

Guam's submission as of April 1, 2016

WIOA State Plan for the Territory of Guam

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Description Adult Education and Family Literacy Activities

Description of Allowable Activities

Adult education and family literacy means academic instruction and education services below postsecondary level that increase an individual's ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

Program activities include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is –

- o basic skills deficient;

- o does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

o an English language learner who has limited ability in reading writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State–adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. Adult Education – Adult High School Diploma academic instruction and education services below the postsecondary level that increase an individual’s ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.

b. Literacy – Basic Skills academic instruction and education services to assist an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. Workplace adult education and literacy activities – Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce.

d. Family literacy activities – Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self–sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

e. English language acquisition learner/activities – *English–as–a–Second Language* (ESL) for students whose native and/or first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

f. Integrated English literacy and civics education – Integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

g. Workforce preparation activities – Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

h. Integrated education and training – A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

These programs, activities, and services will assist eligible individuals become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that has demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

Description Adult Education and Family Literacy Activities

Description of Allowable Activities

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Program activities include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is –

- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education

curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. Adult Education – Adult High School Diploma academic instruction and education services below the postsecondary level that increase an individual’s ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.

b. Literacy – Basic Skills academic instruction and education services to assist an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. Workplace adult education and literacy activities – Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

d. Family literacy activities – Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

e. English language acquisition learner/activities – *English-as-a-Second Language* (ESL) for students whose native and/or first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

f. Integrated English literacy and civics education – Integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

g. Workforce preparation activities – Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

h. Integrated education and training – A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

These programs, activities, and services will assist eligible individuals become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that has demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

Adult Education (CASAS: 236 – 250 functioning level)

Adult High School (AHS) Diploma Program

Description/Eligibility:

An eligible individual who is no longer eligible to enroll in the Guam Department of Education (GDOE) or who has not received a high school equivalency diploma is eligible for admission into the AHS Diploma Program. Eligible individuals must first take the CASAS (Comprehensive Adult Student Assessment System – Life and Work Appraisal or CASAS Life Skill) appraisal or an appraisal approved by USDE to determine their current abilities in the areas of reading, mathematics, and language.

Individuals scoring below 236 on the reading portion of CASAS and below 236 on the math portion will begin by taking courses to refresh basic skills (Adult Basic Education (ABE) until scores of 236 and above in reading and math are met. Individuals may go into the AHS Diploma Program after

successfully completing the ABE program and exiting with the CASAS score at or above 236 for reading and mathematics. The time individuals spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program.

Individuals who score above 236 in reading and 236 in math may go directly into the AHS Diploma Program.

Individual's advisor/counselor must approve his/her enrollment into courses for the semester. Students will be limited to register in no more than 9 credit hours of adult high school courses (English, Mathematics, Science, Social Studies, and Student Success Workshop) and no more than 12 credit hours of a combination of adult high school courses and postsecondary career and technical (CTE)/elective courses.

Program Guidelines:

AHS students shall adhere to the following guidelines in order to maintain eligibility to continue to AHS Diploma Program:

1. Students receiving more than seven (7) absences in any registered course will receive a failure grade (F) or unsatisfactory completion (NC), whichever is applicable, for the course. If a student receives more than two (2) failure grades (F) and/or unsatisfactory completion (NC) resulting from absences, the student will no longer be eligible to continue with the AHS Diploma Program and will be referred by their advisor/counselor to the Adult Education Office for other program options.
2. Students who receive a failure grade (F) or unsatisfactory completion (NC) will be allowed to retake the course only once. Students may retake no more than two (2) courses while enrolled in the AHS Diploma Program. After retaking two (2) courses and it is determined that the student will be unable to complete the requirements of the AHS Diploma Program, the student will be referred by his/her advisor/counselor to the Adult Education Office for other program options.
3. After the official add/drop dates posted in the Schedule of Classes, any student who withdraws (W), who has been technically withdrawn (TW), and/or who abandons any course he/she has registered in resulting in a failure grade (F) or a technical failure grade (TF) will not be eligible to continue to participate in the AHS Diploma Program. Admissions and Registration will automatically disapprove the student's application for admission as a Diploma Student and the student will be referred by the advisor/counselor to the Adult Education Office for other program options.
4. Students will be loaned the required books for their registered courses with an obligation of returning all books to the Adult Education Office at the end of the semester. Outstanding obligations will result in a hold on grades, transcripts, or other processes.

Diploma Requirements:

1) Successful completion of courses in the following areas (either at GCC or through accepted transfer credit):

a. English – 12 credit hours

b. Mathematics – 6 credit hours

c. Social Studies – 9 credit hours

d. Science –6 credit hours

e. Computer Skills – 3 credit hours

f. CTE Electives – 9 credit hours. Nine credits of Career and Technical Education (CTE) electives should be from the same career area as part of the student’s approved plan of study.

2) Admission to the College as a Diploma Student prior to or during the semester in which requirements for the Adult High School diploma are completed.

3) Successful completion of at least four courses offered for credit by the College, which meet requirements of the Adult High School Diploma program.

4) Development of an Individual Learning Plan with counselor or advisor.

5) High school credits completed elsewhere will be converted to credit hours to meet the requirements of the adult high school diploma using the following equivalency: one Carnegie (1) = three credit hours (3) on 050–099 level. Up to nine (9) credits of specific basic skills courses may be transferred to the adult high school diploma with guidance from a counselor or advisor.

Literacy (CASAS: below 235 functioning level)

Basic Skills

Description/Eligibility:

The Basic Skills program enrolls eligible individuals who scored 235 and below on reading or the math section of CASAS Life and Work Appraisal or CASAS Life Skills, respectively. Instructional content covers mathematics and numeracy, reading, writing and incorporates activities, to gain everyday employability skills, and knowledge. Students will be provided instructional activities and practice exercises in the areas of math, reading, writing and grammar at the academic grade level based on scores obtained by students on the CASAS Appraisal Test. Instructional approaches include lecture, small group activities, tutorials, video presentations and computer–aided assistance. The Basic Skills curriculum uses the Common Core Basics: Reading and Common Core Basics: Writing textbooks.

a. Beginning Literacy ABE – (CASAS: Reading and Math: 200 and below)

An eligible individual functioning at this level has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language. The individual will have little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers. Finally, an individual functioning at this level has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

b. Beginning Basic Education (CASAS: Reading and Math: 201–210)

An eligible individual at this level can read and print numbers and letters, but has limited understanding of connected prose and may need frequent rereading; can write slight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling. This individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations. The individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

c. Low Intermediate Basic Education (CASAS: Reading and Math: 211–220)

This eligible individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization). An individual at this level can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols. This individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer

operation). The individual can qualify for entry–level jobs that require following basic written instruction and diagrams with assistance, such as oral clarification; can write short report or message to fellow workers; can read simple dials and scales and take routine measurements.

d. High Intermediate Basic Education (CASAS: Reading and Math: 221–235)

The eligible individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learning vocabulary and structures; can self and peer edit for spelling and punctuation errors. At this level, the individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions. The individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi–step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instruction and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using word processor to produce own texts; can follow simple instruction for using technology. The High Intermediate Basic Education curriculum has been revised.

Workplace adult education and literacy activities (CASAS: 236 and above functioning level)

To be developed

Description/Eligibility:

Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce.

Family literacy activities (CASAS: below 235 functioning level)

Description/Eligibility:

Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self–sufficiency; interactive literacy activities between parents or

family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

English language acquisition learner/activities (CASAS Life and Work: 180 and below functioning level)

English as a Second Language

Description/Eligibility:

English-as-a-Second Language (ESL) for students whose native and/or first language is other than English. This program is designed to introduce adult learners' to the English language. Classes address all four–language skills: reading, writing, speaking and listening. Classes facilitate progress of students through the adult basic education program or entry into Basic Skills or Adult High School courses. The priority of the ESL Program will be to serve individuals (not using F1 visa) who do not have a high school diploma.

a. Beginning ESL Literacy – (CASAS: Reading and Listening: 180 and below)

This course is designed to give non–native English speakers their first exposure to the English language. Major emphasis will be placed on practicing oral/aural skills through visual and physical responses. Basic Competencies, very simple functions and structures are taught at this level. Students who score 180 and below on the Comprehensive Adult Student Assessment System (CASAS) pretest are placed in this ESL course Level. Upon successful completion of this course, students will be able to recognize vowel and consonant sounds in English, comprehend simple learned social exchange and expressed feelings, differentiate between simple questions and statements, distinguish between singular and plural nouns and apply basic grammar and structures with present tense verbs.

b. Low Beginning ESL – (CASAS: Reading and Listening: 181–190)

This course is designed to give non–native English speakers their first exposure to the English language. Major emphasis will be placed on practicing oral/aural skills through visual and physical responses. Basic Competencies, very simple functions and structures are taught at this level. Students who score 181–190 on the Comprehensive Adult Student Assessment System (CASAS) pretest are placed in this ESL course Level. Upon successful completion of this course, students will be able to read and understand common sight words, write own name and address, recognize and writer letters and numbers, ask and response to basic learned phrases spoken slowly and repeated often and use English in a very limited way in situation related to immediate needs.

c. High Beginning ESL – (CASAS: Reading and Listening: 191–200)

This course is designed to give English as a Second Language speaker's further work on oral production, with increased emphasis on reading and writing in English. Students are given opportunities to produce language meaningful to them. Development of reading skills will include vocabulary building, word recognition and comprehension. Simple writing tasks will also be taught to enhance good writing skills. Upon successful completion of this course, students will be able to read letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs, write basic personal information on simplified forms, demonstrate some simple oral communication abilities, interpret basic learned phrases and sentences, and solve problems with some difficulty in situation related to immediate needs.

d. Low Intermediate ESL – (CASAS: Reading and Listening: 201–210)

This course is a low intermediate level ESL. It teaches students the use of more complicated grammatical structures of the English language in speaking, listening, reading and writing in addition to acquiring knowledge of vocabulary. Other focuses of this course are to enable students to speak with a degree of fluency, master basic and more advanced language functions, understand the “culture” of language use based on the principles and trends of particular cultured through daily lessons and/or civic engagement/service–learning activities. Students are also required to read practical materials and perform assigned writing tasks. Civic Engagement/Service–Learning (CE/SL) activities are a suggested component for the course. Therefore, CE/SL activities will be based on instructor's discretion. Upon successful completion of this course, students will be able to manage basic survival needs and routine social demands, speak slowly with frequent repetition, interpret simple learned and new phrases containing familiar vocabulary, read and restate simple material on familiar topics, and write short, simple notes and messages.

e. High Intermediate ESL – (CASAS: Reading and Listening: 211–220)

This course integrates functional reading, writing, speaking and listening skills using authentic materials. The lessons are designed to boost achievement gains among higher–level learners. Reading exercises help develop reading strategies while expanding students' vocabulary. Writing tasks provide guided practice for brainstorming, organizing and peer editing. Upon successful completion of this course, students will be able to manage most survival needs and social demands, demonstrate some ability to understand and communicate on familiar topics, express opinion in conversations on a variety of topics, read and interpret simplified and some non–simplified materials on familiar topics, and write short personal notes and letters and fill out medical information forms and job applications.

f. Advanced ESL – (CASAS: Reading and Listening: 221–235)

This is an advanced level ESL course. The lessons provide additional opportunities for expansion of reading, writing, speaking and listening skills development to continuing students. The course helps learners communicate both accurately and fluently in the English language and enables them to develop higher–level thinking skills. Upon successful completion of this course, students will be able

to speak and understand the English language, listen critically in order to make informed decisions or formulated opinions, read and interpret simplified and some non–simplified materials on familiar topics, apply advanced grammar and structures in writing, and share and exchange cultural beliefs with others in their new environment and workplace.

Integrated English literacy and civics education (CASAS: 236 and above functioning level)

To be developed

Description/Eligibility:

Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Workforce preparation activities (CASAS: 236 and above functioning level)

To be developed

Description/Eligibility:

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated education and training (CASAS: 236 and above functioning level)

To be developed

Description/Eligibility:

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

Special Rule

WIOA, Title II shall not be interpreted to prohibit or discourage the use of funds for activities that help eligible individuals transition to postsecondary education and training or employment, or for concurrent enrollment activities.

Procedures Distribution of Funds

The State Agency/GCC shall use no less than 82.5% of the grant funds to award grants/contracts/program agreements under section 231 and 225, of which not more than 20% shall be available to carry out section 225. Not more than 12.5% of the grant funds shall be used to carry out State Leadership activities under section 223. Not more than 5%, or \$85,000 – whichever is greater – of the grant funds shall be used for administrative expenses.

Grant Applications

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam intends to use fiscal year 2016 funds for fiscal year competition.

The grant/program agreement application shall contain information and assurances including [§231(a–e)]:

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

- a. Adult Education – *Adult High School Diploma*;**
- b. Literacy – *Basic Skills*;**
- c. Workplace adult education and literacy activities;**
- d. Family literacy activities;**
- e. English language acquisition learner/activities – *English-as-a-Second Language (ESL)*;**
- f. Integrated English literacy and civics education;**
- g. Workforce preparation activities; and**
- h. Integrated education and training.**

2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

3. A description of those described in §231(e)(1–13) —

- a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).
- b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
- c. To provide past effectiveness of improving literacy of eligible individuals to meet Guam’s adjusted levels of performance [§116].
- d. To demonstrate alignment between proposed activities and services to Guam’s Unified Plan (strategy and goals) [§108] and to activities and services of the One–Stop partners.
- e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available as to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.
- f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.
- g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.
- h. To demonstrate how activities provide learning in context.
- i. To demonstrate that program and activities are delivered by well–trained instructors, counselors, and administrators who meet any minimum qualifications established.
- j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.
- k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.
- l. To demonstrate a high quality information management system that has the capacity to report measurable participant outcomes [§116].
- m. To demonstrate need for additional English language acquisition program and civics education programs.
- n. To include a description, information, and assurances listed on page 23 related to §232.



The State Agency/GCC will ensure equitable access to and equitable participation in projects or activities to be conducted with WIOA federal assistance. Strategies will be geared towards providing programs and services to eligible individuals [§203(4)]. To facilitate transitioning eligible individuals into postsecondary education and training, several activities are supported by State (government of Guam) local appropriations.

The community is involved in a public private assessment of overall workforce skill requirements. In evaluating and implementing strategies to meet the basic literacy requirements as determined by the Federal Government and supplemented by the community six key strategic objectives will be met. The strategies outlined below are designed:

1. To develop comprehensive adult educational programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.
2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.
3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.
4. To develop alliances with key public and private sector organizations to insure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.
5. To continue in implementing special projects designed to increase the training skills of providers to insure that instructional techniques specifically designed for eligible adult participants are continually improved.
6. To provide services such as, technical assistance, library resources, and interaction with other agencies to insure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

Integration with Other Adult Education Training Activities

Description of Planned Integrated Activities

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

WIOA Federal funds, in conjunction with local funds, will support and enhance the quality of the Guam's adult education and family literacy programs. Emphasis is placed on revising programs, curriculum, support services, professional development, marketing, industry partnerships and improving measurement of performance standards.

INTEGRATION WITH OTHER BUREAUS

GCC will continue to maintain partnerships with entities that provide services to eligible individuals. They include:

Agency for Human Resources Development | Catholic Social Service | Department of Corrections | Department of Education Head Start | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Department of Mental Health and Substance Abuse | Department of Public Health and Human Services | Department of Youth Affairs | Guam Housing and Urban Renewal Authority | Guam Judicial Branch | Guam's Mayors' Council | Guam Public Library | University of Guam

These partnerships generally have clientele who desire to participate in adult education. GCC enters into Memoranda of Agreement (MOA) to provide instructors, curriculum, assessment, and instructional supplies and equipment to conduct classes at sites chosen by the partner.

GCC will continue to support GDOLACJ and other partners that provide services to eligible individuals with regard to workforce development and placement activities.

INTEGRATION WITH REGIONAL GUAM WORKFORCE DEVELOPMENT BOARD AND DEPARTMENT OF LABOR:

GCC's adult education and family literacy and postsecondary education and training programs and partnership with DOL were a form of community cement. GCC will collaboratively work with the One Stop Career Center members, as well as the Guam Workforce Development Board, to refine services and support to eligible individuals [§203(4)]. The entities involved include:

Workforce Investment and Opportunity Board | Department of Education | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Department of Public Health and Social Services | Goodwill Industries | Guam Chamber of Commerce | University of Guam | Private enterprise

In consultation with the Guam Workforce Development Board and its partners, GCC may develop and/or offer in-service training to improve the overall quality of services provided to target populations. GCC staff involved with eligible individuals will work towards obtaining nationally accepted certified such as the Workforce Development Specialists.

GCC supports of the Governor of Guam's Imagine Guam – a 50-year strategic vision created by Executive Order 2014–13 (September 19, 2014) coordinated by the Guam Economic Development Authority. The overarching goal is to focus on 17 areas of community development through 2065. Community development areas include:

§ Information and connectivity

- § Penal code and corrections
- § Medical care, healthy living
- § Hospitality
- § U.S. federal relations, civil rights, political self–determination resolution
- § Production, consumption, export
- § Regional, transpacific opportunity & trade
- § Accessibility
- § Energy, infrastructure
- § Homes, transportation
- § Financial services
- § Science, research, invention
- § Parks, green space, marine preservation, monuments, cemeteries, public buildings
- § Music, the arts, social sciences
- § Athletic global competitiveness
- § Family, inafa maolek, language & culture diversity
- § Journalism, accountability

To champion the Governor of Guam’s Imagine Guam initiative, GCC recognizes the need for an education blueprint – aligning education standards to community needs – as education and health care are a priority for social services on Guam. The education blueprint aims to align education standards to community needs and create career pathways for future job opportunities.

Steps to Ensure Direct and Equitable Access

Notice of Availability

All eligible providers will have direct and equitable access to apply and compete for multiyear program agreement that develop, implement, and improve adult education and family literacy programs on Guam. Notice of Availability of Funds and the application process is used by all eligible

providers. In addition, all eligible providers will be given information and technical support necessary to complete the application process.

Direct and equitable access to services and programs for eligible individuals and participation in such services and programs by instructors, administrators, and support staff will be ensured by all eligible providers [§231(a)]. The Project Review Committee will evaluate multiyear applications to ensure that direct and equitable access is addressed in the operation of the programs and activities to eligible individuals.

Evaluation of application shall include the eligible provider's ability [§231(e)] (page 17).

Eligible provider's grant/program agreement application shall also include a description, information, and assurances [§232] on the following:

1. How funds awarded under this title will be spent consistent with the requirements of this title;
2. Cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. How the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4. How the eligible provider will meet Guam's adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
5. How the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
6. How the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
7. Information that addresses the considerations described under section 231(e), as applicable.

An eligible provider will be awarded an amount that not less than 95% shall be expanded for carrying out adult education and literacy activities. The remaining amount, not to exceed 5% shall be used for planning, administration (including carrying out the requirements of section 116, professional development, and the activities described in paragraphs (3) and (5) of §232. Should the cost limits be too restrictive to allow for the activities described in §232(a) (2), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes [§233(b)].

Eligible providers are reminded that funds available shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Programs for Corrections and Other Institutionalized Individuals

Programs for Corrections Education and other Institutionalized Individuals

Types of Programs

From funds available under §222(a) (1) eligible agency shall implement corrections education and education for to other institutionalized individuals [§225(a)]. Educational programs shall include academic programs for criminal offenders [§225(e) (2)] who are likely to leave the correctional institution [§225(e) (1)] within 5 years of participation in the program –

- (1) adult education and literacy activities;
- (2) special education, as determined by the eligible agency;
- (3) secondary school credit;
- (4) integrated education and training;
- (5) career pathways;
- (6) concurrent enrollment;
- (7) peer tutoring; and
- (8) transition to re–entry initiatives and other post release services with the goal of reducing recidivism.

GCC will continue to provide adult education programs and services at the Adult Correctional Facility (ACF). As part of its improvement efforts, emphasis will be to:

§ Administer CASAS assessment test or an alternate assessment instrument as approved by USDE;

§ Expand the availability and use of computers by both the instructors and the students;

§ Modify Basic Skills curriculum to incorporate attainment of basic computer literacy skills

§ Implement the new Adult High School curriculum to address employability skills, increased academic standards and contextual learning relating to requirements of the workplace

§ Conduct Professional development for instructors and administrators on techniques and approaches to increase learning gains and retention among adult learners and

Priority

On an annual basis, the Department of Corrections submits a memorandum to the Adult Education Office requesting for adult education courses to be held at the Adult Correctional Facility (ACF). The Adult Education Office ensures that priority for adult education programs and services will be given to those individuals designated to leave the Adult Correctional Facility (ACF) within next 5 years.

Types of Institutional Settings

The Department of Correction’s Adult Correctional Facility is the only state prison on Guam for adults. Its Adult Education program consists of Basic Skills classes and ESL classes for all ABE literacy levels and Adult High School classes for the ASE literacy level below the twelfth grade. The

latter can be taken to meet the elective requirements towards earning an Adult High School Diploma. Inmates are given the opportunity to take the Placement Test and go through career and academic counseling to establish goals with education and training available to meet those goals.

Funds will be used to carry out a program for criminal offenders in a correctional institution to serve individuals who are likely to leave the correctional institution with five years of participation in the program. A criminal offender is an individual who is charged with or convicted of any criminal offense and serving a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Integrated English Literacy and Civics Education

Description of Activities

From funds made available [§211(a) (2)] the State Agency/GCC shall award grants/program agreements for integrated English literacy and civics education, in combination with integrated education and training activities [§243].

As this is a new area for Guam, the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

The following are a list of activities and partners to participate with integrating English Literacy and Civics Education.

ACTIVITY	PARTNERSHIP WITH OTHER AGENCIES
<ul style="list-style-type: none"> Professional development for instructors and administrators Technology Assistance, including Training 	GCC Guam Department of Labor (DOL) National Institute for Literacy (NIFL) Pacific Islands Consortium on Adult Education and Literacy (PICAEL)
<ul style="list-style-type: none"> Monitoring and Evaluation Quality and Improvement of Literacy Activities 	GCC DOL GDOLAJC DISID DOC PICAEL NRS
<ul style="list-style-type: none"> Coordination with Existing Support Services for Transportation, Child Care, and other Assistance(financial aid) 	GCC GDOLAJC DPHSS GHURA
<ul style="list-style-type: none"> Linkages with Postsecondary Educational Institutions 	GCC UOG College of Micronesia – FSM Northern Marianas College (NMC) Palau Community College Pacific Islands University
<ul style="list-style-type: none"> Technical Assistance to Eligible Providers 	GCC NIFL USDE PICAEL
<ul style="list-style-type: none"> Curriculum Development 	GCC DOC UOG Adult Education Advisory Committee
<ul style="list-style-type: none"> Integration of Literacy Instruction and Occupational Skill Training and Promoting Linkages with Employers 	GCC DOC Adult Education Advisory Committee GHRA PICAEL

Collaboration With Related Agencies And Programs To Avoid Duplication And Maximize Efforts:

As part of the application process, eligible providers must address the following:

- A description of the extent to which the eligible provider will coordinate with other agencies, institutions, or organizations with respect to literacy and social services for adult learners and ensure the prevention of duplication of efforts.
- An assurance that the request for funding does not duplicate services and activities provided to adults under other Federal or local programs.

The State Agency/GCC will establish new and strengthened partnerships in order to avoid duplication and maximize services to eligible individuals.

State Imposed Requirements Must Be Identified to Eligible Providers:

The State Agency/GCC will inform eligible providers of any rules or policies relating to the administration or operation of programs awarded under Title II of the Workforce Innovation Opportunity Act [§223(c)].

Postsecondary Transition and Concurrent Enrollment Activities:

The State Agency/GCC may use funds to help eligible participants transition to postsecondary education and training or employment, or for concurrent enrollment activities [§205] .

One–Stop Participation

Guam Community College is a One–Stop partner and participates in activities that provide access to employment, education, and training [§121(b) (1) (A)].

GCC is a member of the Guam Workforce Development Board, Board members include Legislature, business community, community college, One–Stop partners (Department of Labor, Agency for Human Resources Development, Department of Public Health and Social Services, Guam Housing and Urban Renewal Authority, division of Vocational Rehabilitation of the Department of Integrated Services for Individuals with Disabilities, Guam Department of Education and Veterans Affairs Office) Department of Commerce, youth service agencies (Department of Youth Affairs, Superior Court of Guam, Juvenile Probation Services), youth and parent of youth seeking help.

On February 2013, Resolution 13–003 was adopted by the Guam Workforce Investment Board to implement the American Job Center (AJC) Network for Guam’s One Stop Career Center. AJC is the service center for WIOA and Agency for Human Resource Development funded programs and services whose primary goal is to prepare individuals for the world of work. Services available include, but are not limited to, pre and post–employment assistance, training assessment, referrals to employers and to apprenticeship programs, and career guidance and counseling.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

Description Adult Education and Family Literacy Activities

Description of Allowable Activities

Adult education and family literacy means academic instruction and education services below postsecondary level that increase an individual’s ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

Program activities include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is –

- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State–adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. Adult Education – Adult High School Diploma academic instruction and education services below the postsecondary level that increase an individual’s ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.

b. Literacy – Basic Skills academic instruction and education services to assist an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. Workplace adult education and literacy activities – Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce.

d. Family literacy activities – Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self–sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family

members regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

e. English language acquisition learner/activities – *English-as-a-Second Language* (ESL) for students whose native and/or first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

f. Integrated English literacy and civics education – Integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

g. Workforce preparation activities – Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

h. Integrated education and training – A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

These programs, activities, and services will assist eligible individuals become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that has demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Procedures Distribution of Funds

The State Agency/GCC shall use no less than 82.5% of the grant funds to award grants/contracts/program agreements under section 231 and 225, of which not more than 20% shall be available to carry out section 225. Not more than 12.5% of the grant funds shall be used to carry out State Leadership activities under section 223. Not more than 5%, or \$85,000 – whichever is greater – of the grant funds shall be used for administrative expenses.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

National Leadership Activities

Description of Activities

Section 242 allows funding of activities to enhance the quality and outcomes of adult education and literacy activities nationwide. Funding national leadership activities either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with postsecondary educational institutions, institutions of higher education, public or private organizations or agencies [§242(c)(2)].

Required Technical Assistance Activities:

1. To assist States meet the requirements of §116;
2. To assist local providers in using performance accountability measures based on indicators described in §116, and data systems for the improvement of adult education and literacy activities;
3. To implement rigorous research and evaluation on effective adult education and literacy activities, as well as estimating the number of adults functioning at the lowest level of literacy proficiency, which shall be coordinated across relevant Federal agencies, including the Institute of Education Sciences; and
4. To carry out an independent evaluation at least once every four years of the programs and activities under this title, taking into consideration the evaluation subjects referred to in §169(a)(2).

Other Allowable Technical Assistance Activities:

1. Professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, based on scientifically valid research where available;
2. Assistance in distance education and promoting and improving the use of technology in the classroom, including instruction in English language acquisition for English language learners;
3. Assistance in the development and dissemination of proven models for addressing the digital literacy needs of adults, including older adults; and
4. Assistance to support efforts aimed at strengthening programs at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this title.

As eligible agency responsible for the administration of adult education and family literacy, Guam Community College shall adhere to the requirements of Maintenance of Effort [§241(b) (1–4)].

The State Agency/GCC shall use no more than 12.5% of grant funds to carry out the required state leadership activities [§223(c)]. When carrying out these required activities, the State Agency/GCC shall collaborate where possible to avoid duplicating efforts, in order to maximize the impact of the activities described below.

(A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including— the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of

technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

The State Agency/GCC may use State Leadership funds for one or more of the permissible activities listed below.

A. The support of State or regional networks of literacy resource centers.

B. The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

C. Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

D. Developing content and models for integrated education and training and career pathways.

E. The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

F. The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

G. Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

H. Activities to promote workplace adult education and literacy activities.

I. Identifying curriculum frameworks and aligning rigorous content standards.

J. Developing and piloting of strategies for improving teacher quality and retention.

K. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where

appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

L. Outreach to instructors, students, and employers.

M. Other activities of statewide significance that promote the purpose of this title.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Procedures Distribution of Funds

Grant Applications

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam intends to use fiscal year 2016 funds for fiscal year competition.

The grant/program agreement application shall contain information and assurances including [§231(a–e)]:

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

a. Adult Education – *Adult High School Diploma*;

b. Literacy – *Basic Skills*;

c. Workplace adult education and literacy activities;

d. Family literacy activities;

e. English language acquisition learner/activities – *English-as-a-Second Language (ESL)*;

f. Integrated English literacy and civics education;

g. Workforce preparation activities; and

h. Integrated education and training.

2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
3. A description of those described in §231(e)(1–13) —
 - a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).
 - b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
 - c. To provide past effectiveness of improving literacy of eligible individuals to meet Guam’s adjusted levels of performance [§116].
 - d. To demonstrate alignment between proposed activities and services to Guam’s Unified Plan (strategy and goals) [§108] and to activities and services of the One–Stop partners.
 - e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available as to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.
 - f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.
 - g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.
 - h. To demonstrate how activities provide learning in context.
 - i. To demonstrate that program and activities are delivered by well–trained instructors, counselors, and administrators who meet any minimum qualifications established.
 - j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.
 - k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.
 - l. To demonstrate a high quality information management system that has the capacity to report measurable participant outcomes [§116].
 - m. To demonstrate need for additional English language acquisition program and civics education programs.
 - n. To include a description, information, and assurances listed on page 23 related to §232.

Eligible Providers

Eligible providers, that demonstrated effectiveness in providing adult education and literacy activities, are encouraged to apply for a grant/program agreement. Eligible providers [§203(5)] include:

- A. A local educational agency;
- B. A community–based organization or faith–based organization;
- C. A volunteer literacy organization;
- D. An institution of higher education;
- E. A public or private nonprofit agency;
- F. A library;
- G. A public housing authority;
- H. A nonprofit institution that is not described in A–G and has the ability to provide adult education and literacy activities to eligible individuals;
- I. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in A–H; and
- J. A partnership between an employer and an entity described in A–I.

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977 (17 GCA §30101 and §30102), established Guam Community College as the sole entity responsible for the administration and implementation of adult education programs within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Educating Agency (LEA) for adult education.

Notice of Availability

The State Agency/GCC will publish a Notice of Availability in Guam the ***Pacific Daily News or the Guam Daily Post*** and on Web sites (dol.guam.gov, guamcc.edu, and disid.guam.gov) each year. Additional notices will be posted through the same media, in September or another month if funding remains available after the initial award period. Although the announcement is made in March, the Program Agreement’s start date is dependent on actual Grant Award Notification from the Federal government. Applications are available at the State Agency Office of the State Director for Adult Education located at Guam Community College, Student Service & Administration Building, room 2208; telephone number (671) 735–5514/7; e–mail, doris.perez@guamcc.edu.

Process

The eligible provider shall expend grant funds to carry out adult education and literacy activities.

The eligible provider seeking WIOA, Title II funds shall submit a grant/program agreement application following the Guide for Writing a Grant Proposal in order to be evaluated for funding consideration.

Evaluation will be conducted by a six member Project Review Panel for Career and Technical and Adult Education. The Panel, appointed by the State Director, will have five-voting members (three (3) from educational institutions and two (2) from private businesses) and a non-voting member from the State Agency/GCC Office.

Grant/program agreement applications should be submitted to:

Guam Community College

State Agency Office

State Director for Adult Education

Post Office Box 23069

GMF, GU 96921

Notice of award will be made by the State Agency/GCC based on the Project Review Panel's review and recommendation no more than sixty (60) days of the application submittal deadline.

1. Eligible provider will be advised as to whether or not the project is funded.
2. Eligible applicant whose project is awarded will receive a Notice of Award letter. Each eligible applicant whose project is NOT selected for funding will be advised in writing indicating the reason(s) for non-selection.
3. An eligible provider aggrieved by the action of the Project Review Committee, and alleging a violation of Territorial or Federal law, rules, regulations, or guidelines governing the programs, may within ten (10) business days from the date of the Notice of None Selection letter, request in writing (addressed to the State Director) clarification or reconsideration.

Evaluation of Applications

The grant/program agreement application shall address requirements of [§231(a–e)].

In awarding federally funded Program Agreements (grants or contracts), grant applications will be evaluated against §231(a–e) criteria. The State Agency/GCC shall ensure eligible providers have direct and equitable access to apply and compete for funds, use the same application process, and

award providers having a multiyear grant/program agreement application. An eligible provider shall use the Guide for Writing a Grant Proposal describing how it plans to –

1. Develop, implement, and improve adult education and literacy activities;
2. Establish or operate programs that provide adult education and literacy activities including programs that provide such activities concurrently; and
3. Ensure funds support target populations [§203(4)] except if programs, services, or activities are related to family literacy activities.

Evaluation and Performance Measures Adult Education and Family Literacy

Annual Evaluation of Adult Education and Literacy Activities

The State Agency/GCC will conduct an audit and an on-site evaluation of all providers. A Close-Out Report will be submitted at the end of the program agreement.

At least once a year or at the completion of a program, the State Agency/GCC will conduct a comprehensive evaluation to ensure that local programs employ research in designing and implementing a program and which will include fiscal reporting compliance, program reporting requirements, physical layout of project, methods and materials used, linkage or cooperative arrangements with other programs or entities, staff development needs, outreach activities, student recruitment and retention efforts for those most in need of basic education.

Projects will be evaluated through the submission of the Close-Out Reports/Interim Reports to determine the attainment of the performance measures. It is essential that each Close-Out Report include information on the projects and whether goals for workers, homeless, and other special populations have been met, technology needs have been met; follow up studies of former participants, reviews of effectiveness of teacher training, use of evaluation results to determine achievement of performance for indicators [§116(b)(2)(A)(i)(I–VI)], trip reports, summary of professional development activities, workshop evaluations, enrollment data, information on special populations, equipment inventory, and copies of purchase orders and receipts. Through the Close-Out Report, the number of instructional hours, number of students, level of students, outreach activities, and expansion activities will be monitored. At the end of the program year, a Consolidated Report will include data containing all program and student information as it relates to outcome assessment. Data will be used to assess the attainment of performance measures.

These performance measures shall consist of –

- (I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;

(V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and

(VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).

MONITORING EVALUATION:

Eligible providers will submit a Consolidated Monthly Activity Report having information on the progress of programs in relation to target goals and objectives. Program providers may include information after twelve hours of instruction to establish baseline data on students. At least one interim assessment will be conducted to evaluate progress in achieving performance standards and identify recommendations for program improvement. A final evaluation will be conducted to measure the accomplishment of performance standards. The latter will be included in the Consolidated Report.

The State Agency/GCC will transition from TOPSpro (Tracking of Programs and Student) – existing management information system and employ the use of Guam Department of Labor’s “Hire Guam” a Virtual One–Stop (VOS) System – when training and full implementation is achieved. The goal is for VOS to maintain data whereby all partners will have regional and national capacity to report eligible individuals’ outcomes and to monitor program performance against the eligible agency performance measures.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**
2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**
3. The State legally may carry out each provision of the plan. **Yes**
4. All provisions of the plan are consistent with State law. **Yes**

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. **Yes**

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Guam Community College**

Full Name of Authorized Representative: **Mary A. Y. Okada, Ed.D.**

Title of Authorized Representative: **President/State Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). **Yes**
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. **Yes**
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. **Yes**
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; **Yes**
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-

sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**