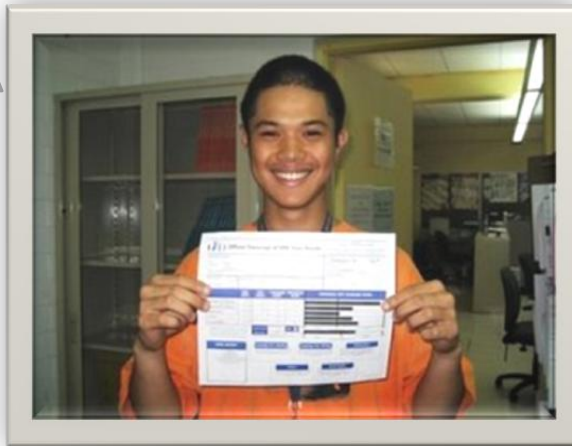


*Guam's Adult Education and Family
Literacy Act State Plan
~ Extension ~
July 1, 2012 to June 30, 2013
Workforce Investment Act, Title II*



Adult High School
Adult High School

GED



Family Literacy
Family Literacy

ESL



*Guam Community College
State Agency Office for Adult Education
P.O. Box 23069 GMF, Guam 96921
(671) 735-5700 • (671) 734-1003
www.guamcc.edu*

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Cheryl L. Keenan
Director
Office of Vocational and Adult Education
Division of Adult Education and Literacy
400 Maryland Avenue SW, Room 1159 PCP
Washington, D.C. 20202-7240

Dear Ms. Keenan:

Guam is pleased to electronically transmit its Adult Education and Family Literacy Act State Plan, July 1, 2012 to June 30, 2013 (Title II of the Workforce Investment Act of 1998) to your office as required (OMB Control #1830-0026). Likewise, the State Plan was sent to the Guam State Clearinghouse for its concurrent review and a copy forwarded to your office. Additionally, an original and two copies of the assurances and certifications are included as required.

We continue to enthusiastically administer Guam's adult education programs as described in the State Plan. Thank you for supporting Guam's adult education programs. Ms. Doris Perez, Assistant Director for Planning & Development, is available to discuss our programs in depth with you; she may be reached via telephone at (671) 735-5517 or email at doris.perez@guamcc.edu.

Sincerely,

Mary A.Y. Okada, Ed.D.
State Director for Adult Education

MAYO/DCUP: dcup

Enclosure

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STATE PLAN FOR ADULT EDUCATION (JULY 1, 2012- JUNE 30, 2013)

ADULT AND CAREER AND TECHNICAL EDUCATION STATE PLANNING TASK FORCE

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Chairperson, Math Department
Guam Community College

Patrick L. Clymer

Coordinator/Registrar
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Guam Community College

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Vice President
Academic Affairs
Guam Community College

| Student representatives from the adult education, secondary and postsecondary programs include Aaron Unpingco, Ariane Nepomuceno, Butga Diana Masga, Steven Alvarez, Emilio, Medina, Shina Marmar, Veronica Gomez, and Dominic Leon Guerrero.

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Doris C.U. Perez

Assistant Director
Planning & Development Office
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We want to thank those who contributed their valuable talents, time, and effort to the preparation of this State Plan.

PREFACE

The Guam State Plan for Adult Education and Family Literacy is an agreement between the U.S. Secretary of Education and the Territorial Board of Control for Adult Education. This agreement specifies the provisions for compliance with Title II – Adult Education and Family Literacy Act of the Workforce Investment Act of 1998 (Public Law 105-220).

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

Adult High School classes are offered at the GCC campus in Mangilao. Adult Basic Education courses consisting of Basic Skills, GED Preparation, Family Literacy, and ESL classes are offered on-campus as well as at off-campus locations depending on the needs of the population at a particular site. These programs provide education and services that assist adults to become literate, employable, self-sufficient, active partners in their children’s educational development, and completion of secondary education.

The Adult Education and Family Literacy Act provides the resources necessary to assist adults who lack the literacy skills needed for effective citizenship and productive employment. In March of 2004, 2,655 full & part-time employees are identified as having less than nine (9) years of education. Guam Statistical Yearbook 2010 reported the number of dropouts in SY2009-2010 is 609 or 6.1% while the district cohort graduation rate is 76.7%.¹ As the State Agency for adult education, GCC recognizes the need to mitigate the gap between graduation and dropout and therefore continuously strives to improve the quality of programs to serve this population.

GCC’s Institutional Strategic Master Plan, adopted by the Board of Trustees December 4, 2008, serves as GCC’s official planning document, and communicate long-term vision and plan. The plan outlines four key goal initiatives. These initiatives include “Pioneering” refers to workforce development, “Educational excellence” refers to GCC’s efforts in maintaining accreditation and providing quality educational programs and services, “Community interaction” refers to GCC’s strategic approach in getting involve with the community and working towards making GCC a brand name in the community and “Dedicated planning” which is the continuous effort to involve all stakeholders in the planning process to collectively achieve the goals and objectives set forth for the college to meet and carry out its mission and vision.²

As a result of developing the ISMP, the vision and mission statement was modified and adopted by the Board of Trustees on March 11, 2009.

- **Vision Statement:**

- Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It*

¹ Guam Statistical Yearbook 2010, Table6-01, Fall Term Enrollment in Primary and Secondary Guam Schools

² Guam Community College’s Strategic Initiatives, Institutional Strategic Master Plan: 2009-2014

will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

As a coordinator, facilitator, and education provider, the vision for GCC will be realized by improving academic, career and technical education standards. GCC will assist both private and public education service to meet state determined standards in building a more productive and effective workforce on Guam.

○ **Mission Statement**

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

The direction established by the ISMP is to move the College into a period of rapid change. At the same time, major challenges exist given loss of key staff through attrition, implementation of hiring freezes, and yearly budget cuts. Many skilled workers were forced to leave the island due to business closures and the loss of employment. It is estimated that between 2001 and 2004 the gross receipts of the economy declined by as much as 30%. Today Guam's economy continues to stabilize and is experiencing growth directly related to the increase anticipated by the military presence. Currently the recovery is constrained because of the slowing of Asian tourism to Guam. Growth in Guam's largest visitor market, (70%) Japan, tourism decreased by 4.8% from January through October of 2011³.

Guam is preparing for the relocation of 8,000 Marines in 2014 and their dependents which will be the largest and most dynamic period of economic growth and social change in Guam's history. According to the U.S. – Japan pact that Secretary of State Hillary Clinton signed February 17, 2009 in Tokyo, the U.S. military will invest \$10.27 billion to upgrade and expand its facilities on the island.⁴ During the five-year period, the gross receipts of the island's economy will double. The relocation is anticipated to be so great that Congress has lifted caps for the importation of skilled labor from foreign countries. A group of DHS (Department of Homeland Security) officials led by Homeland Security Immigration Policy Advisor Alexander Hartman, presented the new regulations for the Guam-CNMI visa waiver program. The biggest changes in the rules were the inclusion of Hong Kong to the program and the authorization of visitors to stay for as long as 45 days instead of the current 15-day.⁵

The out migration of skilled workers since 2009 has adversely affected the quality of the remaining workforce, though much is unknown. Additionally, a large number of local residents have dropped out of the workforce, discouraged by the lack of employment. Exacerbating the problem is the perceived lack of basic educational skills deemed pervasive among the unemployed. Private employers complain that they have jobs that remain unfilled because of their inability to find workers that meet the skill requirements they demand. This may partially explain why the unemployment rate has increase from 9.3% in the year 2009 to 13.3% in March 2011. Adding to the problem are the crumbling economies of the Freely Associated States of Micronesia, specifically the Federated States of Micronesia and particularly Chuuk State. The stagnancy of these economies has motivated large numbers of immigrants to leave their homes and seek employment in Guam. These new entrants into the economy have language proficiency challenges and relatively low academic achievement levels when compared to local workforce standards. To help assimilate these new entrants and to entice workers back into the workforce the need for fundamental adult education programs and services, by leveraging local and federal

³ First Hawaiian Bank Economic Forecast, 2011-12, p.3

⁴ Pacific Daily News, February 23, 2009

⁵ Pacific Daily News, January 15, 2009

resources, has perhaps never been greater on Guam.

Despite such challenges and limited resources, the State Agency has moved forward to revamp its adult education programs to align them with its mission of “Workforce Development” as outlined in the ISMP.

The primary change between the Adult Education Act and the Adult Education & Family Literacy Act of 1998 is the link between job training and adult education. The State plan will focus to help those, seeking training and employment, with low literacy skills by coordinating training with adult education services.

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CHAPTER 1

1.0 ELIGIBLE AGENCY CERTIFICATIONS AND ASSURANCES

Section 221 (1) requires the State to develop, submit, and implement the State Plan, and Section 224(b) (5), (6), and (8) require assurances specific to the State Plan content.

Guam's State Agency of Adult Education and Family Literacy hereby submit its State Plan to be effective July 1, 2012 through June 30, 2013. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal Laws and regulations, including the following certifications and assurances:

1.1 Certifications (EDGAR 76.104, Certifications and Assurances)

UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education

Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public law 105-220)

The **Guam Community College** of the State of **GUAM** hereby submits the extension of its One Year State plan to be effective **July 1, 2012 to June 30, 2013** and Federal Governments under the Adult Education and Family Literacy Act will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

CERTIFICATIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR PART 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (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.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirement in Section 241.

SEC.241. ADMINISTRATIVE PROVISIONS

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort. —
 - (1) In general. —
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction. —Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraphs (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 - (2) Computation. —In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
 - (3) Decrease in federal support. —If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible

agency required in order to avoid a reduction under paragraph (1) (B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

- (4) Waiver. —The Secretary may waive the requirements of this subsection for one fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

GUAM COMMUNITY COLLEGE
1 Sesame Street
Mangilao, Guam 96923
P.O. Box 23069
GMF, Guam 96921

By: _____
Mary A.Y. Okada, Ed. D.
State Director, WIA- Title II
Adult Education and Family Literacy
Date:

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	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: MARY Middle Name: AY
* Last Name: OKADA	Suffix:
* Title: PRESIDENT AND STATE DIRECTOR OF ADULT EDUCATION	
* SIGNATURE:	* DATE:

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "[Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, Without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
GUAM COMMUNITY COLLEGE	WIA, Title II, Adult Education and Family Literacy
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Mary A. Y. Okada, Ed.D. President and State Director of Adult Education	
SIGNATURE	DATE

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB
0348-0046

1. Type of Federal Action: <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		3. Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: _____ Congressional District, if known: 4c			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: GUAM COMMUNITY COLLEGE 1 Sesame Street Mangilao, Guam 96921 Congressional District, if known: _____		
6. Federal Department/Agency: US Department of Education			7. Federal Program Name/Description: Adult Education - State Grant Program CFDA Number, if applicable: 84-002A		
8. Federal Action Number, if known: 1			9. Award Amount, if known: \$ 429887.00		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): NONE			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature: _____ Print Name: Mary A.Y. Okada, Ed.D. Title: President/State Director Telephone No.: 671-735-5700 Date: 03/31/12		
Federal Use Only:					Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. § 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. § 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance

purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring

compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Mary A. Y. Okada, Ed.D.	TITLE: STATE DIRECTOR
APPLICANT ORGANIZATION Guam Community College 1 Sesame Street P.O. Box 23069 Barrigada, Guam 96921	DATE SUBMITTED

Standard Form 424B (Rev.7-97 Back

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

Item	Entry:	Item:	Entry:
1.	Type of Submission: (Required) Select one type of submission in accordance with agency instructions. <ul style="list-style-type: none"> • Pre-application • Application • Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	10.	Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. <ul style="list-style-type: none"> • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <div style="display: flex; justify-content: space-between;"> <div>A. Increase Award B. Decrease Award (specify) C. Increase Duration</div> <div>D. Decrease Duration E. Other</div> </div>	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.		
5a.	Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.	16.	Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for
5b.	Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.		

6.	Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.		all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.		
8.	Applicant Information: Enter the following in accordance with agency instructions:		
	a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov .		17. Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
	b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.		18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov .		19. Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.
	d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).		20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.
	e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.		21. Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)
	f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.		
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.		
	A. State Government B. County Government C. City or Township	M. Nonprofit N. Private Institution of Higher Education O. Individual	

	D. Government Special District E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority	P. For-Profit Organization (Other than Small Business) Q. Small Business R. Hispanic- serving Institution S. Historically Black Colleges and Universities (HBCUs) T. Tribally Controlled Colleges and Universities (TCCUs) U. Alaska Native and Native Hawaiian Serving Institutions V. Non-US Entity W. Other (specify)		
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[U.S Department of Education note: As of spring, 2010, the FON discussed in Block 12 of the instructions can be found via the following URL: http://www.grants.gov/applicants/find_grant_opportunities.jsp.]

Application for Federal Assistance SF-424

*1. Type of Submission:

- ☐ Reapplication
☒ Application
☐ Changed/Corrected Application

*2. Type of Application: * If Revision, select appropriate letter(s):

- ☐ New
☒ Continuation
☐ Revision

*Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission

4. Applicant Identifier: 778900092/ V002A110061

5a. Federal Entity Identifier:

778900092/ V002A110061

*5b. Federal Award Identifier:

778900092/ V002A110061

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*a. Legal Name: Guam Community College

*b. Employer/Taxpayer Identification Number (EIN/TIN):

98-0040312

*c. Organizational DUNS:

77890092

d. Address:

*Street 1: #1 Sesame St.

Street 2:

*City: Mangilao

County/Parish:

*State: GUAM

Province:

*Country: U.S.A.

*Zip / Postal Code: 96913

e. Organizational Unit:

Department Name: Planning & Development

Division Name: Office of the President

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr. *First Name: Mary

Middle Name: A.Y.

*Last Name: Okada

Suffix:

Title:	President, State Director		
Organizational Affiliation:			
*Telephone Number:	671-735-5700	Fax Number:	671-734-1003
*Email:	mary.okada@guamcc.edu		

Application for Federal Assistance SF-424
9. Type of Applicant 1: Select Applicant Type: U.S. Territory or Possession Type of Applicant 2: Select Applicant Type: Public/State Controlled Institution of Higher Education Type of Applicant 3: Select Applicant Type: *Other (Specify)
*10 Name of Federal Agency: U.S. Department of Education, Office of Vocational and Adult Education
11. Catalog of Federal Domestic Assistance Number: <u>84.002A</u> CFDA Title: <u>Adult Education – State Grant Program</u>
*12 Funding Opportunity Number: <u>Not Applicable</u> *Title: <u>2012-2013 Revised State Plan under the Adult Education and Family Literacy Act</u>
13. Competition Identification Number: <u>Not Applicable</u> Title: <u>Not Applicable</u>

14. Areas Affected by Project (Cities, Counties, States, etc.):

The island of Guam community

***15. Descriptive Title of Applicant's Project:**

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, as amended, gave Guam Community College (GCC) the responsibility to administer and implement adult education programs within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for adult education.

As the State Agency, services to adult learners promote successful completion of secondary education and transition from academia to employment or to a postsecondary career and technical program all of which directly link to GCC's primary mission – "... to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia."

GCC offers a variety of adult education programs (Adult Education and Literacy, English Literacy, and Family Literacy) to adult learners in pursuit of their life-long goal in that the key to self-sufficiency is by having acquired a high school diploma and communicating effectively.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

*a. Applicant: GUAM

*b. Program/Project: GU-00

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

*a. Start Date: July 1, 2012

*b. End Date: June 30, 2013

18. Estimated Funding (\$):

*a. Federal	\$429,887 estimated
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- ☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: _____ Dr. _____

*First Name: Mary

Middle Name: _____

*Last Name: Okada

Suffix: _____

*Title: President, State Director

*Telephone Number: 671-735-5700

Fax Number: 671-734-1003

* Email: mary.okada@guamcc.edu

*Signature of Authorized Representative: _____

*Date Signed: _____

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PROJECT NOTIFICATION AND REVIEW SIGN OFF

CLEARINGHOUSE NUMBER: _____

DATE RECEIVED: _____

APPLICANT PROJECT TITLE: Guam's State Plan for Adult Education (July 1, 2012 to June 30, 2013)

AGENCY AND ADDRESS: Guam Community College, P. O. Box 23069, GMF, GU 96921

FEDERAL PROGRAM TITLE AND CATALOG NUMBER: 84-002A

TITLE II - ADULT EDUCATION AND FAMILY LITERACY ACT OF THE WORKFORCE INVESTMENT ACT OF 1998

FEDERAL AGENCY: U.S. Department of Education, Division of Adult Education and Literacy

AMOUNT OF FUNDS REQUESTED: FEDERAL \$429,887.00 LOCAL \$.00

21) PROJECT DESCRIPTION: As mandated by Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) is solely responsible for the administration and implementation of adult education activities within Guam. As such, GCC will administer and operate Adult Education Programs under Guam's Adult Education State Plan (July 1, 2012 - June 30, 2013) pursuant to P.L. 105-220 under Title II, Adult Education and Family Literacy Act of the Workforce Investment Act of 1998. Due to current law expected to expire and anticipation of reauthorization, an automatic one year extension of current program operations is granted under Section 422 of the General Education Provisions Act (GEPA) [20 U.S.C. 1226 (A)]. Programs will emphasize on: (1) comprehensive adult education instructional programs, (2) programs for special groups, (3) continuation of needs assessment studies, (4) promotion of awareness and involvement with outside agencies and organizations, (5) the implementation of special projects and teacher training projects and (6) leadership for efficient management and implementation of the State Plan.

The Guam State Clearinghouse makes the following recommendation concerning this application.

- | | |
|--|--|
| <input type="checkbox"/> Reviewed & Approved | <input type="checkbox"/> Disapproved with the Enclosed Comments |
| <input type="checkbox"/> Approved with the Enclosed Comments/Amendments/Conditions | <input type="checkbox"/> Action withheld pending Resolution of attached Comments |
-

ATTESTED:

John A. Rios	Date
Director, Bureau of Budget and Management Research	

RECOMMENDATION:

- ☐ APPROVED
☐ DISAPPROVED

Edward J.B. Calvo
Governor of Guam

Date

Raymond S. Tenorio
Lieutenant Governor

Date



GUAM STATE CLEARINGHOUSE

P.O. Box 2950 Hagåtña, Guam 96932
Tel: (671) 475-9380
Website: www.guamclearinghouse.com
Email: clearinghouse@guam.gov

EDWARD J.B. CALVO
I Maga'låhen Guahan

RAYMOND S. TENORIO
I Segundu Na Maga'låhen Guahan

Grant Project Application Notice of Intent to Apply for Federal Assistance GSC FORM REVISED 03/21/2012

Guam State Clearinghouse Use Only

Date Received:	
Received By:	
SAI Number:	

Type of Application ☐ New Grant* ☒ Continuing Grant** ☐ Supplemental Grant** ☐ Other*

A.) DUNS Number B.) Date

C.) Applicant/Department Name

D.) Division

E.) Applicant Address

F.) Applicant/Department Point of Contact Information

Contact Person Name Phone Number

E-mail Address

G.) Due Date to Federal Agency

H.) Federal Funds

a.) Grant

b.) Other

I.) Non-Federal, Matching Funds

a.) Local

b.) In-Kind

c.) Other

J.) TOTAL FUNDS

K.) CFDA/Federal Program Name

L.) Federal Agency Name

M.) Federal Agency Address

Page 1 of 2

*Proceed to Question Section O.

**Proceed to Section N - ONLY APPLICABLE TO CONTINUING AND SUPPLEMENTAL GRANTS.

N.) For Continuing or Supplemental Grants, Please provide the following information:

a.) Initial Grant Period July 01, 2012 - June 30, 2013

b.) Guam State Clearinghouse SAI Number 0260707250Y

c.) Grant Year This Application Impacts July 01, 2012 - June 30, 2013

O.) Has the Federal Funding Agency been notified? ☒ YES ☐ NO

P.) During which Fiscal Year will this program be implemented? 2012 - 2013

Q.) If the project requires local funding in addition to the federal funding requested, please specifically identify source and rationale:

R.) This program is: ☒ Budgeted - Please identify legal budget authority

☐ Non- Budgeted

S.) Will this program require the hiring of additional employees? Is YES, please provide the number of employees (both existing and new) and justification. ☐ YES - Existing New ☒ NO

T.) List Departments and Agencies that would be affected directly or indirectly by this application

Mayor's Council, GHURA, Guam Public Library
Department of Correction, Guam Public
School System, Headstart, and Agency for
Human Resources Development.

U.) Please provide a Project Summary with supporting documents if needed.

See Attachment #1

V.) Please answer the following:

- | | |
|--|---|
| a.) Does this application require an Environmental Impact Study? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| b.) Will this application conflict with any existing law? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| c.) Is enabling legislation required? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| d.) Will the program require a maintenance of effort? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| e.) Are in-kind services allowed for this program? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| f.) Does this program allow an indirect cost rate to be applied? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |

SUBMITTED AND APPROVED BY:

Printed Name, Position/Title of Authorized Representative Mary A.Y. Okada, Ed. D., State Director

SIGNATURE

Date

[This page is intentionally blank.]

ATTACHMENT #1

21) Summary Project Description (Attach Supporting Documents as Necessary): As mandated by Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) is solely responsible for the administration and implementation of adult education activities within Guam. As such, GCC will administer and operate Adult Education Programs under Guam's Adult Education State Plan (July 1, 2012 – June 30, 2013) pursuant to P.L. 105-220 under Title II, Adult Education and Family Literacy Act of the Workforce Investment Act of 1998 (AEFLA). Current law expired in 2003. While reauthorization of AEFLA is pending, the FY 2013 appropriations law extends AEFLA for one year. Guam has decided to extend current grants for one additional year. Local programs currently funded will continue to emphasize on: (1) comprehensive adult education instructional programs, (2) programs for special groups, (3) continuation of needs assessment studies, (4) promotion of awareness and involvement with outside agencies and organizations, (5) the implementation of special projects and teacher training projects and (6) leadership for efficient management and implementation of the State Plan.

Based on the power point presentation that was emailed, the methodology used to compute the matching level was the Total Expenditure Method.

Table

Federal Fiscal Year	Allocation	Non-Fed Exp.	Total Exp
2001	\$ 313,376	\$ 41,983	\$ 355,359
2002	\$ 329,851	\$ 44,979	\$ 374,830
2003	\$ 370,945	\$ 50,583	\$ 421,528
2004	\$ 376,156	\$ 50,583	\$ 426,739
2005	\$ 373,969	\$ 50,583	\$ 424,552
2006	\$ 370,945	\$ 50,583	\$ 421,528
2007	\$ 376,156	\$ 50,583	\$ 426,739
2008	\$ 373,969	\$ 50,583	\$ 424,552
2009	\$ 394,267	\$ 50,583	\$ 444,850
2010	\$ 416,104	\$ 50,583	\$ 466,687
2011	\$ 429,887	\$ 50,583	\$ 480,470

Steps using the Total Expenditure Method are:

1. Total Expenditures (Federal Allocation + Non-Federal Expenditures) for the third preceding year were multiplied by 90%.

$$(313,376 + 41,983) \times 90\% = 319,823$$

2. The product was compared to the Total Expenditures for the second preceding year.

$$\$319,823 \text{ compared to } \$374,830 (329,851 + 44,979)$$

3. The \$374,830 exceeds 90% of the third preceding year.
4. The matching level for 2004 stays (12%) to arrive at total expenditures of \$426,739.

CHAPTER 2 NEEDS ASSESSMENT

Section 224 (b) (1) of the Adult Education and Family Literacy Act requires: “An objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve.”

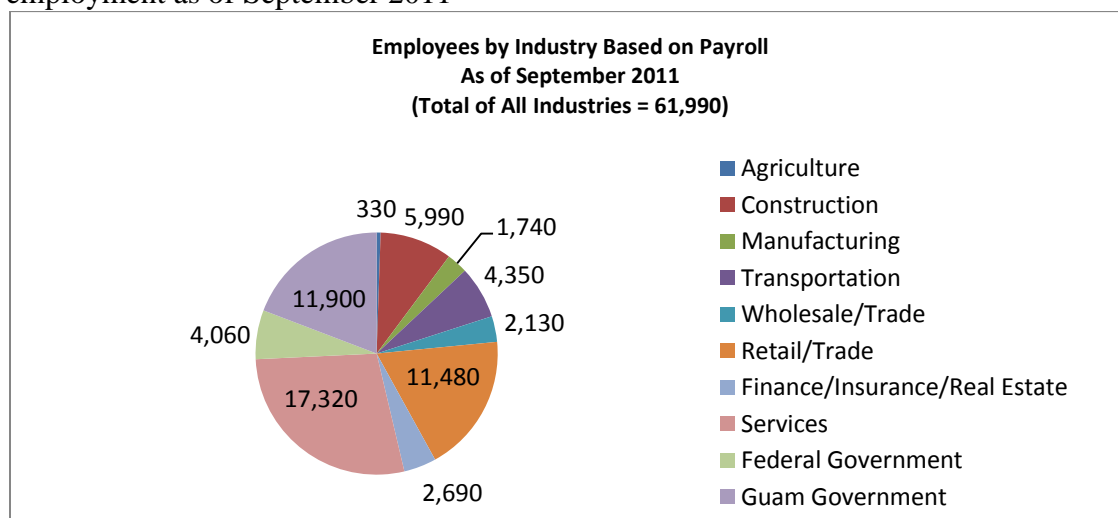
2.0 Needs Assessment

Socio-Economic Overview and its Impact on Adult Education

Guam is currently recovering from a severe economic recession. In July 2011, the Bureau of Economic Analysis released estimates of Gross Domestic Product (GDP) for Guam. GDP increased 1.7% in 2009; U.S. experienced a decrease (2.6%) during the same period. Guam's GDP increased primarily due to the federal government spending (Department of Defense) as it relates to construction and compensation. Real exports of services declined during the same period as Guam experienced a decrease in the number of visitors; real consumer spending likewise decreased (1.5%).⁶ The combination of the down turn of Asian economies in the late 1990's, the downsizing of the military, the advent of 9/11, the impact of two Super Typhoons and most recently Japan's devastating earthquake and tsunami (March 2011) all worked to dramatically reduce our visitor industry and thus the economy as a whole. During this period there were little federal or military expenditures to make up in the decline in tourism.

A. Employment

According to the Guam Department of Labor, the total job count on Guam steadily increased since the recession periods of the late 1990's and early 2000. As of September 2011, the private sector accounts for more than 74.3% of the total payroll employment while the public (federal and local government of Guam) represents 25.7%. The table below delineates the distribution of employment as of September 2011⁷



⁶ Bureau of Economic Analysis U.S. Department of Commerce News Release, July 17, 2011

⁷ Department of Labor, Current Employment Report, September 2011

The official unemployment rate in Guam was 13.3% in March 2011 – an increase of 4.0% from the September 2009 figure (9.3%)⁸. U.S. unemployment rate was 8.3% in February 2011⁹.

Table I-1: Employment Statistics for Guam

Year	Civilian Labor Force		Labor Force Unemployed (%)	Not in Labor Force (N)
	Employed (N)	Unemployed (N)		
2010	64,970	9,970	37.4%	44,770
2009	63,900	6,510	9.3%	43,680
2007	58,290	5,310	8.3%	46,490
2006	61,390	4,550	6.9%	38,890
2005	59,630	4,500	7%	40,850
2004	56,810	4,710	7.7%	38,260
2002	54,980	7,070	11.4%	37,450
2001	60,520	9,040	13%	34,760
2000	59,950	10,850	15.3%	33,680

These economic changes occurred within an economy that was relatively poor in comparison to the U.S. to begin with. The median household income on Guam in 2010 was \$39,052 significantly below U.S. the median household income of \$60,000. While household incomes increased from that reported the prior year 2008 of \$37,741 the increase was attributed to households growing larger and increasing the number of income earners per household. Total persons per household in 2005 were approximately 3.66 or more than double the U.S. average. In 2010, persons per household increased to 3.8 from 3.5 of 2008. The number of income earners in the household also increased from 2.2% in 2007 to 7.1% in 2007. This is reflective of inflationary price increases caused by increasing oil prices and the price of government services with little or no growth in wage rates. During this same period the U.S. Census has predicted a steady and rapid population growth rate for Guam.

B. Population

Guam's population increased substantially over the last forty years, growing at an impressive rate of 23.5 percent per decade. In 1960, Guam had a population of less than 68,000 people. Since then, Guam's population has more than doubled – representing

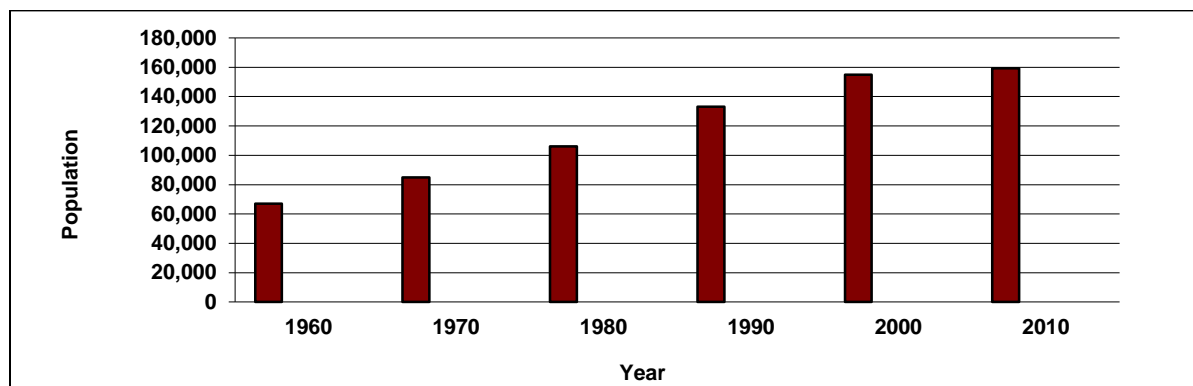
Table 5 Guam's Population Growth		
Year	Population	Percent Change
1960	67,044	---
1970	84,996	27%
1980	105,979	25%
1990	133,152	26%
2000	154,805	16%
2010 ¹⁰	159,358	3%
Source: Bureau of Planning and Statistics		

8 Guam Department of Labor, March 2011 Unemployment Report

9 Trading Economies, US Unemployment Rate

10 www.bsp.guam.gov

whopping 137.69% increase from 1960 to 2010, 67,044 and 92,314, respectively. According to the 2000 U.S. Census results, Guam's population is 154,805 and 159,358 in 2010.



Given the island's current economic recovery and prospects for accelerated expansion due in large part to the military's relocation plan, Guam's population is expected to increase considerably over the next 10 years barring major worldwide catastrophic events. In addition to the Military's impact, it appears the out migration of Guamanians has been reversed. With Guam's economy in an upswing, former Guam residents living in the United States are now beginning to return to Guam seeking employment and business opportunities. It is unknown how many former residents have returned, but with an estimated 50,000 Guamanians residing in the United States, it is clear that a certain portion of those residents will likely return to Guam. Similarly, Guam is continuing to act as a magnet for residents in the Micronesia region. Over the last decade, there has been a substantial increase in the number of Micronesians entering Guam in search of better employment opportunities and living standards.

Overall, in light of the prospects for continued economic expansion and the increasing demand for labor, the outlook for continued population growth appears certain, translating into a rapidly explaining workforce.

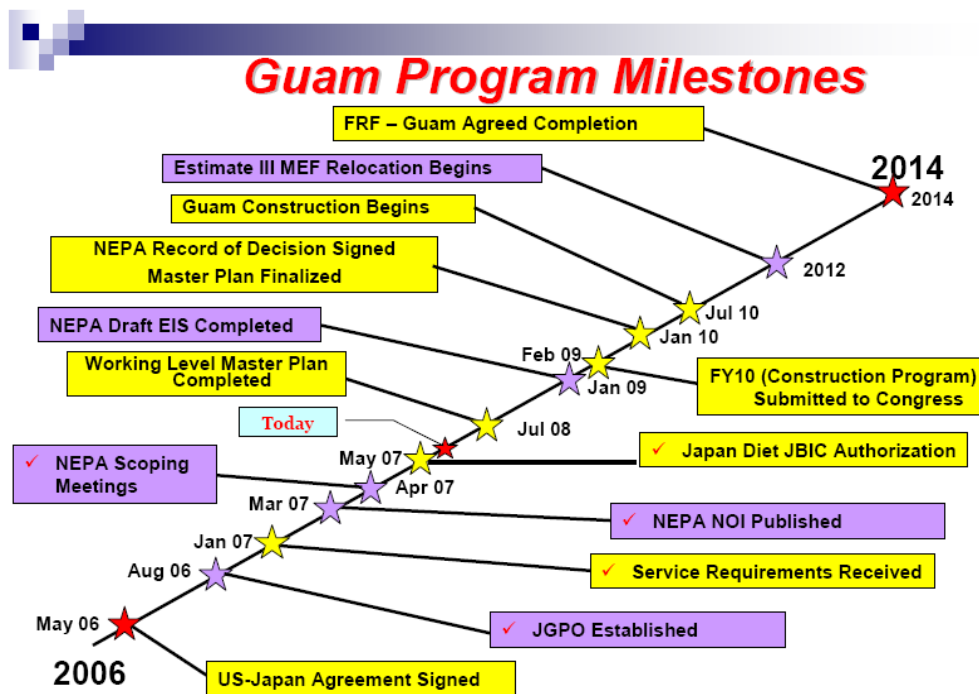
C. Military Expansion

However, the largest impact on the economy will be the military investment planned for Guam over the next 10 years. The macro effects will be significant. It was anticipated that as much as \$15 billion dollar in military investment into people, infrastructure, military facilities, housing, and logistics would be scheduled for Guam. While as many as 27,000 additional military personnel and their dependents over current force levels on the island were expected to be relocated to Guam beginning in 2014. An estimated additional 20,000 new jobs were to be created in the construction industry alone to accommodate the military's needs. So many workers are required that Congress has waived immigration quotas for temporary workers destined for Guam during the construction period to insure sufficient manpower to complete the build-up. As of January 2012, Secretary Leon Panetta will continue to reassess the buildup of a Marine base in Guam. The 2012 National Defense Authorization Act (signed by President Obama – December

31, 2011) froze funding for Marine-related construction projects on Guam.¹¹

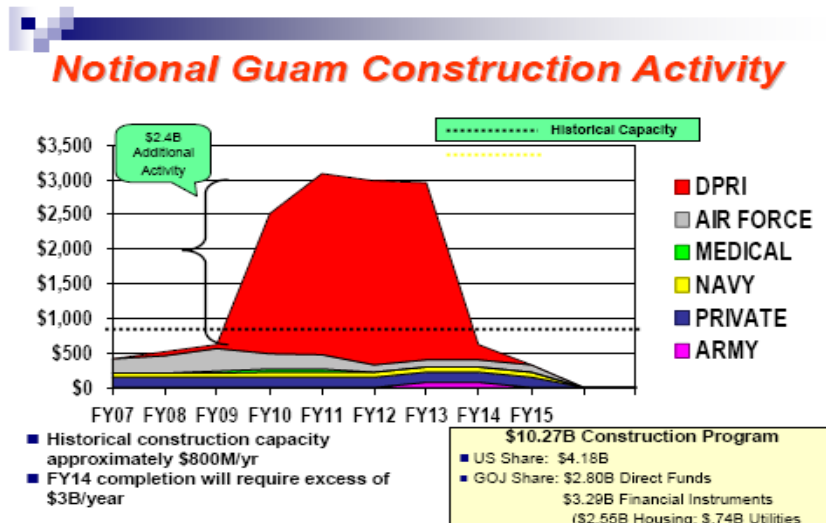


Not counted in military relocation are civilian private sector workers needed to fill jobs that will be created in the wholesale, retail and service sectors because of the increase in force levels. The impact on the civilian economy will be significant. The total impact on GIP, if the entire \$15 billion is invested at the rate that is planned, will be to more than double the size of the current local economy during the period the investment takes place.



¹¹ Guam Buildup News, January 3, 2012

The build-up will create new housing, infrastructure, commercial and retail facilities to accommodate the anticipated growth. Under the current plan military construction alone will jump from a current annual level of about \$150 Million a year to as much as \$3 billion a year for four years in a row.



In anticipation of the rapid economic growth that is planned, the perceived lack of skills among resident workers and those of recent immigrants the private and public sectors of Guam are committed to improving basic education attainment levels for Guam workers.

D. Literacy in the Workplace

No comprehensive data is available on the numbers of recently arrived adults who cannot speak English or whose lack of ability in English restricts their successful participation in the affairs of the community. However, based on even the most conservative estimates, the number of such individuals is apt to be in the thousands. Instruction in the English language is a specific concern of the U.S. Government. The State Agency wishes to comply with the regulations governing the Adult Education and Family Literacy Act and provide services such as English as a Second Language, basic skills adult high school, or GED preparation to adults without a high school diploma and with little or no English language ability. In the past the target population for the English as a Second Language program was immigrants whose language ability restricted their optimum participation in society. Because of limited funding and the desire to reach those who are educationally and economically disadvantaged there is a need to better define the target group.

In addition to the immigrant population described above, there are a significant number of adults who have left high school ill equipped to perform the jobs our modern competitive economy is creating. Too often they flounder in the labor market wasting years in intermittent, low paying jobs. When this happens, everyone loses. Young workers become discouraged because their paychecks and progress fall short of their hopes and expectations. Employers become frustrated because they cannot find workers who are adequately prepared for today's more demanding jobs.

In the end, the island of Guam becomes weakened, because productivity lags and hampers our ability to be competitive in a global environment. The numbers are indeed significant. Based on the Guam 2000 Census, the school enrollment population three years and over are 144,587. The population aged 16-19 who are enrolled in school and not a high school graduate is comprised of 14% or 1,361 of the total population in that age category. For the population of 18-24, 30% or 5,001 of the total population are not enrolled in school and not a high school graduate. Finally, for the population of 25 years and over, 4% or 3,331 are not enrolled in school and not a high school graduate. Guam Statistical Yearbook reports the public school dropout rate decreased by .7% from SY2008-2009 and SY2009-2010 (6.8% and 6.1%, respectively).

E. Demands of Technology

As the population increases, the demands on the workers become even more critical. Each coming year jobs in America will require advanced technological skills. Students of all ages at all levels of ability need to be technologically literate if they are to succeed in a new and ever-changing world of work.

Students who have not been successful in the traditional classroom lecture environment are likely to benefit from the use of technology in their instructional program. This has been shown in various studies. A review of New York City's Computer Pilot Program which focused on remedial and low-achieving students, showed gains of 80% for reading and 90% for math when computers were used to assist in the learning process. (Guerrero, J.F., M. Mitrani, J. Schoener, and Swan. Summer 1990. "Honing in on the Target: Who Among the Educationally Disadvantaged Benefits Most from What CBI?" *Journal of Research on Computing in Education*, pp. 381-403.)

As the State Agency, GCC's primary focus is on work force development in which competency in various technologies, particularly in the area of computers, is a key requirement. This emphasis must be integrated into the curricula of ESL, Adult Basic Education, Adult High School, and Literacy programs by leveraging local and federal resources.

GCC will continue to offer adult education and family literacy programs to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learner.

2.1 Individuals Most in Need

2.2 Population

INDICATORS OF NEED FOR ADULT EDUCATION AND LITERACY SERVICES:	ASSUMPTIONS	POPULATION	%
Low Income Adults Educationally Disadvantaged	Public/Private High School Drop Outs 2000 ⁽²⁾ :	1,361	14%
	Adult High School Non-completers: Population 25 years and over: 1990: 66,700 2000: 83,281 1990 ⁽¹⁾ : Less than 9 th grade 9,238 9 th to 12 th grade, no diploma 8,602 2000 ⁽²⁾ : Less than 9 th grade 7,543 9 th to 12 th grade, no diploma 11,862		25% 15% 38%
	Food Stamp recipients: 1990: 11,268 2000: 22,595 2001: 30,412		--- +101% +35%
	Public assistance recipients: 1999 ^(3&4) : 14,871 2000: 22,358		7% 50%
	⁽⁵⁾ Low income housing Public housing units (751 units available): 654 Families receiving subsidized rental payments (1,626 Section 8 available) 1,285		
	Population w/o high school diploma earning < \$15,000/yr: 1990 ⁽¹⁾ : 18 – 24 2,449 25 – 34 2,101		19% 19%
	Disability by Educational Attainment who do not have a high school diploma or equivalency (civilian non-institutionalized): 1990 ⁽¹⁾ : 16 – 64	1,255	43%
	Illegitimate live births: 1990: 1,513 2000: 2,068		55%
Single Parents and Displaced Homemakers	Total marriages: 1990: 1,388 2000: (preliminary) 1,499		--- 8%
	Total divorces & annulments: 1990: 920 2000: (preliminary) 616		-33%
	Language spoken at home is other than English: 1990: 118,055 Total population over 5yrs old 18 & up: 74,007 2000: 138,020 Total population over 5yrs old: 18 & up: 101,105		63% 62%

INDICATORS OF NEED FOR ADULT EDUCATION AND LITERACY SERVICES:	ASSUMPTIONS	POPULATION	%
	Do not speak English and do not have a high school diploma or equivalency: 1990 ⁽¹⁾ : 18 & up	751	66%
	Speak another language more frequently than English and do not have a high school diploma or equivalency: 1990 ⁽¹⁾ : 18 & up	9,032	38%
Criminal Offenders in Correctional Institutions	Adult Correctional Facility: March 2000 – On-island	875	
	Adult Correctional Facility: March 2000 - Off-island	38	
	Adult Correctional Facility: March 2004 – On-island	494	
	Adult Correctional Facility: March 2004 - Off-island	33	

⁽¹⁾ Guam Annual Economic Review 2000-2001, Bureau of Statistics and Plans

⁽²⁾ Guam: 2000 Social, Economic, and Housing Characteristics 2000 Census of Population and Housing

⁽³⁾ Office of Vital Statistics, Department of Public Health and Social Services, Government of Guam

⁽⁴⁾ AFDC - Aid to Families with Dependent Children AB- Aid to the Blind GA - General Assistance OAA-Old Age Assistance ATTD - Aid to the Permanently and Totally Disabled

⁽⁵⁾ Guam Housing and Urban Renewal Authority (GHURA) figures as of March 17, 2000

CHAPTER 3

DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES

Section 224(b) requires: A description of the adult education and literacy activities that will be carried out with any funds received under this subtitle.

3.1 Description of Allowable Activities

The Adult Education Act is intended to assist adults who lack the literacy skills needed for effective citizenship and productive employment. The Act authorizes instructional services for adults who:

- 1) do not have a secondary education diploma and are not enrolled, or required to be enrolled in secondary school;
- 2) lack sufficient mastery of basic educational skills to enable them to function effectively in society;
- 3) or lack basic English language speaking, reading, or writing skills.

As Guam's State Agency for Adult Education, Guam Community College has facilitated the majority of programs related to Adult Education. The College currently operates the following Adult Education programs:

- *Adult High School Diploma* program for persons, 16 years and older, who have not earned a high school diploma;
- *General Educational Development* (GED) program which includes GED testing and GED Preparation courses which are designed to prepare adults for successful completion of the GED examination;
- *Basic Skills program* for adults whose skills are below the secondary (high school) level in Math and English; and,
- *English-as-a-Second Language* (ESL) for students whose native and/or first language is other than English.

The primary change between the Adult Education Act and the Adult Education & Family Literacy Act of 1998 is the link between job training and adult education. The State plan will focus to help those, seeking training and employment, with low literacy skills by coordinating training with adult education services.

The State Agency will fund the following programs and activities under the Workforce Investment Act, Title II. These programs will be offered on campus, in the community and at various workplace sites. Local activities will include one or more programs that provide services or instruction in one or more of the following categories:

Providers use funds to establish or operate programs that provide services or instruction in one or more of the following categories:

1. Adult education and literacy services which may including workplace literacy services.
2. Family literacy services; and
3. English literacy programs (Sec. 231)(b).

- Workplace literacy services are (Sec. 203 (18) defined as “literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills”);

A. Adult Education and Literacy Services

1 Adult High School (AHS) (CASAS: 236 – 250 lowest functioning level)

Adult High School Diploma Program

Description/Eligibility:

Any adult, 16 and older, who has not graduated from high school and who is no longer eligible to enroll in the Guam Public School System (GPSS) to obtain a high school diploma or who has not completed the General Education Testing Program (GED) is eligible for admission into the AHS Diploma Program. Students must take a CASAS appraisal test before entering the AHS Diploma Program to determine their current abilities in the areas of reading, mathematics, and language. The Adult Education Office located in Building A, Room 9, administers the CASAS appraisal test.

Students scoring below 236 scale score on the CASAS placement test shall be referred to Adult Education for assistance in learning basic skills. Students may go into the AHS Diploma Program after participation in the Adult Basic Education (ABE) program and exit with the score at or above 236 for reading and mathematics. - the time students spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program.

Students 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 until scores of 236 and above in reading and math, are met. Students who score above 235 in reading and 225 in math may go directly into the AHS Diploma Program.

The student’s advisor or a counselor must approve student enrollment into courses for the semester. Enrollment will be based on the student’s CASAS scores for both reading and mathematics as described in the above paragraph. 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 technical/elective courses beginning the spring 2007 semester.

AEFLA funds to be awarded July 2, 2007 or any future AEFLA grant awards will not be used to support costs related to career and technical electives/courses. Rather, these costs will be supported annually by State (government of Guam) local appropriations.

Adult High School Diploma Program Continuation Guidelines:

Eligible students beginning the AHS Diploma Program must adhere to the following guidelines in order to maintain eligibility to continue the AHS Diploma Program:

- 1) Students must attend all registered courses. 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) Refer to pages 44-48 of the fall 2008 -spring 2010 Student's Admissions & Registration Handbook for additional applicable AHS Diploma Program requirements.
 - 5) 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.

Adult High School Diploma Requirements:

- 1) Successful completion either at the College or through transfer credit accepted, the following subject area requirements:
 - a. English – 12 semester hours
 - b. Mathematics – 6 semester hours
 - c. Social Studies – 9 semester hours
 - d. Science – 3 semester hours
 - e. Computer Skills – 3 semester hours
 - f. Vocational Electives – 12 semester hours. Nine credits should be from the same career area as part of the student's approved plan of study.
 - g. Student Success Workshop – 3 semester hours
 - 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.
2. Basic Skills:
The Basic Skills program enrolls participants who tested 235 and below on reading section of the Comprehensive Adult Student Assessment System (CASAS) Employability

Competency System (ECS) Appraisal. Instructional content covers mathematics and numeracy, reading, writing and incorporates activities, to gain everyday employability skills, and knowledge essential for pre-GED level work. 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 Literacylink components that address life and employment skills and computer literacy.

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

An 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: 201-210; Math: below 200)

An 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: 211-220; Math: 201-210)

This 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: 221-235; Math: 211-225)

The 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 to a pre-GED level.

3. General Education Development (GED):

GED testing will be offered at convenient hours at the GCC Campus, the only site on Guam currently certified to offer the test. Site certification to conduct GED testing at the Department of Corrections Adult Correctional Facility, located in Mangilao, Guam has been approved. The program utilizes a performance-based assessment for placement (e.g. CASAS eTest appraisal and pre-test test). Placement testing is administered at the GCC Campus every Tuesday and Thursday at 3:00-5:00 p.m.. Learners must attain a pre-test score of 236 and above to take the actual GED test. On the contrary, learners with a scale score of 236 and below are advised to take the appropriate adult basic education course. CASAS pre-test scale score is valid for six months from the date administered.

The GED Test is a two-day test administered once a month from 8:00 a.m. to 1:00 p.m. It must be completed within a sixty-day period. Otherwise the candidate must retake all components of the test. General Educational Development Program or GED Preparation Program provides instruction for those adults whose math and English, reading and writing skills are below high school standards. Students who test below 245 in Reading and 235 in Math may enroll in a GED preparation course.

Instruction is given in five subject areas in a classroom setting or an informal self-paced instructional approach. GED Preparation courses will be offered to include science, social studies, literature and arts, mathematics, and writing. Once students pass the GED Preparation course post-test with a score of 236, they may take the actual GED test to obtain a high school equivalency diploma.

B. Family Literacy Services:

This provides educational skills needed by parents to enable them to become full partners in their child/children's education. Services are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences.

C. English Literacy Programs:

English-As-A-Second Language (ESL):

Program is designed to introduce adult learners' to the English Language. The ESL Program will offer classes that address all four language skills: reading, writing, speaking and listening. Classes will facilitate progress of students through the adult basic education program or entry into Basic Skills, the GED Preparation or Adult High School courses. The priority of the ESL Program will be to serve students who do not have a high school diploma.

In order to ensure access to ESL for those most in need, the ESL Program will serve students who meet the following criteria:

1. Age 16 and up; and
2. Score between 165-236 on the CASAS Appraisal test (Life Skills);
3. Do not have a high school diploma or its equivalency;
4. Have difficulty speaking, reading, writing, or understanding the English language which denies these individuals the opportunity to learn optimally in classrooms where instruction is in English or to participate fully in society; and
5. Not using a F1 visa

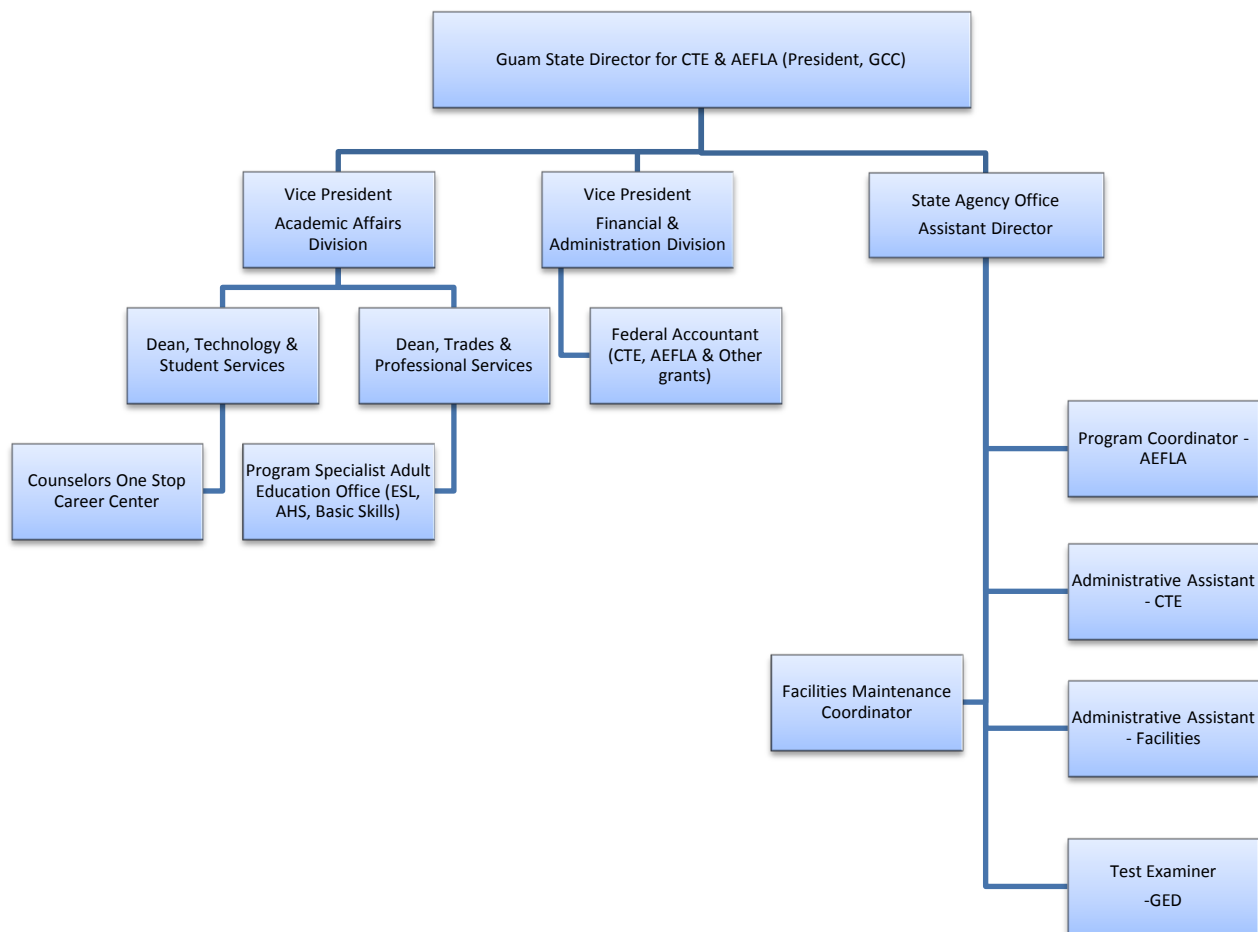
3.2 Special Rule

The eligible agency awarding a Program Agreement (grant or contract) under this section shall not use any funds made available under this subtitle for adult education and literacy activities for

the purpose of supporting or providing programs, services, or activities for individuals who are not described in subparagraphs (A) and (B) of Section 203(1), except that such an agency may use such funds for such a purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec.231)(d). Programs applying for grant funding for Family Literacy programs will be required to describe links to K-12 schools and other community agencies which provide services to children and parents and assure that activities funded under this subtitle will supplement, not supplant, activities that are not assisted under this subtitle.

3.3 Description of New Organizational Arrangements and Changes

Guam's State and Local level organizational chart including the one-stop delivery system is presented below.



Guam Community College:

Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977 established Guam Community College (GCC), a public educational agency under the Executive Branch of the government of Guam. The intent of the law is to provide *career and technical education programs* (previously referred to as vocational), at the secondary and postsecondary level, and *adult education programs* under the auspices of GCC and the Guam Community College Guam Board of Trustees (BOT). The Board consist of nine trustees – six trustees are nominated and appointed by the Governor of Guam with the consent of the Guam Legislature; three trustees are an elected representative from the student body, faculty, and support staff. The BOT appoints the President who serves as the State Director for Career and Technical Education (previously Vocational Education) and Adult Education.

On September 30, 2011, Bill 176-31 (LS) was signed into law as Public Law 31-99 primarily to recognize the purpose of GCC “shall be to establish career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam.” GCC serves as both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education with its President serving as the State Director for Adult and Career and Technical Education.

Since 1977, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) has reaffirmed GCC’s accreditation to Spring 2012 with course and program offerings expanding to over 50 areas of study that terminate to Associate Degrees, Certificates, Diplomas (i.e., Adult High School, General Educational Development), and industry certifications. In March 2012, the ACCJC/WASC Accreditation Team conducted a site visit to validate GCC’s Institutional Self Evaluation Report. The ACCJC/WASC final report is expected late June 2012.

As the SEA and LEA, GCC’s President/State Director administers the Adult Education and Family Literacy Act program through the State Agency Office (also referred to as the Planning and Development Office (P&D)) at GCC.

State Agency/Planning and Development Office (P&D):

An assistant director and a program coordinator oversee the administration of Adult Education and Family Literacy programs on Guam through three activities. These activities are: 1. to develop, submit, and implement Guam’s State Plan for Adult Education; 2. to consult with appropriate agencies, groups, and individuals to insure involvement the development, submission, and implementation of the Plan; and 3. to coordinate and ensure non-duplication with other Federal and State Education, training, corrections, public housing, and social service programs.

When WIA, Title II Federal funds become available an announcement is placed in the Pacific Daily News and on GCC’s website to notify prospective providers of the purpose of the grant, where to obtain or submit a grant application, and information regarding technical assistance. Regardless of an applicant’s association to GCC, all applications received by the closing date at the State Agency/P&D, are recorded, reviewed, and

evaluated. To ensure fairness and objectivity, a five-member Project Review Panel is asked to read and sign the “Statement of Impartiality or Perceived Impartiality,” review the evaluation, and recommend qualified applications to the State Director. Panel members include a representative from each educational institution (K-18) – Guam Public School System, Guam Community College, and the University of Guam as well as a representative from the business industry and the Guam Contractor’s Association or the Guam Hotel and Restaurant Association.

Academic Affairs Division (AAD):

AAD is responsible for providing rigorous instructional programs and student services at the secondary and postsecondary educational level, and maintaining ACCJC/WASC accreditation standards.

Finance and Administration (FAB):

This division provides leadership for financial management, human resources, materials management, student financial aid, safety, and data processing.

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CHAPTER 4

ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

Section 224 (b)(3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in Section 212.

4.1 Annual Evaluation of Adult Education and Literacy Activities

The State Agency in coordination with the Adult Education State Plan Task Force developed performance indicators for implementation on July 1, 2012. These performance indicators are aligned to the National Reporting System – the accountability system for federally funding State administered adult education programs.

The eligible agency will conduct an annual 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 will conduct a comprehensive evaluation 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. Close-Out Reports will provide a continuous evaluation of all projects. It is essential that each Close-Out Report include information on the projects, GCC's Institutional Strategic Master Plan goals, objectives, accomplishments, 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. The 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.

MONITORING EVALUATION:

Statistical information on the progress of programs in relation to performance measures will be collected at least three times during a program year. Program providers will submit 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 Close-Out/Interim Report.

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CHAPTER 5

PERFORMANCE MEASURES

Section 224 (b) (1) requires a description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying areas.

5.1 Eligible Agency Performance Measures

GCC's Adult Education Task Force developed standards for each of the performance measures identified in Section 212 of Title II of the Workforce Investment Act of 1998. Standards identified for three core indicators of performance measures for various programs and levels include:

- Core Indicator #1** Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- Core Indicator #2** Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- Core Indicator #3** Receipt of a secondary school diploma or its recognized equivalent.

5.2 Optional Additional Indicators

5.3 Levels of Performance for 2012

The levels of performance established in the revision are:

- a. Expressed in an objective, quantifiable and measurable form;
- b. Show the progress of the eligible agency toward continuous improvement in performance; and
- c. Exceed the actual negotiated performance level of each indicator measured in prior year.

5.4 Factors

The State's targeted performance standards for the next year (July 1, 2012 through June 30, 2013) are shown on tables 1 through 4 below. The definition of these categories will be included in the Annual Performance and Financial Reports which are located in the appendices. When targeted performance standards are met for the VEA, ABE and WIA, 50% of the funds received from the incentive grants will be allocated to the State Agency for Adult Education.

TABLE 1
ABE LITERACY SKILLS
(Targeted Performance Standards)

Educational Functioning Level	Percent 2012-13
Beginning Literacy (ABE)	54
Beginning ABE	55
Intermediate ABE (low)	45

TABLE 1
ABE LITERACY SKILLS
(Targeted Performance Standards)

Intermediate ABE (high)	16
ASE (low)	7

TABLE 2
ESL LITERACY SKILLS
(Targeted Performance Standards)

Educational Functioning Level	Percent 2012-13
ESL Beginning Literacy	47
Low Beginning ESL*	60
High Beginning ESL*	60
Intermediate ESL (low)	60
Intermediate ESL (high)	50
Advanced ESL	15

TABLE 3
PLACEMENT IN, RETENTION IN, OR COMPLETION OF POSTSECONDARY
EDUCATION, TRAINING, ETC.
(Targeted Performance Standards)

Educational Functioning Level	Percent 2012-13
Placement in postsecondary education or training	43
Placement in unsubsidized employment	67
Retention in or job advancement	75

TABLE 4
RECEIPT OF A SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED
EQUIVALENT
(Targeted Performance Standards)

Educational Functioning Level	Percent 2012-13
High School Completion	73

As a result of developing the performance standards, the Adult Education Task Force identified several problems with the existing data systems that made it difficult to establish standards. Additionally, the Task Force was asked to identify what data was needed and how it was to be collected. The findings of the Task Force resulted in the need to have a centralized, automated data collection system. TOPSpro (Tracking of Programs and Students) and GCC's new campus-wide web accessible information system which allow students to register online, access grades and course/class information while also providing portal services to students, faculty, staff and administrators has been implemented to address these concerns. As mentioned in the previous chapter, an interim and final review of the achievement of performance standards will be conducted for each provider. This review will identify strengths, weaknesses and strategies to improve Adult Education programs.

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CHAPTER 6

PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS

Section 224 (b) (7) requires a description of how the eligible agency will fund local activities in accordance with the considerations described in Section 231 (e).

6.1 Applications

Each eligible provider desiring a Program Agreement (grant or contract) under Adult Education and Family Literacy Act (AEFLA) shall submit an application which will be evaluated on the basis of the criteria described in Section 6.5 of this Plan. Guam intends to use fiscal year 2012 funds for fiscal year 2013 competition.

The application shall contain information and assurances as the agency may require including:

1. A description of how funds awarded under AEFLA will be spent to provide Adult Education programs and services including, but not limited to, the following:
 - Adult Education and literacy services for students, identified under section 203(1) (A) and (B), functioning at all grade levels (0 - 8.9) in preparation for the GED Test or entry into an Adult High School program
 - Adult High School program leading to an Adult High School Diploma
 - GED Testing
 - English Language Instruction for non-English proficient adults
 - Assessment and counseling services
 - Services to students with disabilities
 - Adult Education at all levels in the Adult Correctional Facility
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

6.2 Eligible Providers

Eligible providers for a grant or contract are:

- (1) A local educational agency;
- (2) A community-based organization of demonstrated effectiveness;
- (3) A volunteer literacy organization of demonstrated effectiveness;
- (4) An institution of higher education;
- (5) A public or private nonprofit agency;
- (6) A library;
- (7) A public housing authority;
- (8) A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and

(9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of items (1) through (8) (Sec. 203) (5))

Community-based organizations and non-profit institutions include non-profit faith-based organizations.

At the time of the adoption of this document, 17 GCA §30101 and §30102, identified that all Adult Education services have been made the responsibility of the Guam Community College.

6.3 Notice of Availability

The State Agency Office will publish a Notice of Availability in Guam the *Pacific Daily News* and on its Web site www.mygcc.guamcc.edu March of 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 may change pending actual Grant Award Notification from the Federal government. Applications are available at the 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. It should be noted that although Marianas Variety, Guam's newspaper of record, Pacific Daily News was selected because it has the largest readership numbers (42,000) when compared Variety (15,000).

6.4 Process

Guam Community College is the Local and State Educational Agency (LEA/SEA) on Guam. The State Agency will provide 82.5% of the State allocation for local programs. Of this, 25% will be allocated to eligible providers for activities under sections 231 and 225 of Title II of the Workforce Investment Act. Seventy-five percent (75%) will be allocated to continue existing effective, innovative programs within the parameters of the grant under sections 231 and 225. Not more than 10% of the 82.5% will be available for programs for corrections education and other institutionalized individuals.

All applications for adult education funding should be submitted by March 9, 2012 in order to be evaluated for funding consideration. Applications for WIA, Title II funding should be submitted by April 15 and October 15 should additional notices be made.

Evaluation and award of applications will be conducted by a five member Project Review Panel for Career and Technical and Adult Education. Members will be appointed by the State Director to include three (3) from educational institutions and two (2) from non-profit or private businesses. A non-voting representative from the State Agency Office will also attend sessions. The basis of evaluations will be the criteria described in Section 6.5.

SUBMITTAL OF APPLICATIONS: Applications should be submitted to:

**Guam Community College
Office of the State Director for Adult Education
Post Office Box 23069**

GMF, GU 96921

NOTICE OF AWARDS:

Notice of award will be made by the State Agency Office based on a recommendation made by the Project Review Committee sixty (60) days of the application submittal deadline.

1. Each eligible applicant will be advised as to whether or not the project will be funded.
2. Each eligible applicant whose project is selected for funding will receive a properly executed project approval form. Each eligible applicant whose project is NOT selected for funding will be advised in writing. Such written notification will indicate the reason(s) for non-selection.
3. Any applicant or recipient 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) working days from the date of their notice of approval/disapproval of their application request a hearing.

6.5 Evaluation of Applications

The application should address strategies for improving recruitment of and services to individuals at the lowest income levels or having minimal literacy skills.

In awarding federally funded Program Agreements (grants or contracts), applications will be evaluated against the twelve criteria required by the Workforce Investment Act. The Act allows states to define the terms used in the criteria and weigh them in relation to each other. The criteria are defined and weighted to reflect the expanded mission and purpose of Adult Basic Education as described in the ISMP.

Criteria for evaluation of proposals are grouped in two categories:

High Priority: the criteria of greatest importance will be given the most weight in evaluating proposals.

Moderate Priority: the criteria of moderate importance will be given less weight than the high priority criteria in evaluating proposals.

HIGH PRIORITY CRITERIA FOR EVALUATING PROPOSALS:

1. The degree to which the eligible provider will establish measurable goals that, at a minimum, reflect the performance measures and outcomes described in this plan;
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec.212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;

3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
4. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
5. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
6. Whether the activities are staffed by well-trained instructors, counselors, and administrators; and
7. Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.

MODERATE PRIORITY CRITERIA FOR EVALUATING PROPOSALS:

1. Whether the activities are built on a strong foundation of research and effective educational practice;
2. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
3. Whether the local communities have demonstrated a need for additional English literacy programs.
4. Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices, such as phonemic awareness, systematic phonics fluency, and reading comprehension that research has proven to be effective in teaching individuals to read; and
5. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures;

6.6 Special Rule

The State Agency will inform eligible providers of any rules or policies relating to administration or operation of programs awarded under Title II of the Workforce Investment Act as required by Section 231 (d).

CHAPTER 7

PUBLIC PARTICIPATION AND COMMENT

Section 224 (b) (9) requires a description of the process that will be used for public participation and comment with respect to the State Plan.

7.1 Description of Activities

Under the guidance of the State Agency Office, the Adult and Career and Technical Education State Planning Task Force initially met on February 5, 1999. Members included representatives from the following organizations:

- Department of Labor (DOL)
- Guam Community College (GCC)
- One Stop Career Center
- Guam Public School System, JP Torres Alternative School (GPSS)
- Guam Workforce Investment Act Board (GWIAB)

GCC included administrators and faculty from the following: Adult Education Office, Assessment and Counseling, English Language Institute Department (Developmental Education and ESL) Math and English departments, Admissions and Registration, Assessment & Institutional Effectiveness, deans (Schools of Trades & Professional Services and Technology and Student Services), Academic Vice President, Accommodative Services, and student representatives (adult education, secondary and postsecondary)..

The Task Force Members were asked to address performance measures in Basic Skills, GED/Adult High School, ESL and Placement in, Retention in, or Completion of Postsecondary Education. The group submitted performance standards in writing or through e-mail, based on the progress of students in the current year (PY2008-2009), prior performance, anticipated outcomes, and internal and external economic conditions. Follow up meetings took place with the group to monitor progress. Comments and recommendations were submitted with regard to data collection concerns and needs. The results of these meetings were incorporated into this one year transitional State Plan.

The Plan was distributed to members of the Task Force as well as the following government, non-profit and private entities for their review and comments:

- Catholic Social Service
- Department of Education (DOE)
- Department of Integrated Services for Individuals with Disabilities (DISID)
- Department of Mental Health and Substance Abuse
- Department of Public Health and Social Services (DPHSS)
- Goodwill Industries
- Guam Chamber of Commerce

- Guam Contractors Association
- Guam Housing and Urban Renewal Authority (GHURA)
- Guam Humanities Council
- Guam Mayors' Council
- Guam Public Library
- Office of the Governor (Guam State Clearinghouse)
- Society for Human Resources Management
- University of Guam (UOG)
- Workforce Investment Board

Representatives from these entities have worked with the State Agency Office on various Adult education programs. Ongoing meetings will continue through April 2004 to work on the four-year State plan and core indicators. The document was also made available for public review and input through GCC Web site at <http://www.guamcc.edu>.

7.2 Governor's Comments

The State shall submit the State plan and any revisions of the State plan to the Governor of Guam for review and comment to ensure that any comments regarding the State plan are submitted to the Secretary (Sec. 224)(d)).

CHAPTER 8

DESCRIPTION OF PROGRAM STRATEGIES FOR POPULATIONS

Section 224 (b)(10) of the Adult Education and Family Literacy Act requires a description of how the eligible agency will develop program strategies for populations that include, minimum, low income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

The State Agency Office will ensure equitable access to and equitable participation in projects or activities (Section 427 of GEPA), to be conducted with federal adult educational assistance. Strategies will be geared towards low-income students, individuals with disabilities, single parents and displaced homemakers and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency and adults in correctional institutions. It should be noted that several activities described in Chapter 8 are supported by State (government of Guam) local appropriations.

The community is involved in a public private assessment of overall workforce skill requirements. Key to the basic education requirements that are currently being developed will be basic literacy requirements. These requirements jointly developed between key business, community and educational organizations both public and private will be used to provide guidance to providers seeking to develop and implement WIA strategies for eligible recipients. 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 specifically target economic and socially disadvantaged individuals, as well as adults 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 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. 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.

The following strategies will be applied to fulfill these six strategic objectives:

8 – Strategies

8.1 LITERACY

8.1.1 Workplace Education

8.1.1.A

Needs assessment:

Pilot a course giving instruction in areas identified by the survey and placement test. Conduct workplace education surveys of individuals employed and their employer in private businesses, hotels, restaurants, welfare agencies, educational institutions, and government agencies who are in need of upgrading skills in math, reading, writing, problem solving and related skills that are required to improve occupational performance as dictated by each of the participating agencies. Participating agency employees will administer a standardized test, teacher-made tests, or other appropriate assessments to determine and describe the academic deficiencies and occupational skills required for obtaining competencies to progress in training and employment.

8.1.1.B

Curriculum and Instruction:

"Work Place Educational Program Instructional Strategies" is specifically designed for employees (described as those earning Low Incomes, Individuals with Disabilities, Single Parents, Displaced Homemakers, Individuals with Limited English Proficiency, and Individuals with Multiple Barriers to Education) who are recommended by employers and are in need of obtaining and upgrading skills in reading, writing, math, problem solving, critical thinking, team work, and communication skills as found on a standardized test, teacher made tests, and any other applicable assessment instrument that is needed for satisfactory job performance, career mobility, and personal enrichment.

1. Workplace curriculum will be designed to incorporate individualized instruction, small group interaction, and other teaching approaches that address multi-grade level job-specific academic skills, problem solving techniques, communication, interpersonal skills, teamwork and leadership skills as dictated by participating agency employers and test results.
2. Curriculum content will address reading, writing, computation, problem solving techniques, creative thinking, self-esteem, goal-setting, interpersonal & negotiation skills, teamwork, organizational effectiveness, leadership skills, and career development strategies needed to bridge the gap between acquired skills and those required to perform satisfactorily in the competitive job market.
3. Curriculum development, revision, and integration of specific academic and occupational skills will be dictated by standardized test grade level performance results obtained by program participants, teacher tests, and other applicable assessment instruments which serve as a frame of reference for the selection of materials, development, or revision of curriculum for each course of study.

4. Instructional methods will incorporate individualized instruction, small group interaction, lectures, workshops, seminars, use of computer-aided-software, tutorials, mentoring, service learning applications, cooperative education, work-study, and mentoring.
5. Work place educational instruction will be conducted in a work environment or at the participating agency work site at times most convenient for both the employer and employee.
6. Revise/incorporate curriculum/methods/materials based on technological advancements to increase usage of technology and alternative methods of instruction.

8.1.2 Family Literacy

Family literacy curriculum and instructional content will incorporate activities that involve readiness skills, reading, pre-writing, arts & crafts, story time, music, singing, cultural events, parenting techniques and other age-appropriate skills. Curriculum and instructional content will be of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences.

8.1.3 English Literacy

8.1.3.1

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

Literacy classes will address reading, writing, computation, problem solving, communication, and interpersonal skills related to work-related life skills, and personal skills needed for independent daily survival.

8.1.3.2

Beginning Basic Education (CASAS Reading: 201-210; Math: below 200)

Curriculum content and instruction strategies will be customized to address the academic needs of adult students that will offer opportunities to acquire adequate skills and abilities to function satisfactorily only on entrance level jobs, in society, and in performing homemaking tasks.

8.1.3.3

Low Intermediate Basic Education (CASAS Reading: 211-220; Math: below 201-210)

8.1.3.4

High Intermediate Basic Education (CASAS Reading: 221-235; Math: below 211-225)

Curriculum content will incorporate individualized instruction that addresses identified skills on a standardized test in the areas of reading and mathematics. Instructional strategies will assist each student in their effort to obtain skills needed to pass the GED Placement Test and predict

success upon enrolling in the GED Preparation class by passing the GED test.

8.1.3.5

GED Preparation – Grade Levels 9.0-12.9

Curriculum content is delivered through the five subjects of reading, essay writing & language arts, science, literature and the arts, social studies and mathematics. Instructional strategies will include self-paced individualized instruction that addresses focused study on identified academic needs as identified on the Placement Test and/or the Actual GED test.

8.1.3.6

Low Adult Education Secondary (CASAS Reading: 236-245; Math: 226-235)

8.1.3.7

High Adult Education Secondary (CASAS Reading: 246-256+; Math: 236-245+)

Students enrolling in the Adult High School Diploma program are required to complete a total of 48 credits to obtain a high school diploma. Various teaching techniques and instructional strategies may include lectures, telephone tutoring, mentoring, computer-aided tutorials, use of academic skills software, and workshops. Curriculum revisions, curriculum development, and instructional strategies are dictated by job market demands, observed student performance, and the need to update course content to meet competitive technology advances.

8.1.3. (1-7).A

Support Service

Support Services will include communication, coordination, consultation and planning strategies among the educational program managers and the participating employers. Other support services will include training opportunities to encourage transition into postsecondary programs and life-long learning. Instructional assistance will be given to students needing individual attention as well as providing resource materials for students to encourage learning outside of the classroom. Program participants will be offered library services, counseling services, referral services, computer-aided basic skills tutorial instruction, internet browsing, access to the computer laboratory, and the adult learning center services located on the Guam Community College campus.

8.1.3. (1-7).B

Marketing

Program promotions, through a joint effort with industry, will be accomplished through the transmission and dissemination of posters, brochures, newsletters, web-sites, radio public service announcements, and television media. Additional marketing strategies will consist of public meetings, presentations at workshops, and seminars.

1. Participation of GCC staff in industry organizations, particularly involvement in "high profile" programs such as Crime Stoppers, beautification projects, off island travel shows, etc. will create public awareness of GCC and its programs and goals.
2. Publicizing the formal MOUs/MOAs with GCC and selected companies will create public awareness of GCC and its programs and goals.
3. The "mentorship" program with GCC students and persons from selected companies will create "specific" awareness of GCC and its programs and goals with the participating companies.

8.1.3. (1-7).C

Industry Partnerships

Interested private industries, hotels, restaurants, government agencies, and corporations who have expressed a willingness to engage in a partnership agreement will be required to enter into a Memorandum of Agreement describing the scope of services each agency will assume, the financial responsibilities, and all other related duties and responsibilities. It should be noted that State (government of Guam) appropriations support job placement programs and services and are available to all students including students in the various adult education programs (AEFLA).

1. Identify GHRA members willing to engage in a partnership effort with GCC.

- Participation of GCC staff in industry organizations such as:
- Guam Chamber of Commerce
- Guam Hotel & Restaurant Association
- Guam Visitors Bureau
- Guam Contractors Association
- Visitor Industry Education Council

NOTE: Many of these organizations have an "Allied Member" section which charges reduced or free membership. Within these organizations, there are many standing committees and sub-committees which directly relates to areas of interest for GCC. Only one (1) GCC staff should be selected and involved with each selected organization. This will assist in the allocation of your limited resources (staff) and create a "face" for GCC in each organization. State (government of Guam) annual local appropriations support the cost of dues and/or other membership fees for GCC's staff.

2. Develop formal MOUs/MOAs with GCC and selected companies for support areas that include:

- Job shadowing programs for students AND instructors
- Job placement programs for students

3. Develop a "mentorship" program with GCC students and persons from selected companies. GCC students will be assigned to mentors who will serve as "real work" advisors to individual students.

- Create a list of companies relevant to the students
- Create a list of potential mentors from each selected company
- Send an introduction and request for participation letter to the companies

NOTE: Request that the President, Managing Directors, General Managers, etc. from the companies, recommend participation from entry level, department head and division head level management. They are closer to the immediate goals of our students and have more time for such activities.

8.1.3. (1-7).D

Personnel and Professional Development

Because of the demands made on educators to address the literacy needs of our multi-functional-level, and multi-lingual adult population, educators need financial assistance to keep current with literacy pedagogy. This grant will make available funding for training and professional

development opportunities for eligible adult education staff.

- Send at least one (1) novice person off-island to receive training on workplace literacy.

8.2.1 LOW-INCOME STUDENT - BASIC SKILLS AND GED PREPARATION PROGRAM

8.2.1. A

Needs Assessment

1. Identify overall industry needs in terms of education and employability requirements for employees functioning at the lowest literacy levels through the 8.9 grade level to determine curriculum changes needed to address workplace requirements.
2. Conduct a needs assessment survey through the Mayor's Council in cooperation with GHURA to identify at-risk individuals.
3. Provide academic and career counseling services on Career/Vocational/Self Directed Search Assessment for GHURA residents.

8.2.1. B

Curriculum and Instruction

1. Create a learning environment which best meets the needs of the adult learner.
2. Revise existing Basic Skills and GED Preparation courses as needed.
3. Develop curriculum focused on increasing academic skill levels of Beginning ABE and Beginning Basic Ed students.
4. Revise/incorporate curriculum/methods/materials based on technological advances to increase use of technology and alternative methods of instruction.
5. Hold classes at GHURA subdivisions and/or nearby community centers based on the GHURA population and their needs.

8.2.1. C

Support and Instruction

1. Maintain Adult Learning Center with staff, making resources and materials available to Adult Education faculty and students.
2. Encourage target group, upon completion of Basic Skills GED prep courses, to enroll in Adult High School, take continuing education classes or take the GED test.
3. Provide support services to students enrolled in campus classes.
4. Provide further training opportunities to encourage transition to postsecondary programs and life-long learning.

8.2.1. D

Marketing

Program promotions, through a joint effort with industry, will be accomplished through the transmission and dissemination of posters, brochures, newsletters, web-sites, radio public service

announcements, and television media. Additional marketing strategies will consist of public meetings, presentations at workshops, and seminars.

1. Participation of GCC staff in industry organizations so that it will create public awareness of GCC and its programs and goals.
2. Publicizing the formal MOUs/MOAs with GCC and selected companies will create public awareness of GCC and its programs and goals.
3. The "mentorship" program with GCC students will create "specific" awareness of GCC and its programs and goals with the participating companies.

8.2.1. E

Personnel and Professional Development

Provide faculty assigned to teach Adult Education with training in adult instructional strategies and techniques to optimize instructional delivery and preparation for the workplace.

8.3.1 LOW-INCOME STUDENTS - ADULT HIGH SCHOOL

State (government of Guam) annual local appropriations support computer literacy, work experience, and career and technical courses or services all of which are available to all students including students in the various adult education programs (AEFLA).

8.3.1. A

Curriculum and Instruction

1. Implement courses based on revised curriculum submitted in program year 1998 for courses incorporating a change in format and content to include computer literacy, work experience, and training.
2. Seek adoption and implementation of the revised Adult High School diploma requirements.
3. Revise/incorporate curriculum/methods/materials based on technological advancements to increase use of technology and alternative methods of instruction.

8.3.1. B

Support Services

1. Ensure that counseling services include referrals for special services and career counseling.
2. Provide students with referral services to resources within and outside the College.
3. Establish guidelines for subsidizing childcare costs for those students who qualify for aid.
4. Develop student retention programs for the Adult High School students at the College.
5. Provide further training opportunities to encourage transition to postsecondary programs and life-long learning.

8.3.1. C

Developing Industry Partnerships

1. Work with industry advisory councils to establish guidelines for work-based learning opportunities for Adult High School students.
2. Develop a course guide for Cooperative Education for Adult High School students.

a. Participation of GCC staff in industry organizations such as:

- Guam Chamber of Commerce
- Guam Hotel & Restaurant Association
- Guam Visitors Bureau
- Guam Contractors Association
- Visitor Industry Education Council

NOTE: Many of these organizations have an "Allied Member" section which charges reduced or free membership. Within these organizations, there are many standing committees and sub-committees which directly relate to areas of interest for GCC. Only one (1) GCC staff should be selected and involved with each selected organization. This will assist in the allocation of limited resources and create (representation of GCC) in each organization. State (government of Guam) annual local appropriations support the cost of dues or other membership fees for GCC's staff.

b. Develop formal MOUs/MOAs with GCC and selected companies for:

- Job shadowing programs for students and instructors
- Job placement programs for students

c. Develop a "mentorship" program with GCC students and persons from selected companies. GCC students will be assigned to company mentors who will act as "real work" advisors to individual students.

- Create a list of potential mentors.
- Send an introduction and request for participation letter to the companies

NOTE: Request that the President, Managing Directors, General Managers, etc. from the companies, recommend participation from entry level, department head and division head level management. They are closer to the immediate goals of our students and have more time for such activities.

8.3.1. D Marketing

Promote marketing activities such as:

- Produce radio ads and TV commercials to be used for Adult Education Programs.
- Place announcements in newsletters of various government agencies and the private sector informing these entities about Adult Education Programs.
- Continue to utilize and revamp existing brochures to reach adult populations on Guam.
- Inform High School Counselors about GCC's services for the Adult Learner.
- Participate in island-wide job fairs.
- Participate of GCC staff in industry organizations, particularly involvement in "high profile" programs such as Crime Stoppers, beautification projects, off-island travel shows, etc. will create public awareness of GCC and its programs and goals.
- Publicize the formal MOUs/MOAs with GCC and select companies will create public awareness of GCC and its programs and goals.
- Establish mentorship programs with GCC students and persons from selected companies creating awareness of GCC and its programs and goals with the participating companies.

8.3.1. E

Personnel and Professional Development

- Provide training in adult education methods and adult support services according to GCC's modification of courses and support services.

8.4 INDIVIDUALS WITH DISABILITIES

Previously, services to adult learners with disabilities were limited to providing assistive devices, interpreters and note takers on request. In program year 1999, emphasis was placed on expanding existing programs and services for adult learners to include tutoring, job coaching, assessment, curriculum modification, individual lesson plans, job placement and technical support services. The State (government of Guam) appropriations support job placement programs and services and are available to all students including students in the various adult education programs (AEFLA).

8.4.1. A

Needs Assessment

1. Elicit support from the community to assess potential student needs by communicating with mayors, churches, the military and private industry.
2. Standardize Tests (Service Provider should be made aware of federal definitions found in the Annual Performance and Financial Report, Reference Page 2, "States may use their own definitions for levels...Such states need to convert their definitions to the Federal Definitions for Federal Reporting."
3. Implement assessment procedures to assist existing students in academic advisement and placement.

8.4.1. B

Curriculum and Instruction

1. Revise course guides as needed.
2. Develop Life Skills curricula that will assist adults in life skills areas (banking/budgeting; mobility; employment skills.) Accommodative equipment, to assist mobility for persons with disabilities, is provided to these individuals through the Guam Department of Vocational Rehabilitation.
3. Provide transition to work opportunities through Cooperative Education Experience. State (government of Guam) annual local appropriations support the cost of Cooperative Education experience that is made available to all students including those in an AEFLA program.

8.4.1. C

Support Services

1. Provide technical support services to students and instructors.
2. Make available a list of service providers such as sign language interpreters, note takers, tutors or in class assistants.
3. Provide students with assistive devices such as large print materials and computer programs to increase learning.
4. Provide further training opportunities to encourage transition to postsecondary programs and life-long learning.

8.4.1. D

Develop Industry Partnership

1. Develop partnerships with private industry and government agencies to identify and provide job experiences and training for students with disabilities in the work place.
2. Provide support to employers and employees for job shadowing and job coaching.
3. Provide referrals to adult service providers for persons with disabilities, i.e., AHRD, DISID, and Guma Mami.
 - a. Recruit GCC staff for industry organizations such as:
 - Guam Chamber of Commerce
 - Guam Hotel & Restaurant Association
 - Guam Visitors Bureau
 - Guam Contractors Association
 - Visitor Industry Education Council

NOTE: Many of these organizations have an "Allied Member" section which charges reduced or free membership. Within these organizations, there are many standing committees and sub-committees which directly relate to areas of interest for GCC. Only one (1) GCC staff should be selected and involved with each selected organization. This will assist in the allocation of your limited resources (staff) and create a representation of GCC in each organization. State (government of Guam) annual local appropriations support the cost of dues and/or other membership fees for GCC's staff.

- b. Develop formal MOUs/MOAs with GCC and selected companies to:
 - Job shadowing programs for students AND instructors
 - Job placement programs for students
 - c. Develop a "mentorship" program with GCC students and persons from selected companies. GCC students will be assigned to company mentors who will act as "real work" advisors to individual students.
 - Create a list of potential mentors from each selected company
 - Send an introduction and request for participation letter to the companies

NOTE: Request that the President, Managing Directors, General Managers, etc. from the companies, recommend participation from entry level, department head and division head level management. They are closer to the immediate goals of our students and have more time for such activities.

8.4.1. E

Marketing

Program promotions, through a joint effort with industry, will be accomplished through the transmission and dissemination of posters, brochures, newsletters, web-sites, radio public service announcements, and television media. Additional marketing strategies will consist of public meetings, presentations at workshops, and seminars.

8.4.1. F

Personnel and Professional Development

1. Provide training to faculty and administrators focusing on dealing with students with

- special needs in adult education.
2. Provide faculty with training dealing with how to provide relevant training for students with special needs in adult education.

8.5 SINGLE PARENTS AND DISPLACED HOMEMAKERS

8.5.1. A

Support Services

1. Refer single parent students enrolled in Adult High School to the appropriate agency (AHRD, DPHSS, GHURA, etc.) for options regarding financial assistance or obtaining childcare service.
2. Expand the GCC Homebound Program for single parents enrolled in Adult High School who are pregnant or who are absent from school for an extended period to care for a sick child or parent.
3. Refer eligible adult education students (all levels) to the DPHSS, AHRD, GHURA, or other appropriate agency to obtain childcare and/or educational financial assistance.
4. Offer several workshops for single parents and displaced homemakers towards becoming more self-sustaining.
5. Ensure more personalized career guidance and counseling services to address career/guidance, educational, and personal goals.
6. Provide additional academic monitoring of adult education students who receive financial or childcare assistance from various agencies (DPHSS, AHRD, and GHURA).
7. Provide students with referral services to resources within and outside the College.
8. Provide further training opportunities to encourage transition to postsecondary programs and life-long learning.

8.5.1. B

Marketing

Program promotions, through a joint effort with industry, will be accomplished through the transmission and dissemination of posters, brochures, newsletters, web-sites, radio public service announcements, and television media. Additional marketing strategies will consist of public meetings, presentations at workshops, and seminars.

8.6 INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCIES STUDENTS

8.6.1. A

Curriculum and Instruction

1. Elicit support from the community to assess potential student needs by communicating with mayors, churches, the military and private industry.
2. Identify existing students through teacher recommendations and other means of evaluation.
3. Standardize Tests (Service Provider should be made aware of federal definitions found in the Annual Performance and Financial Report, Reference Page 2, "States may use their own definitions for levels...Such states need to convert their definitions to the Federal

Definitions for Federal Reporting”).)

4. Implement assessment procedures to assist existing students in academic advisement and placement.

8.6.1. B

Curriculum and Instruction

1. Conduct course(s) appealing to and appropriate for the educational needs of the recruited population. Include instruction in work ethics, social responsibility, and laws which govern our society. With the assistance of an interpreter, and by using bi-monthly reports, the instructor will document what is working and what is not working with the curriculum, teaching methods and use of technology in the classroom.
2. Revise/incorporate curriculum/methods/materials based on technological advances to increase use of technology and alternative methods of instruction.

8.6.1. C

Support Service

1. Inform and provide target group with further training opportunities of GCC's program offerings for the purpose of encouraging transition to courses offered on-site at the GCC campus.
2. Provide resource materials to promote learning outside of the classroom.

8.6.1. D

Developing Industry Partnership

Offer one class (for example, using ESL as a basis) with the University of Guam's Micronesian Language Institute.

- a. Recruit GCC staff for industry organizations such as:

- Guam Chamber of Commerce
- Guam Hotel & Restaurant Association
- Guam Visitors Bureau
- Guam Contractors Association
- Visitor Industry Education Council

NOTE: Many of these organizations have an "Allied Member" section which charges reduced or free membership. Within these organizations, there are many standing committees and sub-committee which directly relate to areas of interest for GCC. Only one (1) GCC staff should be selected and involved with each selected organization. This will assist in the allocation of your limited resources (staff) and create representation of GCC in each organization. State (government of Guam) annual local appropriations support the cost of dues and/or other membership fees for GCC's staff.

- b. Develop formal MOUs/MOAs with GCC and selected companies to support:

- Job shadowing programs for students AND instructors
- Job-placement programs for students

- c. Develop a "mentorship" program with GCC students and persons from selected companies. GCC students will be assigned to company mentors who will act as

"real work" advisors to individual students.

- Create a list of potential mentors from each selected company
- Send an introduction and request for participation letter to the companies

NOTE: Request that the President, Managing Directors, General Managers, etc. from the companies, recommend participation from entry level, department head and division head level management. They are closer to the immediate goals of our students and have more time for such activities.

8.6.1. E

Marketing

With the translator, develop brochures appealing to target group populations.

1. Participation of GCC staff in industry organizations, particularly involvement in "high profile" programs such as Crime Stoppers, beautification projects, off island travel shows, etc. will create public awareness of GCC and its programs and goals.
2. Publicizing MOUs/MOAs with GCC and selected companies will create public awareness of GCC and its programs and goals.
3. The "mentorship" program with GCC students and persons from selected companies will create "specific" awareness of GCC and its programs and goals with the participating companies.

8.6.1. F

Personnel and Professional Development

1. Provide training to faculty and administrators focusing on dealing with students with limited English proficiency.
2. Provide training for faculty dealing with how to provide relevant training for students with limited English proficiencies in adult education.

8.7 ADULTS IN CORRECTION INSTITUTIONS

8.7.1. A

Needs Assessment

Assess placement and actual GED testing for inmates.

8.7.1. B

Curriculum and Instruction

1. Incorporate technology into the curriculum, methods, and materials as appropriate.
2. Revise/incorporate curriculum/methods/materials based on technological advances to increase use of technology and alternative methods of instruction.

8.7.1. C

Support Services

1. Offer testing and educational assessment for eligible individuals.
2. Inform and provide target group with further training opportunities of GCC's program offerings for the purpose of encouraging successful transition to society.
3. Provide counseling services to ensure proper placement in educational programs.

8.7.1. D

Marketing

Program promotions will be accomplished through the transmission and dissemination of posters, brochures, newsletters, web-sites, radio public service announcements, and television media.

8.7.1. E

Personnel and Professional Development

1. Provide training for faculty teaching at the Department of Corrections.
2. Improve curriculum and instruction to courses focused on academic skills and competencies needed to function effectively in society and the workplace.

CHAPTER 9 INTEGRATION WITH OTHER ADULT EDUCATION TRAINING ACTIVITIES

Section 224 (b)(11) of the Adult Education and Family Literacy Act states: “Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency.”

9.1 Description of Planned Integrated Activities

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

Federal funds, in conjunction with local funds, will be used to enhance the quality of the Guam’s adult education programs. Emphasis is being 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 adults. 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
- GHURA
- 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, supplies and equipment to conduct classes at sites chosen by the partner.

INTEGRATION WITH REGIONAL WORKFORCE DEVELOPMENT BOARDS AND DEPARTMENT OF LABOR:

GCC integrates its Adult Education and postsecondary education and training with the Workforce Development Board and One Stop Career Center whenever possible. GCC has focused on working with One Stop Career Center members, as well as the Workforce Development Board, to define services and support. The entities that have been or will be involved include:

- Workforce Investment 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 Workforce Development Board and its partners, GCC will develop and offer staff in-service training to help improve the overall quality of services provided to target populations.

CHAPTER 10

DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS (Sec. 224 (b) (12))

Section 231 (c) requires: Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying areas.

10.1 Description of the Steps

10.2 Notice of Availability

The State Agency assures direct and equitable access as specified in section 224 (b) (12). All eligible providers will have direct and equitable access to apply for program agreements to carry out adult education programs on Guam. Notice of Availability of Funds and the application process is used by all eligible providers. The Notice of Availability and application process is described in Chapter 6, Procedures and Process of Funding Eligible Providers of this document. In addition, all eligible providers who contact the State Agency will be given access to information and technical support necessary to complete the application process.

Direct and equitable access to services and programs for adult learners and participation in such services and programs by instructors, administrators, and support staff will be ensured by all eligible applicants as stipulated in section 231 (c). The Project Review Committee will evaluate applications to ensure that direct and equitable access is addressed in the operation of the programs and activities, marketing of their programs, location and timing of activities, support services available to participants with special needs, hiring practices, etc. Specifics of the application evaluation process are provided in Chapter 6.

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CHAPTER 11

PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

Section 225 requires for each fiscal year, each eligible agency to carry out corrections education or education for other institutionalized individuals using funding authorized by Section 222(a)(1). Section 222(a) (1) allows not more than 10 percent (10%) of 82.5 percent (82.5%) of the funding for the cost of educational programs for criminal offenders in correctional programs and for other institutionalized individuals, and Section 225(c) requires that priority be given to those individuals who are within five (5) years of release from incarceration.

11.0 Programs for Corrections Education and other Institutionalized Individuals

11.1 Types of Programs

Not more than 10 percent of the 82.5 percent of grant funding for local programs will be awarded by the Project Review Committee for programs and services under Section 225. Eligible applicants will go through the application process described in Chapter 6 to:

- Provide Adult Education, English-as-a-Second Language and literacy services for students, identified under section 203(1) (A) and (B), in preparation for the GED Test or entry into an Adult High School program. The GED testing can be administered at the Adult Correctional Facility (ACF). State (government of Guam) local annual appropriations support GED testing fees.
- Provide Adult High School courses leading to an Adult High School Diploma
- Provide assessment and counseling services
- Provide services to students with disabilities

GCC continues to be a provider of adult education programs and services to the Adult Correctional Facility (ACF). As part of its improvement efforts, emphasis in program year 2008-9 will be on:

- Administer CASAS assessment test
- Expand the availability and use of computers by both the instructors and the students;
- Modify Basic Skills and GED Preparation 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

11.2 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.

11.3 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 GED Preparation 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 at 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.

CHAPTER 12

STATE LEADERSHIP ACTIVITIES

Section 223. State Leadership Activities

In general, each eligible agency shall use funds made available under Section 222 (a) (2) for one or more adult education and literacy activities described Section 223. Funding for State leadership activities may not exceed 12.5 percent (12.5%) of the total grant.

12.0 State Leadership Activities

12.1 Description of Activities

Section 223 allows funding under section 222 (a) (2) to be utilized for one or more of the following activities:

1. Professional Development
2. Technical Assistance to Eligible Providers
3. Technology Assistance, including Training
4. Support Literacy Resource Centers
5. Monitor and Evaluate Quality of, and Improvement of Literacy Activities
6. Incentives for Program Coordination/Integration and Performance Awards
7. Curriculum Development
8. Other Activities that Promote the Purpose of Title II
9. Coordination with Existing Support Services for Transportation, Child Care, and other Assistance
10. Integration of Literacy Instruction and Occupational Skill Training and Promoting Linkages with Employers
11. Linkages with Postsecondary Educational Institutions

Guam shall use 82.5% of the grant funds to award grants and contracts under §231 and to carry out §225, of which not more than 10% of the 82.5% shall be available to carry out §225. Not more than 12.5% of the grant funds will be used to carry out State leadership activities under §223. Finally, Guam shall use not more than 5% of the grant funds, or \$65,000, whichever is greater, for administrative expenses. The State Agency office will coordinate with other entities to address the following leadership activities that have been identified as a priority for program year 2008:

ACTIVITY	PARTNERSHIPS WITH OTHER AGENCIES
<ul style="list-style-type: none">■ Professional development for instructors and administrators■ Technology Assistance, including Training	GCC US Department of Education - DAEL 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	GCC DOL

ACTIVITY	PARTNERSHIPS WITH OTHER AGENCIES
Literacy Activities	AHRD DISID DOC PICAEL NRS
■ Coordination with Existing Support Services for Transportation, Child Care, and other Assistance(financial aid)	AHRD DPHSS GHURA
■ Linkages with Postsecondary Educational Institutions	GCC UOG College of Micronesia - FSM Northern Marianas College (NMC) Palau Community College
■ Technical Assistance to Eligible Providers	GCC NIFL USDE PICAEL
■ Curriculum Development	GCC DOC UOG Adult High School Industry Advisory Council
■ Integration of Literacy Instruction and Occupational Skill Training and Promoting Linkages with Employers	GCC DOC Adult High School Industry Advisory Council GHRA PICAEL

12.2 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 this request for funding does not duplicate services and activities provided to adults under other Federal or local programs.

Chapter 9 identifies partnerships that the State Agency enters into in order to avoid duplication and maximize efforts.

State Imposed Requirements Must Be Identified to Eligible Providers:

The State Agency will inform eligible providers of any rules or policies relating to the

administration or operation of programs awarded under Title II of the Workforce Investment Act as required by Section 231 (d).

12.3 Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

Programs conducted by or in conjunction with the State Agency Office including local programs, will be required to take appropriate steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs. This direct and equitable access is further addressed in the following chapters:

Chapter 6:

All eligible providers, within their application, should describe the steps they will take to ensure equitable access to and equitable participation in activities to be conducted with federal adult education assistance. Notice of availability of funds will be published in all major newspapers, on GCC's Web site and sent through direct mail to all eligible providers. All eligible providers will go through the same application evaluation process.

Chapter 8:

Strategies to Serve Population Most in Need of Literacy Services describes the steps the eligible agency will take to ensure equitable access to and participation in the project or activity to be conducted with federal adult education assistance.

Chapter 10:

This chapter discusses the announcement, application, and application evaluation process in terms of the requirements to ensure direct and equitable access.

12.4 One-Stop Participation

The Guam Community College will participate in the One-Stop delivery system (including expenditures of section 231 funds related to that participation) and will be consistent with the provisions of AEFLA (Secs. 121 (b)(1)(A)(ii), 134(d)(1)(b) of WIA).

Executive Order 99-13, Guam Community College is a member of the Guam Workforce Investment Board, the Official State, Local and Youth Board, for service delivery under Title I of the Workforce Investment Act. The Board will consist of a minimum of 28 members representing the Governor of Guam, Guam Legislature (2), business community (11), organized labor (2), 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, 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 (2) and parent of youth seeking help.

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APPENDICIES

- * Adult High School Industry Advisory Council
- * Agenda – Adult and Vocational Education Task Force Committee Meeting
- * Annual Performance and Financial Reports: Forms, Definitions, Instructions
- * Definitions
- * Map of Guam, Regional and Island
- * Program Agreement Application
- * Program Agreement Close-Out Report
- * Public Hearing Minutes and Sign In Sheet
- * Organizational Structure

* Documents are on file