--	---	----------------------------------

3. Recipient Organization (Name and complete address including Zip code) Guam Community College POB 23069 Barrigada, GU 96921	4. Report Type Initial	5. Project/Grant Period (mm/dd/yyyy) From: 07/01/2021 To: 09/30/2022	6. Reporting Period (mm/dd/yyyy) From: 07/01/2021 To: 09/30/2022
---	-------------------------------	---	---

7. Cash

a. State Cash (list the name and amount of each source or funding stream)

Name	Amount
	\$0.00
	\$0.00
	\$0.00
	\$0.00
	\$0.00
b. Local Cash	\$4,515.75
c. Total Cash (add all rows in 7a and 7b)	\$4,515.75
d. Total Cash and In-Kind (add row 7c and total in box 8) (This amount must equal the amount reported in row 10j 'Total Recipient Share of Expenditures', column 10f 'Total' of the FFR.)	\$4,515.75

8. In-Kind Contributions (fairly evaluated)

State:	\$0.00
Local:	\$0.00
Total in-kind contributions:	\$0.00

9. Please explain any increases, decreases, or new cash and in-kind sources reported in Boxes 7 or 8 since the previous year.

10. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Date Report Submitted (Month, Day, Year) 01/04/2023	d. Name and Title of Authorized Certifying Official
b. Telephone (Area code, number, and extension)	e. Signature of Authorized Certifying Official
c. Email Address	

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APPENDIX C

2021-2022

ASSESSMENT POLICY GUIDELINES

Assessment Policy Guidelines
July 2021-June 2022

FINAL

As of 12/28/2020

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

Guam Community College
Assessment Policy Guidelines

July 2021–June 2022

This document reflects updates to the approved July 2020-June 2021 version.



Preface

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

Guam began to research for an appropriate test and test forms suitable for use in the National Reporting Systems for Adult Education for PY 2021-2022. Updates to this Assessment Policy Guidelines were made to reflect the August 7, 2020 Federal Register Vol. 85, No. 153 Notices with regards to tests determined to be suitable for use in the NRS for adult education.

Policy

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

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

Section 1: Introduction and Context

A. NEED FOR ASSESSMENT POLICY

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

Vision Statement:

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

Mission Statement:

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

The U.S. Department of Education identified tests suitable for use in the National Reporting System (NRS) for Adult Education. Guam determined CASAS Reading and Math GOALS Series as the assessment instrument for use at all Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels of the NRS, and the CASAS Life and Work Reading and Listening Assessment as the test instrument for ESL. The Secretary has approved to extend these assessments to March 7, 2023, for math and February 5, 2025, for reading. CASAS Life and Work Reading and Listening Assessments ESL test forms are approved and extended through February 2, 2023.³ Accordingly, GCC requires all eligible adult education program providers to use CASAS standardized assessment instruments and Tracking of Programs and Students (TOPSpro® Enterprise) data collection and reporting software to report educational gain benchmarks by educational functioning levels as required by WIOA and National Reporting Systems (NRS).

¹ Guam Community College Institutional Strategic Master Plan 2020 - 2025

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

³ Federal Register/Vol. 85, No. 153/Friday, August 7, 2020

The use of common assessment instruments based on the same standard score scale provides the NRS data and progress reports standardized across all of Guam’s adult education providers. All adult learners⁴ who receive 12 or more hours of instruction must have a valid CASAS pre-test score to be entered into the NRS Federal Report Tables.

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

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

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

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association, the National Council for Measurement in Education⁵, and the American Psychological Association. The CASAS Technical Manual⁶ contains detailed information about test validity and reliability (see Appendix A for more information regarding CASAS assessment validity and reliability). The Standards for Educational Psychological Testing (2014) states the validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Reliability (test accuracy) has two major subcomponents – consistency and stability. A more extensive discussion on validity and reliability as they relate to CASAS assessments may

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

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

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

be found in Appendix A.

B. PURPOSE AND USE OF STANDARDIZED ASSESSMENTS

In the interest of ensuring uniform implementation across the state and to allow comparability across programs, GCC requires all eligible adult education program providers to use the CASAS standardized assessment instruments, data collection, and reporting software to report educational gain benchmarks by NRS educational functioning levels. In general, CASAS assessments are used to ensure accuracy in adult learner placement (appraisal tests), to monitor progress (post-tests), and to certify learner mastery. Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting. The directions in each Test Administration Manual⁷ (TAM) must be carefully followed in the selection, administration, use, reporting, and security of the Educational Functional Levels (EFL) and for documenting student achievement.

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

C. SUMMARY AND OVERVIEW

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

This document defines the SEA assessment policy for the following WIOA, Title II AEFLA funded

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

programs: Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), and Family Literacy. This policy applies to classroom-based instruction. This document identifies key assessment policies that support:

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

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

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

Locally eligible WIOA providers must assess all learners using an NRS WIOA-approved standardized assessment. Learners with 12 or more hours of instruction are eligible to be reported on the NRS Federal Tables. GCC has authorized the use of CASAS standardized assessment test series presented in Table 1 for use by local adult education and family literacy providers utilizing WIOA funds authorized for Guam through February 5, 2025, CASAS Reading GOALS for use in Literacy/English Language Arts at all ABE levels of the NRS and March 7, 2023, CASAS Math GOALS for use in Mathematics at all ABE levels of the NRS. CASAS Life and Work Listening Assessments and CASAS Reading Assessments (Life and Work) will be used for all ESL levels of the NRS until February 2, 2023.

Table 1			
Basic skills assessed by series ⁸	NRS Approval through February 2, 2023 Life and Work ⁹	NRS Approval through March 7, 2023 Math GOALS ¹⁰	NRS Approval through February 5, 2025 Reading GOALS ¹¹
Reading and Math (ABE & ASE)		✓	✓
Reading and Listening (ESL)	✓		

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

D. RESOURCES FOR INFORMATION AND ASSISTANCE

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

Mary A.Y. Okada, Ed.D.

Title: President and State Director

Agency: Guam Community College

Email address: mary.okada@guamcc.edu

Telephone: 671-735-5700

Section 2: General Assessment Requirements

A. STUDENTS TO BE ASSESSED

Guam Community College (GCC) requires all eligible adult learners to take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

⁸ [Federal Register /Vol. 85, No. 153/Friday, August 7, 2020 Notices](#)

⁹ [Federal Register /Vol. 85, No. 153/Friday, August 7, 2020 Notices](#)

¹⁰ [Federal Register /Vol. 85, No. 153/Friday, August 7, 2020 Notices](#)

¹¹ [Federal Register /Vol. 85, No. 153/Friday, August 7, 2020 Notices](#)

(iii) is an English language learner. Guam P.L. 34-104 requires individuals to be enrolled in secondary school up to 18 years of age.

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

B. ASSESSMENTS PERMITTED

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

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

The Federal Register posted a list of all suitable CASAS test forms [Table 2] to use for all ABE, ASE, and ESL levels reporting of students' performance data on adult education and family literacy program activities to NRS. ABE and ASE Reading GOALS Assessment Test series will expire on February 5, 2025, and Math GOALS Assessments Test Series will expire on March 7, 2023, for Math.¹² ESL assessments are effective through February 2, 2023¹³.

**Table 2
Paper and Computer Base Test Forms**

Assessment	Test Series	NRS Approval Through February 5, 2025 Test Forms	NRS Approval Through March 7, 2023 Test Forms
ABE/ASE Reading	Reading GOALS	901, 902, 903, 904, 905, 906, 907, and 908	
ABE/ASE Math	Math GOALS		900, 913, 914, 917, and 918

¹² [Federal Register/Vol. 85, No. 185/Friday, August 7, 2020/Notices](#)

¹³ [Federal Register/Vol. 85, No. 185/Friday, August 7, 2020/Notices](#)

Assessment	Test Series	NRS Approval Through February 2, 2023 Test Forms
ESL Reading and Listening	Life and Work	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188 981L, 982L, 983L, 984L, 985L, and 986L

CASAS designed standardized progress tests to assess learning along a continuum, from beginning literacy and English language acquisition through the completion of secondary level skills¹⁴. Several test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

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

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

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

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

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

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

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

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

A learner's post-test score, obtained at the end of the semester or other reporting period may serve as a pre-test for the next semester or reporting period, if the interim does not exceed more than six months. Similarly, adult education providers may use the most recent assessment results for learners who have exited or completed a Period of Participation (PoP) and are returning to adult education classes and beginning a new PoP, if the last test administered does not exceed a six-month time period. This policy is designed to reduce or eliminate unnecessary testing of learners. If more six months have transpired since the last test, re-testing based on the last test is required. Program personnel may wish to retest learners returning the following semester or reporting period and before six months have transpired if there is reason to believe that during the learner's absence or over the summer recess, a significant learning intervention occurred that might invalidate the learner's previous assessment results. In such circumstances re-testing is always an option.

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

C. TRAINING FOR ADMINISTERING ASSESSMENTS

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

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

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

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

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

D. ACCOMMODATING FOR STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS

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

Adult education providers are responsible for providing fully accessible services for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations through Guam Community College's Office of Accommodative Services and for submitting documents of their disability at the time of registration, program entry, or after diagnosis. Adult education providers must document the need for learner accommodations in the Individual Program Education Plan (IPEP). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may be obtained from a doctor's report, a diagnostic assessment from a

certified professional, or other clinical records.

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

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

Section 3: Guidelines for Each Assessment

A. INFORMATION INCLUDED FOR EACH ASSESSMENT

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

Table 3A

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

*workplace focused

Table 3B

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

Table 3C

Reading GOALS for Adult Basic Skills & Adult Secondary Education		
NRS EFLs	CASAS Levels	Reading GOALS Test Series
1	A	901-902
2-3	B	903-904
4	C	905-906
5-6	D	907-908

Table 3D

Math GOALS for Adult Basic Skills, Adult Secondary Education		
NRS EFLs	CASAS Levels	Math GOALS Test Series
1-3	A/B	913-914
4-6	C/D	917-918

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

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

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

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

The SEA provides professional development training, which guides specific state data and accountability requirements and timelines.

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

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

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

Placing learners in instructional levels that are not at their ability levels may lead to frustration or boredom, causing learners to leave the program. Learners who take inappropriate level pre-

tests may “top out” or score below the accurate range of the test level, and adult education providers will not have an accurate baseline (pre-test) information. Use of appraisals and appropriate pre-tests assist learners and teachers in establishing appropriate learner short-term goals. Appropriate short-term goals enable learners to document successes leading to long-term goals. Learning gains and achievement of learner outcomes within a program year form the basis for the state’s required annual NRS report to the OCTAE.

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

Scoring and Alignment of CASAS with NRS Levels

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

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

Table 4A

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

* Subject to change/update based on NRS approval

Table 4B

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

* Subject to change/update based on NRS approval

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

Table 4C

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

The selection of the appropriate test series is based on a learner's goals and the instructional focus of the program (life skills, life and work, citizenship, and secondary assessment). The pre-test is administered to the learner as soon as feasible after enrollment into the program: either during the intake process after an appraisal is given, or after placing the learner into the appropriate instructional level. All learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may

find guidance for pre-test and post-test selection in the Next Assigned Test Charts provided by CASAS in the TAM or in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests®, the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains.

Each CASAS Test Administration manual provides charts and guidelines for converting raw scores to scale scores. NRS guidelines require appropriate placement of learners in instructional areas. Adult literacy providers use the skill area (for example, reading and math) with the lowest pre-test score to place learners, if the learner is to receive instruction in the skill related to the lower instructional level. Placement at the lower instructional level is the basis for determining which pre-test to administer. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores on two different modalities fall into different EFLs.

Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different EFLs. The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal Tables.

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

QUALITY CONTROL PROCEDURES

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

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

funded agencies also includes onsite verification that local providers have policies and procedures in place to ensure accurate and complete data collection and to ensure the appropriate administration, scoring, and reporting of assessment results.

Test Security Policy

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

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

All testing materials online or on paper, including but not limited to CASAS eTest®, (online or desktop), test booklets, CDs, answer sheets, and answer keys, must be kept secure. No unauthorized personnel should be allowed access to CASAS eTest® or paper test booklets. Security procedures for computerized testing and paper test booklets must be held to the same standard. It is the legal responsibility of the agency director, principal, or to another primary administrator to enforce securing testing materials upon taking delivery of materials and at all times afterward. Only testing personnel and others qualified as part of the testing process may have access to any testing materials.

Testing personnel must remain in the testing room throughout each entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including the use of electronic devices. Testing personnel must ensure that they follow all test administration directions and language as stipulated in the appropriate CASAS Test Administration Manual.

CASAS eTests®

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

Paper Test Booklets

Paper test booklets and related test support materials should be kept in locked storage at all times when not in use. Prior to the distribution of test booklets, the test administrator must

number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

Confidentiality of Tests and Test Items

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

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

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

Improper use of CASAS Tests include activities such as:

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

- Excluding certain individuals or groups who have attended 12 hours or more from pre- or post-testing.

Purchasing Procedures for Each Assessment

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

Appendix A: Validity and Reliability

Validity

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

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

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

Expert teachers, members of the CASAS National Consortium, as well as external validation studies have validated the CASAS Skill Level Descriptors. See the *CASAS Technical Manual*. During the late 1990s, staff from the Center for Applied Linguistics and CASAS worked together to review and update the correlation between Student Performance Levels and CASAS levels to ensure that the NRS Skill Level Descriptors used for reporting learner gains were consistent with research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

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

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

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

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

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

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

Again, at the request of the CASAS National Consortium, CASAS requested a review of the original comparative analysis in light of the results of the study commissioned by OCTAE. The study shows the relationship between the College and Career Ready Standards (CCRS) in Adult Basic Education for Reading and CASAS Content Standards for Reading as well as the CCRS deemed priority for Adult Education.

Reliability

The *CASAS Technical Manuals* provide data on the reliability of the item bank and specific test series. The test administration manuals for each test series also contain information about reliability.

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

CASAS uses the most currently researched and recommended methodology in educational measurement practice—Item Response Theory—to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for

the uni-dimensionality of the item bank ensuring items all measure the same underlying construct. The *CASAS Technical Manual* presents classical item statistics, including item point bi-serial correlations and their p-values, for all the test series.

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

Studies Conducted

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

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

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

Other important studies have examined the relationship of CASAS to past and current versions of the GED® and to the HiSET®. For the latest study results and more detailed information go to www.casas.org > product-overviews > research-and-evaluation > assessment-research.

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

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

Appendix B: Local Guidelines for Implementing State Assessment Policy

[Local Agency Name] Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Local Guidelines for Implementing State Assessment Policy Program Year [2020-2021]

[Local agency name] developed and implemented the following local procedures for assessment and data collection consistent with the CDE Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines.

I. Training and Dissemination of Local Guidelines for Implementing the Guam Assessment Policy

The CDE requires annual training of local agency staff and dissemination of the agency's assessment guidelines. Please refer to the CASAS Web site https://www2.casas.org/online_registration/ for the list of regional and online trainings.

[Instructions for local agencies: Provide a description of the local agency's guidelines to provide training to agency staff and disseminate local assessment guidelines, e.g., who will be trained and frequency of training and timeline. Training of staff may include any of the following: individual, group, electronic, bound paper format, PowerPoint, video, or other means of conveying appropriate assessment and data collection procedures. Use a sign-in sheet to document staff participation.]

II. Initial Orientation and Placement into Program and Instructional Level

The CDE strongly encourages the use of appraisal tests for newly enrolled adult learners whenever feasible to ensure appropriate educational placement, appropriate administration of pre-test forms, and appropriate selection of short- and long-term instructional goals.

[Instructions for local agencies: Provide the following: (1) a description of the local agency's initial class and level placement process for Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE), and (2) the names and/or titles of the person or persons responsible for student orientation, initial appraisal, and placement.]

III. Progress Testing: Pre-test and Post-Test

Adult education local agency staff must administer pre-tests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

- *Instructions for local agencies: Provide a description of the following: (1) how the local agency administers a pre-test as soon as feasible after enrollment into the program, and (2) the local agency testing schedule for pre-testing and post-testing, including the number of hours between pre-testing and post-testing.*

IV. Use of Test Administration Manuals

The CDE requires that local adult literacy providers follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. All local adult literacy providers must maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

[Instructions for local agencies: Provide the following: (1) a description of how the local agency follows the test administration guidelines in each TAM, (2) a copy of TAM inventory, and (3) the storage and safekeeping process, and the name or title of the person responsible for maintaining the security of the TAMs.]

V. Training Requirements for Administering Standardized Assessments

The CDE requires all adult literacy providers to comply with the CASAS training policy. The CDE also requires each agency to participate annually in Guam Accountability Training, which provides guidance on specific state data and accountability requirements, including timelines. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CDE requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training. Once trained, this individual will train others within his or her respective agency but may not train outside that agency. Agencies may use the CASAS Implementation Training packet, to train others within the agency. Please refer to the CASAS Web site https://www2.casas.org/online_registration/ for the list of regional and online trainings.

[Instructions for local agencies: Provide the following: (1) the names and/or titles of persons responsible for attending CASAS Implementation Training and Guam Accountability Training and for providing training to other agency staff, if appropriate, and (2) a description of how the local agency trains all staff within the agency on implementation and accountability procedures. Include dates and times, location, and sign-in sheets.]

VI. Test Security Agreements

The CDE requires that all WIOA, Title II: AEFLA funded adult literacy providers sign an annual test security agreement. The following stipulations must be part of the local assessment guidelines:

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

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

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

<u>Mary A.Y. Okada</u>	<u>President and State Director</u>	<u>12/28/2020</u>
Signature	Position/Title	Date
<u>Mary A.Y. Okada, Ed. D.</u>	<u>Guam Community College</u>	
Print Name	Agency Name	

APPENDIX D

2021 NRS

STATE DATA QUALITY CHECKLIST

DATA QUALITY CHECKLIST FOR GUAM 2021

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Data Quality Checklist (DQC) Instructions: Please click the tabs below and answer the questions for each DQC content area. At the bottom of the screen in each content area, click the "Save" button to save your work at any time. To sign and submit the DQC, please check the "Certification" checkbox under the Signature and Submission tab, then click "Submit for Review" button below the form.

DATA FOUNDATION AND STRUCTURE

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

DATA FOUNDATION AND STRUCTURE: ACCEPTABLE QUALITY

1. State has written assessment policies that specify:

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

Yes

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

CASAS Life Skills Math Assessments - Application of Mathematics (Secondary Level)

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

CASAS Math GOALS Series

CASAS Reading GOALS Series

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

CASAS Life and Work Listening Assessments (LW Listening)

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

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

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

Yes

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

Employment Second Quarter after exit:

Survey

Employment Fourth Quarter after exit:

Survey

Median Earnings Second Quarter after exit:

Survey

Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:

Survey

Attained a Secondary School Diploma/Equivalent and Employed within one year of exit:

Survey

Attained a Postsecondary Credential while enrolled or within one year of exit:

Survey

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

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

Local programs or state can produce a list of students to survey, according to NRS requirements.

Yes

Survey is conducted with a state provided, standard survey instrument.

Yes

State has a regular schedule (e.g., quarterly) for submission of survey data or student names from local programs.

Yes

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

NA

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

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

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

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

Yes

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

Yes

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

Yes

8. The State has written policies on the use of proxy hour models to assign the proxy hours for distance education learners.

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

NA

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

Clock Time Model

Teacher Verification Model

Learner Mastery Model

DATA FOUNDATION AND STRUCTURE: SUPERIOR QUALITY

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

Yes

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

Yes

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

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

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

Yes

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

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

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

Yes

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

The state reviews disseminate and discuss data with the state and local staff.

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

Yes

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

NA

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

NA

DATA FOUNDATION AND STRUCTURE: EXEMPLARY QUALITY

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

Yes

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

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

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

Yes

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

Guam uses research and best practices made available at AIR (American Institute for Research).

DATA COLLECTION AND VERIFICATION

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

DATA COLLECTION AND VERIFICATION: ACCEPTABLE QUALITY

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

Yes

1a. If yes, is the MIS a

Commercially Available Product: TOPSpro Enterprise

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

The State generates TOPSpro Enterprise DIDR, which lists participants' record audit and provide a monthly report to the local programs to address findings.

DATA COLLECTION AND VERIFICATION: SUPERIOR QUALITY

1. Programs and/or state enter data into MIS at least quarterly.

Yes

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

Yes

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

Yes

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

Yes

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

DIDR has drill-down options used by the State and local staff to identify and rectify deviations (outliers). Additionally, local staff submits a report to the State on correcting errors.

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

Yes

DATA COLLECTION AND VERIFICATION: EXEMPLARY QUALITY

1. State has a regular system for verifying (through software, onsite auditing, contact with local staff) that local programs are following state data collection procedures.

Yes

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

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

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

Yes

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

Yes

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

The State provides the local programs with State Monthly Report (SMR) and Exploring WIOA, Title II workshops sessions to provide assistance and address concerns or issues.

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

Yes

DATA ANALYSIS AND REPORTING

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

DATA ANALYSIS AND REPORTING: ACCEPTABLE QUALITY

1. The state MIS can produce NRS required reports for state, including federal NRS tables.

Yes

2. NRS tables are calculated accurately to include error checks and prevent double counting.

Yes

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

Yes

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

Yes

DATA ANALYSIS AND REPORTING: SUPERIOR QUALITY

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

Yes

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

Yes

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

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

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

Yes

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

Student demographic, records, and tests are useful data that TOPSpro Enterprise maintains for program management and improvement.

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

Yes

EXEMPLARY QUALITY

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

Yes

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

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

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

Yes

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

Yes

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

Yes

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

Cumulative Monthly Activity Reports (CMAR) and closeout reports are submitted by the local program. Intake forms, DIDR, other documents, and an onsite audit are conducted.

STAFF DEVELOPMENT

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

STAFF DEVELOPMENT: ACCEPTABLE QUALITY

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

Yes

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

State staff and local program manager attended the 2022 NRS regional workshop in June 2022 (3 days). (50%)

State staff and local program manager attended CASAS National Summer Institute in June 2022 (4 days). (50%)

The state provided a TA on NRS requirements, assessment policy, intake forms, and survey requirements and procedures in December 2021. (2 hours). (100%)

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

Yes

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

Yes

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

Yes

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

Yes

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

NA

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

Yes

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

The State conducted training on understanding and presenting data in March 2022, (1.5 hrs). 50%.

STAFF DEVELOPMENT: SUPERIOR QUALITY

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

Yes

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

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

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

Yes

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

At the end of each training session, participants will complete an evaluation form to gauge session appropriateness, strength, and weakness, and to identify training needs.

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

Yes

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

Exploring WIOA, Title II sessions to local programs continue with topics including exits surveys responses and increasing response rate.

STAFF DEVELOPMENT: EXEMPLARY QUALITY

1. State has developed and is implementing a plan for ongoing staff development on NRS and data use issues to promote continuous improvement.

Yes

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

The State recognizes the need for continuous professional and staff development and plans on holding annual NRS training for local programs.

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

Yes

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

Yes

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

The State utilizes the DIR to audit and validate data. DIR is provided to the local program monthly to resolve exceptions.

DATA QUALITY IMPROVEMENT PLAN

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

IMPROVEMENT PLAN INFORMATION

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

SIGNATURE AND SUBMISSION

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

DQC CONTENT AREA	DATA QUALITY LEVEL
Data Foundation and Structure	Exemplary
Data Collection and Verification	Exemplary
Data Analysis and Reporting	Exemplary
Staff Development	Exemplary
Overall Data Quality Level	Exemplary

*Note: a Data Quality Improvement Plan is required for a Data Quality Level of Acceptable

APPENDIX E

2022-2023

ASSESSMENT POLICY GUIDELINES

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

Adult Education and Family Literacy Act

Guam Community College

Assessment Policy Guidelines

July 2022-June 2023

This document reflects updates to the approved July 2021-June 2022 version

Preface

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

Guam began to research for an appropriate test and test forms suitable for use in the National Reporting Systems for Adult Education for PY 2022-2023. Updates to this Assessment Policy Guidelines were made to reflect the October 21, 2021 Federal Register Vol. 86, No. 201 Notices with regards to tests determined to be suitable for use in the NRS for adult education.

Policy

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

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

Section 1: Introduction and Content

A. NEED FOR ASSESSMENT POLICY

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

Vision Statement:

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

Mission Statement:

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

The U.S. Department of Education identified tests suitable for use in the National Reporting System (NRS) for Adult Education. Guam determined CASAS Reading and Math GOALS Series as the assessment instrument for use at all Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels of the NRS, and the CASAS Life and Work Reading and Listening Assessment as the test instrument for ESL. The Secretary has approved to extend these assessments to March 7, 2023, for math and February 5, 2025, for reading. CASAS Life and Work Reading and Listening Assessments ESL test forms are approved and extended through February 2, 2023³. Accordingly, GCC requires all eligible adult education program providers to use CASAS standardized assessment instruments and Tracking of Programs and Students (TOPSpro® Enterprise) data collection and reporting software to report educational gain benchmarks by educational functioning levels as required by

¹ Guam Community College Institutional Strategic Master Plan 2020 - 2025

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

³ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021

WIOA and National Reporting Systems (NRS).

The use of common assessment instruments based on the same standard score scale provides the NRS data and progress reports standardized across all of Guam's adult education providers. All adult learners⁴, including distance learners, who receive 12 or more hours of instruction must have a valid CASAS pre-test score to be entered into the NRS Federal Report Tables.

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

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

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

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association, the National Council for Measurement in Education⁵, and the American Psychological Association. The CASAS Technical Manual⁶ contains detailed information about test validity

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

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

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

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

B. PURPOSE AND USE OF STANDARDIZED ASSESSMENTS

In the interest of ensuring uniform implementation across the state and to allow comparability across programs, GCC requires all eligible adult education program providers to use the CASAS standardized assessment instruments, data collection, and reporting software to report educational gain benchmarks by NRS educational functioning levels. In general, CASAS assessments are used to ensure accuracy in adult learner placement (appraisal tests), to monitor progress (post-tests), and to certify learner mastery. Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting. The directions in each Test Administration Manual⁷ (TAM) must be carefully followed in the selection, administration, use, reporting, and security of the Educational Functional Levels (EFL) and for documenting student achievement.

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

C. SUMMARY AND OVERVIEW

Adult education providers must use this policy for Adult Education and Family Literacy programs, in conjunction with regional and online training workshops and the CASAS Test Administration Manuals to provide a basis for the development of local procedures, guidelines, and implementation practices. GCC requires all eligible adult learners, 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its

⁷ <https://www.casas.org/product-overviews/assessments/order-appraisals>
Guam Community College Assessment Policy Guidelines – 2022-2023

recognized equivalent; and has not achieved an equivalent level of education; or (iii) is an English language learner take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. GCC recognizes and abides with the provisions of Guam Public Law 34-104 relative to the increase in compulsory age from 16 to 18 years old. The eligible literacy providers' staff must be certified to administer CASAS.

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

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

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

Placing learners instructional levels that are not at their ability levels may lead to frustration or boredom, causing learners to leave the program. Learners who take inappropriate level pre-test may "top out" or score below the accurate range of the test level, and adult literacy providers will not have accurate baseline (pre-test) information to inform instruction and monitor progress. Use of appraisals and appropriate pre-tests assist learners and teachers in establishing appropriate learner short-term goals. Appropriate short-term goals enable

learners to document successes leading to long-term goals. Learning gains and achievement of learner outcomes within a program year form the basis for Guam's required annual NRS report to the OCTAE.

Locally eligible WIOA providers must assess all learners using an NRS WIOA-approved standardized assessment. Learners with 12 or more hours of instruction are eligible to be reported on the NRS Federal Tables. GCC has authorized the use of CASAS standardized assessment test series presented in Table 1 for use by local adult education and family literacy providers utilizing WIOA funds authorized for Guam through February 5, 2025, CASAS Reading GOALS for use in Literacy/English Language Arts at all ABE levels of the NRS and March 7, 2023, CASAS Math GOALS for use in Mathematics at all ABE levels of the NRS. CASAS Life and Work Listening Assessments and CASAS Reading Assessments (Life and Work) will be used for all ESL levels of the NRS until February 2, 2023.

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

D. RESOURCES FOR INFORMATION AND ASSISTANCE

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

Mary A.Y. Okada, Ed.D.

Title: President and State

Director Agency: Guam

Community College

Email address:

mary.okada@guamcc.edu

Telephone: 671-735-5700

Section 2: General Assessment Requirements

A. STUDENTS TO BE ASSESSED

Guam Community College (GCC) requires all eligible adult learners to take the CASAS standardized assessment to determine benchmarks by educational functioning levels for student placement in the adult education program. An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. Guam P.L. 34-104 requires individuals to be enrolled in secondary school up to 18 years of age.

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

B. ASSESSMENTS PERMITTED

All learners, including distance learners, must be assessed using an authorized standardized assessment (Table 1) that meets NRS requirements rules for reporting. Additionally, CASAS assessments:

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

The Federal Register posted a list of all suitable CASAS test forms [Table 1] to use for all ABE, ASE, and ESL levels reporting of students' performance data on adult education and family literacy program activities to NRS. ABE and ASE Reading GOALS Assessment Test series will expire on February 5, 2025, and Math GOALS Assessments Test Series will expire on March 7, 2023, for Math.⁸ ESL assessments are effective through February 2, 2023.⁹

⁸ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

⁹ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

Table 1
NRS Approved
Paper and Computer Base Test Forms

Basic skills assessed by series ¹⁰	NRS Approval through February 2, 2023 Life and Work¹¹	NRS Approval through March 7, 2023 Math Goals¹²	NRS Approval through February 5, 2025 Reading GOALS¹³
Reading (ESL)	27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188		
Listening (ESL)	981L, 982L, 983L, 984L, 985L, and 986L		
Reading (ABE & ASE)			901, 902, 903, 904, 905, 906, 907, and 908
Math (ABE & ASE)		900, 913, 914, 917, and 918	

CASAS designed standardized progress tests to assess learning along a continuum, from beginning literacy and English language acquisition through the completion of secondary level skills.¹⁴ Several test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

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

All learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for the appropriate pre-test and post-test form in the TOPSpro[®] Enterprise Next Assigned Test Report. If using eTests, the pre- and post -test selection happens automatically. Learner's

¹⁰ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

¹¹ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

¹² Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

¹³ Federal Register/Vol. 86, No. 201/Thursday, October 21, 2021/Notices

¹⁴ <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/nrs-approval-of-casas>
 Guam Community College Assessment Policy Guidelines – 2022-2023

post-test is administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre- test score when scaled pre-test scores from two different modalities fall into different Educational Functioning Levels (EFL). The skill area with the lowest first accurate pre-test matched to the highest accurate post -test measuring the same skill area is used for reporting learner gains for NRS Federal tables.

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

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

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

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

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

A learner's post-test score, obtained at the end of the semester or other reporting period may serve as a pre-test for the next semester or reporting period, if the interim does not exceed more than six months. Similarly, adult education providers may use the most recent assessment results for learners who have exited or completed a Period of Participation (PoP) and are returning to adult education classes and beginning a new PoP if the last test administered does not exceed a six-month time period. This policy is designed to reduce or eliminate unnecessary testing of learners. If more than six months have transpired since the last test, re-testing based on the last test is required. Program personnel may wish to retest learners returning the following semester or reporting period and before six months have transpired if there is reason to believe that during the learner's absence or over the summer recess, a significant learning intervention occurred that might invalidate the learner's previous assessment results. In such circumstances re-testing is always an option.

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

C. TESTING FOR DISTANCE LEARNING PROGRAMS

Learners in distance learning settings must fulfill the same assessment requirements as all other learners. Agencies must assess distance learners in a secure proctored environment, either at the adult education site or other proctored and secure location with staff trained to administer the assessment.

D. TRAINING FOR ADMINISTERING ASSESSMENTS

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

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

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

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

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

E. ACCOMMODATING FOR STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS

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

Adult education providers are responsible for providing fully accessible services for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations through Guam Community College's Office of Accommodative Services and for submitting documents of their disability at the time of registration, program entry, or after diagnosis. Adult education providers must document the need for learner academic accommodations. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information may be obtained from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records.

Local test administrators may provide or allow certain accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodation in test time, giving supervised breaks, or

providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a Learner with low literacy skills or blindness.

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

Section 3: Guidelines for Each Assessment

A. INFORMATION INCLUDED FOR EACH ASSESSMENT

Tables 2A-2D provides information about CASAS test forms by skill areas, levels, and series approved for use by WIOA funded program and provides information about which assessments are appropriate for which learner populations and as approved by USDE (Federal Register). The tables list multiple forms at each level; these are alternate forms for post-testing. In some instances, an "X" follows a test form number (e.g., 82X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 82 and 82X are alternative forms for 81, all at level A). The tables also list the appropriate appraisal test(s) to accompany different CASAS test series.

Table 2A
**Workplace Focused*
Expires February 2, 2023

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

Table 2B

Expires February 2, 2023

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

Table 2C

Expires February 5, 2025

Reading GOALS for Adult Basic Skills & Adult Secondary Education		
NRS EFLs	CASAS Levels	Reading GOALS Test Series
1	A	901-902
2-3	B	903-904
4	C	905-906
5-6	D	907-908

Table 2D

Expires March 7, 2023

Math GOALS for Adult Basic Skills & Adult Secondary Education		
NRS EFLs	CASAS Levels	Math GOALS Test Series
1-3	A/B	900, 913-914
4-6	C/D	917-918

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

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

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

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

The SEA provides professional development training, which guides specific state data and accountability requirements and timelines.

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

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

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

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

Adult education providers may not use appraisals as pre-tests to measure learner progress. Each CASAS TAM includes specific recommendations regarding which level of pre-test to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening, comprehension, and speaking skills. Adult education providers should administer CASAS appraisal tests based on Tables 3A, 3B, and 3C which show the relationship between NRS levels for ESL and ABE and ASE learners and CASAS levels and scale score ranges.

Scoring and Alignment of CASAS with NRS Levels

Tables 3A, 3B, and 3C show the relationship between CASAS test levels, scale score ranges, and NRS levels for ABE, ASE, and ESL learners.

Tables 3A & 3B CASAS Scale Score Ranges Links to NRS Educational Functioning Levels for Placement and Reporting Educational Gains (ABE and ASE)

Table 3A

* Subject to change/update based on NRS approval

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

Table 3B

* Subject to change/update based on NRS approval

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

Table 3C CASAS Scale Score Ranges Links to NRS Educational Functioning levels for ESL Placement and Reporting Educational Gains

Table 3C

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

Selection of the appropriate test series is based on a learner's goals and the instructional focus of the program (life skills, life and work, citizenship, and secondary assessment). The pre- test is administered to the learner as soon as feasible after enrollment into the program: either during the intake process after an appraisal is given, or after placing the learner into the appropriate instructional level. All learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult education providers may find guidance for pre-test and post-test selection in the Next Assigned Test Charts provided by CASAS in the TAM or in the TOPSpro® Enterprise Next Assigned Test Report. If using eTests, the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score. CASAS and TOPSpro® Enterprise recommend an alternate test form within the same test series for post- testing. Additionally, the post-test must be in the same skill area as the pre-test, that is, programs cannot use a reading pre-test and a math post-test to determine learner gains.

Each CASAS Test Administration manual provides charts and guidelines for converting raw scores to scale scores. NRS guidelines require appropriate placement of learners in

instructional areas. Adult literacy providers use the skill area (for example, reading and math) with the lowest pre-test score to place learners, if the learner is to receive instruction in the skill related to the lower instructional level. Placement at the lower instructional level is the basis for determining which pre-test to administer. Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores on two different modalities fall into different EFLs.

Learners are placed into the NRS Federal Reporting Tables based on their lowest accurate pre-test score when scaled pre-test scores from two different modalities fall into different EFLs. The skill area with the lowest first accurate pre-test matched to the highest accurate post-test measuring the same skill area is used for reporting learner gains for NRS Federal Tables.

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

QUALITY CONTROL PROCEDURES

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

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

Test Security Policy

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

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

All testing materials online or on paper, including but not limited to CASAS eTest[®], (online or desktop), test booklets, CDs, answer sheets, and answer keys, must be kept secure. No unauthorized personnel should be allowed access to CASAS eTest[®] or paper test booklets. Security procedures for computerized testing and paper test booklets must be held to the same standard. It is the legal responsibility of the agency director, principal, or to another primary administrator to enforce securing testing materials upon taking delivery of materials and at all times afterward. Only testing personnel and others qualified as part of the testing process may have access to any testing materials.

Testing personnel **must** remain in the testing room throughout each entire test session to ensure that students follow all testing rules. Examinees must sit three to six feet apart and refrain from talking during the testing session or seeking help from others in any way, including the use of electronic devices. Testing personnel must ensure that they follow all test administration directions and language as stipulated in the appropriate CASAS Test Administration Manual.

CASAS eTests[®]

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

Paper Test Booklets

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

Confidentiality of Tests and Test Items

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

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

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

Improper use of CASAS Tests include activities such as:

- Teaching to the actual CASAS test item.
- Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide.
- Administering a lower level test to artificially increase the learning gain between pre and post-tests.
- Reducing the amount of time given on a pre-test (e.g., less than 20 minutes while increasing the amount of time on a post-test (e.g., 40-60 minutes).

- Deleting test answers on the pre-test to lower the test score,
- Deleting accurate tests to manipulate the learning gains.
- Duplicating or copying the test of one learner and replacing the identification number of another learner.
- Altering test items or test score information.
- Providing the answers to test questions.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.
- Failing to administer tests at specific agency sites or in certain program areas.
- Excluding certain individuals or groups who have attended 12 hours or more from pre- or post-testing.

Purchasing Procedures for Each Assessment

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

Section 4: Guidelines for Distance Learning

Guam WIOA Title II Adult Education Assessment Policy for Program Year 2022-2023 is to provide clarification and support to WIOA title II agencies as they provide continuity of operations for adult learners in the current COVID-19 environment. The Guam State Education Agency (SEA) will take the effect of the COVID-19 outbreak into consideration when reviewing PY 2022-2023 data.

12 hours of "actual contact"

All eligible individuals receiving services under AEFLA: WIOA Title II must complete at least 12 hours of instruction to be considered a "participant" under 34 CFR 463.150. Program closures due to COVID-19 have resulted in placing students in distance learning settings, and those students may be in various stages of progress. Learners can still obtain 12-hours of instruction through distance learning, by accruing contact hours through telephone, teleconference, online communication, or other channels where the participant and program staff can interact and through which participant identity is verifiable.

Definition of Distance Learners: Learners who receive more than 50 percent of instructional hours in a distance learning format during the program year are considered distance learners for NRS reporting purposes.

Testing: Learners in distance learning settings must fulfill the same assessment requirements as all other learners (see Section 2).

Agencies must assess distance learners in a secure proctored environment, either at the adult education site or other proctored and secure location and with staff trained to administer the assessment.

Appendix A: Validity and Reliability

Validity

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

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

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

Expert teachers, members of the CASAS National Consortium, as well as external validation studies have validated the CASAS Skill Level Descriptors. See the *CASAS Technical Manual*. During the late 1990s, staff from the Center for Applied Linguistics and CASAS worked together to review and update the correlation between Student Performance Levels and CASAS levels to ensure that the NRS Skill Level Descriptors used for reporting learner gains were consistent with research already done in the field. Large-scale CASAS

implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

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

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

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

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

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

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

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

Reliability

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

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

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

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

Studies Conducted

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

linking these competencies to appropriate CASAS assessment tools. learners within education programs that adopted the key elements demonstrated:

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

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

Other important studies have examined the relationship of CASAS to past and current versions of the GED®. For the latest study results and more detailed information go to <https://www.casas.org/product-overviews/research-and-evaluation/assessment-research>

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

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

Appendix B: Local Guidelines for Implementing State Assessment Policy

Guam Community College Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

Local Guidelines for Implementing State Assessment Policy Program Year [2022-2023]

Guam Community College developed and implemented the following local procedures for assessment and data collection consistent with the Guam Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines.

I. Training and Dissemination of Local Guidelines for Implementing the Guam Assessment Policy

The SAO requires annual training of local agency staff and dissemination of the agency's assessment guidelines. Please refer to the CASAS Web site https://www.casas.org/online_registration/ for the list of regional and online trainings.

[Instructions for local agencies: Provide a description of the local agency's guidelines to provide training to agency staff and disseminate local assessment guidelines, e.g., who will be trained and frequency of training and timeline. Training of staff may include any of the following: individual, group, electronic, bound paper format, PowerPoint, video, or other means of conveying appropriate assessment and data collection procedures. Use a sign-in sheet to document staff participation.]

II. Initial Orientation and Placement into Program and Instructional Level

The SAO strongly encourages the use of appraisal tests for newly enrolled adult learners whenever feasible to ensure appropriate educational placement, appropriate administration of pre-test forms, and appropriate selection of short- and long-term instructional goals.

[Instructions for local agencies: Provide the following: (1) a description of the local agency's initial class and level placement process for Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE), and (2) the names and/or titles of the person or persons responsible for student orientation, initial appraisal, and placement.]

III. Progress Testing: Pre-test and Post-Test

Adult education local agency staff must administer pre-tests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

- *Instructions for local agencies: Provide a description of the following: {1} how the local agency administers a pre-test as soon as feasible after enrollment into the program, and {2} the local agency testing schedule for pre-testing and post-testing, including the number of hours between pre-testing and post-testing.*

IV. Use of Test Administration Manuals

The SAO requires that local adult literacy providers follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each test series used. All local adult literacy providers must maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

[Instructions for local agencies: Provide the following: {1} a description of how the local agency follows the test administration guidelines in each TAM, {2} a copy of TAM inventory, and {3} the storage and safekeeping process, and the name or title of the person responsible for maintaining the security of the TAMs.]

V. Training Requirements for Administering Standardized Assessments

The SAO requires all adult literacy providers to comply with the CASAS training policy. The SAO also requires each agency to participate annually in Guam Accountability Training, which provides guidance on specific state data and accountability requirements, including timelines. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. SAO requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training. Once trained, this individual will train others within his or her respective agency but may not train outside that agency. Agencies may use the packet titled California Teachers New to CASAS, which is included in the CASAS Implementation Training packet, to train others within the agency. Please refer to the CASAS Web site https://www.casas.org/online_registration/ for the list of regional and online trainings.

[Instructions for local agencies: Provide the following: {1} the names and/or titles of persons responsible for attending CASAS Implementation Training and California Accountability Training and for providing training to other agency staff, if appropriate, and {2} a description of how the local agency trains all staff within the agency on implementation and accountability procedures. Include dates and times, location, and sign-in sheets.]

VI. Test Security Agreements

The SAO requires that all WIDA, Title II: AEFLA funded adult literacy providers sign an annual test security agreement. The following stipulations must be part of the local assessment guidelines:

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

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

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

_____	_____	_____
Signature	Title	Date
_____	_____	_____
Mary A.Y. Okada, Ed.D.	Guam Community College	
Print Name	Agency Name	



description of how the local agency trains all staff within the agency on implementation and accountability procedures. Include dates and times, location, and sign-in sheets.]

VI. Test Security Agreements

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

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



Signature

President

Title



Date

Mary A.Y. Okada, Ed.D.

Print Name

Guam Community College

Agency Name

