

Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
(Public Law 113 – 228)

REQUEST FOR APPLICATIONS

Program Years: July 1, 2026 – June 30, 2028

Guam Community College

Planning & Development Office

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Section 1: General Information

Introduction

By virtue of Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) was given the responsibility to administer and implement adult education programs and activities within the Territory of Guam. GCC, as both the State Agency Office (SAO) and the Local Education Agency (LEA) for adult education, successfully provide services to learners that are directly linked to GCC's primary mission - workforce development - through a number of organizational units and partners.

This goal will be realized by having three primary agencies Guam Department of Labor (GDOL), Guam Community College (GCC), and Department of Integrated Services for Individuals with Disabilities (Division of Vocational Rehabilitation (DVR)), collaborate and align workforce development programs: GDOL's employment services (employment and training services for adults, dislocated workers, and youth and Wagner-Peyser); GCC's educational services (adult education and family literacy); and DVR's services for people with disabilities. The culmination of this effort along with other Government of Guam agencies (e.g., Guam Public Health and Social Services) resulted in the submission of the WIOA State Plan for the Territory of Guam on March 2024.

Purpose

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to –

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that –
 - i. Are necessary to becoming full partners in the educational development of their children; and
 - ii. Lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
4. Assist immigrants and other individuals who are English Language Learners (ELLs) in –
 - i. Improving their –
 - i. Reading, writing, speaking, and comprehension skills in English; and
 - ii. Mathematics skills; and
 - iii. Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
5. Assist incarcerated individuals, who are likely to leave the correctional institution with 5 years, in strengthening their knowledge and skills to promote successful re-entry into society.

GCC provides an opportunity for eligible providers of Adult Education and Literacy (AEL) services to request federal funds by submitting a proposal/application to carry out the four-fold purposes of the Workforce Innovation and Opportunity Act (WIOA), Title II, Section 202 to assist –

- a. Adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;

- b. Adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children;
- c. Lead to sustainable improvements in the economic opportunities for their family and;
- d. Adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.

Eligible Applicants

Eligible applicants must have demonstrated effectiveness in providing adult education and literacy activities to eligible adult learners* and may include (WIOA Sec. 203(5)):

- A local education agency (LEAs);
- A community-based organization or faith-based organization;
- A volunteer literacy organization;
- An institution of higher education;
- A public or private non-profit agency (see note below);
- A library;
- A public housing authority;
- A nonprofit institution not described above which has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above;
- State Correctional Agency or Correctional Institution applying to administer an AEL program.
The term “correctional institution” means any –
 - 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; and
- A partnership between an employer and an entity described above;
- Other

NOTE: Public or private non-profit agencies are required to submit proof of non-profit status (from Guam Department of Revenue & Taxation) and evidence of financial stability (most recent two years’ annual reports and audits).

Applicants that have received funds from the 2024-2026 AEFLA Grant cycle may apply for this current funding opportunity but in their application must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

If the Applicant is NOT the correctional facility, an agreement or Memorandum of Understanding must be provided as an attachment to the proposal to ensure access to and the cooperation of facility management including outlining how mandatory reporting requirements will be met.

*An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled in secondary school under State law and who (i) is basic skills deficient; (ii) does not have a secondary

school diploma or its recognized equivalent, and has not achieved an equivalent level of education or is an English language learner. *Guam P.L. 34-104 requires individuals to be enrolled in secondary school up to 18 years of age.*

Direct and Equitable Access

The State must ensure all applicants have direct and equitable access to apply in this competitive grant application process. (*Section 231 (c)(1) of WIOA and 34 CFR § 463.20 (c)(1)*). The State must also use the same grant announcement process for all eligible providers. (*Section 231 (c)(2) of WIOA and 34 CFR § 463.20 (c)(2)*).

Accountability Practices

Data Collection System

To meet federal and state accountability requirements, eligible providers must agree to implement the following accountability practices:

- Use the Guam data collection system, TOPSpro by CASAS, to collect and report on programmatic & student data, specifically the program's progress in performance levels for Core Indicators of Performance and the standardized use of approved assessments.
- Pre and post assessments to track progress are to follow protocols for testing (See Assessment Policy link under Resources and Policies) and must be entered into TOPSpro database in a timely manner.
- Data quality begins at the initial data collection. Checks and diagnostics are to be performed after each batch of data is inputted into the TOPSpro database with the goal of meeting the state target performance measures.
- Each provider will input information obtained from the Student Intake form on each student attending the program.
- Students are counted as a "participant" after 12 hours of attendance. Students attending less than 12 hours are counted as "reportable individuals". Participants stopping out for 90 days or longer will begin a new Period of Participation (PoP) if/when they return. The data from each grantee is aggregated into the state database. From this data, the National Reporting System (NRS) reports are produced and reported to the U.S. Department of Education – Office of Career Technical and Adult Education (OCTAE). It is the grantee's responsibility to ensure staff are fully trained in the implementation of the Guam's Assessment Policy, all assessment instruments, and the NRS policies, procedures, and requirements as outlined in the CASAS trainings and online manuals. Site licenses, technical support, and training are provided by the SAO.
- In addition to reporting as an AEL, corrections programs must also report on the relative rate of recidivism for the criminal offenders served as defined in WIOA Section 225(d).

National Reporting System

The National Reporting System (NRS) for Adult Education is a mandatory, outcome-based reporting system for the state-administered, federally-funded, adult education program developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL). States are responsible for meeting federal guidelines for implementing NRS measures, methods, and requirements, and for ensuring that outcomes are reported for the Core Indicators of Performance listed in WIOA (Section 116).

TOPSpro Enterprise is currently Guam's web-based reporting tool for NRS. According to State NRS policies and procedures described in the *Technical Assistance Guide for Performance Accountability*

under the Workforce Innovation and Opportunity Act: National Reporting System for Adult Education (March 2021), local providers are responsible for allocating sufficient resources to collect NRS measures and report them to TOPSpro, meeting all requirements for data collection, data entry, data verification, and accountability.

The SAO requires that data is entered into TOPSpro at least every other week, including all enrollment, assessment, services, and follow up activity data. The SAO will provide access to TOPSpro for the local provider and ensure the provider has appropriate user access to ensure data follows WIOA Title II requirements. The State must provide training and technical assistance to local programs to ensure that the standardization of data collection is effectively implemented.

Assessment Policy

According to the NRS, the state has discretion to establish the standardized student assessment method used within the state, as well as timeframe and procedures for progress assessment, and must develop a written statewide assessment policy. Only NRS-approved assessments may be utilized for measuring the Educational Functioning Levels (EFLs) of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by Division of Adult Education Literacy.

34 CFR 462.40 (b) requires each state to submit its Assessment Policy for review and federal approval annually. All funded providers must comply with Guam's Assessment Policy which is available for reference at the SAO website – Assessment Policy and Guidelines. The approved Assessment Policy and Guidelines will be made available for reference at the SAO website – Assessment Policy and Guidelines. The approved Assessment Policy and Guidelines will be made available to approved providers.

Core Indicators of Performance

AEFLA has established an accountability system requiring states to set specific measures for program performance on an annual basis. Accountability and transparency are now key within the workforce system. Adult Education measures employment and educational outcomes, as well as the program's effectiveness in meeting employers' needs. The six core programs report on the same six outcomes. At a minimum, programs responding to this RFP will be expected to meet the performance targets as part of their program outcomes in the appropriate areas below [Section 116 (b)(2)(A) I – VI]:

- 1) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- 2) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- 3) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- 4) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or recognized equivalent are included in the percentage only if they have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
- 5) The percentage of program participants who, during a program year, are in an education or training program leading to a recognized postsecondary credential or employment and who are achieving measurable skills gain toward such a credential or employment.
- 6) The indicators of effectiveness in serving employers.

All performance measure targets for Educational Functioning Levels and Performance Measure Outcomes are negotiated with OCTAE and will become available to grant recipients upon grantee approvals.

Cost Guidelines

In accordance with WIOA *Title II (Sec. 232)*, each eligible provider desiring a grant shall apply to GCC SAO containing such information and assurances as the eligible agency may require, including a description of how funds awarded will be spent and 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. SAO's required forms will be found in the *Application and Assurances section*. All funds are to be spent consistent with the AEFLA requirements. Funding for corrections education programs is also located in section 222(a)(1) of WIOA, the same section that describes adult basic education funding. The State may use up to 20% of the 82.5% of your State grant that is for local grants and contracts to fund corrections education programs.

Local Administrative Cost Limits

WIOA Section 233 states that at least ninety-five percent (95%) of an eligible recipient's federal grant award must be expended for adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for administrative costs.

34 CFR§463.26 What activities are considered local administrative costs?

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

34 CFR. Administrative Cost Limits

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases the eligible provider must negotiate with the grantee to determine the adequate level of funds to be used for non-instructional purposes.

SAO requires the applicant to submit a 'Waiver Request to Increase Administrative Costs'. The administrative costs include all costs not directly related to student services. ICTE will use this to initiate the negotiation of the new percentage.

Supplement, not supplant

In accordance with WIOA Title II, Section 241(a), federal funds made available for adult education and literacy activities under this title shall **supplement and not supplant** other state or local public funds expended for adult education and literacy activities. This means that federal funds may not be used for pay-for services, staff, programs, or materials that would otherwise be paid with state or local funds.

An example of supplanting, which is prohibited, would be using WIOA federal funds to provide AEL services that the state or local agency is required to make available under other federal, state, or local laws. If the services would **not have been provided** in the absence of the WIOA federal funds, then they can be considered supplemental and therefore, allowable.

Reporting

The following is a list of reports that may be required by grantees as part of SAO's compliance monitoring and program and performance improvement plan:

- Quarterly Program Reports
- AEFLA Program Desktop Monitoring Tool
- Quarterly Claims for Reimbursement
- Time and Effort Reports
- Data Quality Checklist
- Other Reports as Necessary

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Grantees must comply with the terms of the Family Educational Rights and Privacy Act and its regulations in 34 CFR §99 to protect the privacy of enrolled program participants' (students) education records.

Fiscal Management

- The Applicant agrees to be the fiscal agent for the grant award received from SAO.
- The Applicant agrees to provide timely and accurate reports which include the following:
 - Completion of budgets
 - Requests for reimbursement
 - Budget amendment requests
- The Applicant agrees to maintain a record of actual expenditures of local, State, and Federal funds for activities allowed under WIOA Title II.
- The Applicant agrees to maintain and submit time-and-effort records for all employees that provide services through the WIOA AEFLA grant or who are funded wholly or in part funded through the WIOA grant award or matching funds. These records must be submitted monthly and/or on a semiannual basis to SAO.
- The Applicant agrees to ensure that funds made available for Adult Education and Literacy activities under this subtitle shall supplement and not supplant other Federal, State, or local public funds expended for Adult Education and Literacy activities.
- The Applicant agrees that all budget amendments over 10% of the original budget line must be approved by the SAO.
- The Applicant agrees that not more than 5% of Federal funds will be used for administrative purposes. Unless 5% is too restrictive to accomplish the tasks, then a higher rate may be negotiated.
- The Applicant agrees to retain all local program records and supporting documents for a minimum of seven years from the date of submission of the final expenditure report.
- The Applicant agrees to keep all State and local Adult High School transcripts and diplomas on file **indefinitely**.

- The Applicant agrees that the amount of Federal funds allocated for services to incarcerated and/or institutionalized adults may not exceed 20% of the total Federal authorization.
- The Applicant understands that funding is contingent on Federal and State legislation.

Grant Duration

Funds will be awarded to eligible providers of adult education and literacy services for a grant period of two years beginning **July 1, 2026 and ending June 30, 2028**. Continuing funding under Title II for one subsequent year (July 1, 2027 – June 30, 2028) will be contingent upon provider compliance with all requirements.

College and Career Readiness for Adult Education

Since 2014, Guam aligned its adult education content standards for adult education to Susan Pimentel’s “College and Career Readiness Standards for Adult Education” standards and framework that prepares adult learners for success in postsecondary education by incorporating the English language arts/literacy and mathematics standards into existing adult education curricula. An eligible adult learner is an individual who has attained 16 years of age; who is not enrolled in secondary school under State law and who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education or is an English language learner. *Guam P.L. 34-104 requires individuals to be enrolled in secondary school up to 18 years of age.*

The Adult Education Office will continue to update and submit curricula (Non-Substantive Revisions) to the College’s Curriculum Review Committee (CRC) for its review, approval, and implementation.

Section II: Instructions for Application Submission

Preparing & Submitting the Application

All applications must be received by 5:00 pm, March 27, 2026.

The application packet is formatted as a Word document. Applicants should save the Word document on their computer, using the naming convention listed below. Responses to application questions should be typed directly into the Word document in the designated areas.

Application documents should be named as follows:

File naming convention: FY26_WIOA Title II [Applicant Name]

Pages for the narrative sections must be formatted to include:

- Typed Times New Roman, Courier, Arial, or Calibri, 12-point normal font
- Normal Margins
- Double Spaced
- Answers must not be italicized or in bold
- Do not change the order of the grant application
- Handwritten applications will not be accepted
- When applicable, use an “X” to mark your selection
- Provide clear and concise responses
- Do not insert photos, charts or graphs into the body of the application

Completed applications, with appropriate attachments, must be submitted by email to the contacts listed below. A reply email regarding receipt of your application will be sent by the next business day by State.

Send to: Pilar Williams
Acting Vice President of Academic Affairs
Email: pilar.williams@guamcc.edu

Copy: Dilbedul Missy Ngiraklang
Program Coordinator II
Email: dilbedul.ngiraklang@guamcc.edu

Subject Line: PY26-28 WIOA Title II Grant Application [Applicant Name or Abbreviation]

In accordance with WIOA, each application will be reviewed by the Local Workforce Development Board.

In accordance with WIOA Title II, the AEFLA grant Request for Proposal/Application requires Local Boards to review all AEFLA applications submitted to the SAO to determine whether the applications are consistent with Guam Combined State Plans and submit a recommendation to the SAO.

Application Review and Evaluation Process

All proposals will be received at SAO by March 27, 2026.

Application Pre-Screening Process

Per 34 CFR § 463.23, SAO **CAN ONLY** review applications for eligible organizations with a completed demonstrated effectiveness table. **Demonstrated effectiveness is a federal requirement.** Applications will be reviewed for completeness, and inclusion of all requested forms and budgets.

All grant application packages received will be pre-screened prior to review to verify that the following criteria have been met:

1. The Application is submitted and received by the required due date
2. Evidence of **Demonstrated Effectiveness** in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided.
3. Per 34 CFR 463.24, there are two ways in which an eligible provider may meet the above requirements:
 - a. An eligible provider **that has been funded** under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness. Previously funded providers may use NRS/TOPSprou Table 4 and 5.
 - b. An eligible provider **that has not been previously funded** under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.
4. The required Application components, forms, and cover sheet are submitted per SAO instructions checklist in the Application and Assurances section with applicable signatures.

Scoring Criteria

In accordance with WIOA Title II, the AEFLA Grant Request for Applications requires Local Boards to review all AEFLA applications submitted to the SAO, from eligible providers within the local area, to determine whether the applications are consistent with the Local Plans and submit a recommendation to the SAO.

The Local Board will score the 13 Considerations with comments and score the applications using one of the three criteria:

1. Strongly Aligned – indicates the applicant already has relevant alignment strategies and activities in place and is engaged in strong partnership with the Local Board. These applicants, if ultimately funded, will be designated as model operations that can inform training and development for others.
2. Aligned – provides a baseline which suggests the applicant has sufficiently demonstrated an understanding of the Local Plan and has identified some alignment strategies and activities that are or will be implemented.
3. Minimally Aligned – could suggest one of several factors, depending on the comments in the review.

Schedule of Events

The following schedule of events are subject to change at the discretion of SAO:

Announcement of funding opportunity posted to the GCC website.	January 23, 2026
Grant application materials are released.	January 23, 2026
Application Workshop & Technical Assistance	January 30 & February 6, 2026
Grant application materials submitted by 5:00 pm.	March 27, 2026
Applications of eligible provider with demonstrated effectiveness will be sent to GWDB for review and recommendation.	April 2026
Announcement of grant recipients.	May 24, 2026
Grant Period Begins	July 1, 2026

Application Narrative

Statement of Need

The State will evaluate each application (based on the 13 Considerations) as specified by the Workforce Innovation and Opportunity Act, Section 231. Applicants must answer all questions. Failure to provide answers to all questions will make the application ineligible.

Each consideration is a part of the quality review. Please provide a detailed response for each of the following:

Consideration 1 – Serving Eligible Participants

Describe the degree to which the eligible provider would be responsive to:

- Regional needs as identified in the local plan under WIOA, Section 108 and;
- Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - Have low levels of literacy skills or;
 - Are English Language Learners.

Consideration 2 – Serving Eligible Participants with Disabilities

Describe the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

Consideration 3 – Demonstrate Past Effectiveness

Describe past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy;

Consideration 4 – Alignment of Strategy and Goals

Describe the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one- stop partners;

Consideration 5 – Quality Instructional Practices

Describe whether the eligible provider’s program—

1. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains and;
2. Uses instructional practices that include the essential components of reading instruction;

Consideration 6 – Best Practices Utilized

Describe whether the activities delivered by the eligible provider, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available and are appropriate, including scientifically valid research and effective educational practice;

Consideration 7 – Effective Use of Technology, Services, and Delivery Systems

Describe whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

Consideration 8 – Learning in Context

Describe whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

Consideration 9 – Qualified Instructors, Counselors, Administrators

Describe whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

Consideration 10 – Community Engagement

Describe whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies,

business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways;

Consideration 11 – Flexible Schedules and Coordination

Describe whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

Consideration 12 – Quality of Information Management System

Describe whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes; and

Consideration 13 – Need for Programs

Describe whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs;

Budget

Budget, another key piece of the proposal, should link to the project objectives and the tasks/activities and/or services described in the Work Schedule Plan. The "Budget Narrative Justification" should confirm the need for the budget and activity. Include details to facilitate the determination of allowable costs and the relevance of these costs to the proposed project. Travel (conference agenda, itinerary with airfare, and per diem (<http://www.defensetravel.dod.mil>) and quotations for individually priced items costing more than \$500.00 should be included as attachments to the grant proposal.

Write a paragraph or two to demonstrate the need for the budget. Explain why this project and associated costs are an effective and necessary use of WIOA, Title II resources.

Complete the tables below and expand them as needed to show allowable costs.

Personnel Salaries

Provide the title of each staff position and percent of time each person will devote to the project. Not more than 5% of an award can be expended to administer a grant or contract under Title II. In cases where 5% is too restrictive to allow for administration activities, the eligible provider must negotiate with SAO to determine if an increase can be allowed. In addition, federal AEFLA rules allow for additional costs up to 12% total based on the Administrative Costs definition in the glossary "Time and Effort" reports must be submitted monthly to P&D.

Object Category: PERSONNEL SALARIES			
Position	% of Time	Hourly Wage	Cost

Total Cost - Personnel Salaries			
Budget Narrative Justification -			

Benefits

Give a detailed listing of benefits provided to employees.

Object Category: BENEFITS			
Position	Rate	Base Amount	Cost
Total Cost - Benefits			
Budget Narrative Justification -			

Travel

Include mileage, airfare, meals and incidentals, lodging, and any other costs associated to travel (refer to GCC's Travel Policy).

Note: Budget for an individual shall not exceed one travel event per grant proposal.

Object Category: TRAVEL			
Item	Unit Type	Cost/Unit	Cost
Total Cost - Travel			\$
Budget Narrative Justification -			

Capital Equipment

Capital equipment is tangible, non-expendable property having a useful life of more than one year and an acquisition cost that **equals or exceeds the \$5,000 per unit cost.**

Object Category: CAPITAL EQUIPMENT			
Item	#of Items	Cost/Item	Cost
Total Cost - Equipment			\$
Budget Narrative Justification -			

Equipment

Equipment is tangible, non-expendable property (categorized as either information technology (IT) or non-information technology) having a useful life of more than one year and an acquisition cost that is **less than \$5,000 per unit cost.**

Object Category: EQUIPMENT - Non-IT			
Item	#of Items	Cost/Item	Cost
Total Cost - Equipment Non-IT			\$
Budget Narrative Justification -			

Object Category: EQUIPMENT - IT			
Item	#of Items	Cost/Item	Cost
Total Cost - Equipment IT			\$

Budget Narrative Justification -

Supplies

Supplies refer to all **consumable materials, items costing less than \$5,000 per unit, and other goods.**
Shipping and delivery are a normal part of the cost of supplies.

Object Category: SUPPLIES			
Item	#of Items	Cost/Item	Cost
Total Cost - Supplies			\$
Budget Narrative Justification -			

Contractual

Include the name of the vendor, and explanation of the services to be provided, and the amount.

Object Category: CONTRACTUAL			
Item	#of Items	Cost/Item	Cost
Total Cost - Contractual			\$
Budget Narrative Justification -			

Work Schedule Plan

Identify Project Goals and list at least three objectives. Each Project Objective should identify a corresponding Task/Activity (e.g., target enrollment, work skill, etc.), Evidence, and the responsible staff assigned to carry out the project activity.

Below is a template for the Work Schedule Plan:

Project Goal 1:		
Task/Activity	Evidence	Responsible Staff
Objective 1:		
Objective 2:		
Objective 3:		

APPENDIX A

Section III: Application Checklist

☐ COVER PAGE – 1 PAGE MAXIMUM

The eligible recipient shall complete the appropriate cover page. GCC faculty/staff should complete an “internal” cover page while a non-GCC applicant should complete an “external” cover page. At a minimum, the cover page should contain the following information: grant title, project title, date submitted, organization’s name including address, telephone, and point of contact and email address, and appropriate signatories [Appendix B].

☐ ABSTRACT [1-PAGE MAXIMUM, DOUBLE SPACED]

The abstract provides concise information – capturing significant aspects of the project and responding to *what*, *who*, *why*, and *how*. What is the purpose of the proposed project? Who is the target population? Why is this project essential? What successful outcomes do you anticipate from this project? What is the budget necessary to effectively implement the identified goal(s) and objectives? How will you implement the required activities?

This one-page (double-spaced) document is an overview of the proposed project’s goals and objectives.

☐ ELIGIBLE PROVIDER QUALIFICATION FORM

☐ EVIDENCE OF DEMONSTRATED EFFECTIVENESS

☐ APPLICATION NARRATIVE (STATEMENT OF NEED)

☐ BUDGET

☐ WORK SCHEDULE PLAN

☐ GEPA

☐ ASSURANCES

Section IV: Resources and Policies

1. General Education Provisions Act (GEPA) Section 427 Attestation
2. Guam Combined State Plan is available on the Department of Labor website at: [Guam Combined State Plan, Department of Labor](#)
3. [College and Career Readiness Standards for Adult Education by Susan Pimentel, 2013](#)

Section V: Regulations

Regulations 34 CFR § 463.2

The following regulations apply to the Adult Education and Family Literacy Act programs:

(a) The following Education Department General Administrative Regulations (EDGAR):

- (1) 34 CFR part 75 (Direct Grant Programs), except that 34 CFR 75.720(b), regarding the frequency of certain reports, does not apply.
- (2) 34 CFR part 76 (State-Administered Programs), except that 34 CFR 76.101 (The general State application) does not apply.
- (3) 34 CFR part 77 (Definitions that Apply to Department Regulations).
- (4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities).
- (5) 34 CFR part 81 (General Education Provisions Act—Enforcement).
- (6) 34 CFR part 82 (New Restrictions on Lobbying).
- (7) 34 CFR part 86 (Drug and Alcohol Prevention).
- (8) 2 CFR part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards), as adopted at 2 CFR part 3474.

(b) The regulations in 34 CFR part 462.

(c) The regulations in 34 CFR part 463.

APPENDIX B

Federal Statement Of Assurances 2026-2028

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC §2000d - §2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received Federal assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended (29 USC § 794), and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving Federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, (42 USC §12134, et seq.), and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC §12181 et seq.), and its implementing regulations (28 CFR Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended (20 USC §1681-§1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving Federal assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 USC §6101, et seq.), and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving Federal financial assistance.
6. All contractors, subcontractors, sub-grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above-cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans, policies and re- applications applicable to that program.
8. It will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
9. It will cooperate in carrying out any evaluation of each program conducted by or for the GCC, the United States Department of Education or other Federal officials.
10. It will retain all records relating to a program for which Federal funds are received for a period of five years after the completion of the activity for which the funds are used or until such time greater than five years as all pending reviews or audits have been completed and resolved. The only exception to this rule is the indefinite maintenance of Adult High School (AHS) and High School Equivalency (HSE) records.
11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC §1232g) and its regulations (34 CFR Part 99).

Applicant's Authorizing Signature

Date

Print Name

Project Coordinator Signature

Date

Print Name

Eligible Provider Qualification

Organizational Profile

The applicant must provide information regarding their organizational structure and any funding history of AEFLA grant awards (General Instruction, Institutional, and Integrated English Lite). This document must be completed in its entirety for each provider.

1. Complete the form below.

Legal Name of Fiscal Agent:	
Legal Name of Provider:	
Name of Program Contact:	
Mailing Address:	
City, State, Zip Code:	

2. Mark the category that best describes your organization.

- ☐ (A) Local Education Agency
- ☐ (B) Community-based organization or faith-based organization
- ☐ (C) Volunteer Literacy Organization
- ☐ (D) An institution of Higher Education
- ☐ (E) Public or Private nonprofit agency
- ☐ (F) Library
- ☐ (G) Public Housing Authority
- ☐ (H) Nonprofit institution that is not described in any of the subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals
- ☐ (I) Consortium or coalition of the agencies, organizations, institutions, libraries, or described in any of the subparagraphs (A) through (H)
- ☐ (J) Partnership between employer and an entity described in any of the subparagraphs (A) through (I)
- ☐ (K) State Correctional Agency
- ☐ (L) Other – specify: _____

Demonstrated Effectiveness

Applicants must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English as a second language. Each applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.

Did you receive AEFLA Funding for the 2026 – 2028 grant cycle?

☐ YES ☐ NO

If “Yes”, then respond to Questions 2 and 3 below.

If “No”, then respond to Questions 1, 2, and 3 below.

1. Provide an overview of your current adult education program that demonstrates your experience and capacity to provide adult education services to eligible individuals, particularly eligible individuals who have low levels of literacy.
2. Insert your organization’s performance data and outcome measures as applicable that quantifies past effectiveness in improving literacy of eligible individuals to meet the state adjusted levels of performance.
Note: The specific reports are referenced for providers that previously received AEFLA funds.
3. Identify one or more circumstance(s) that impacted the increase/decrease of your performance outcomes.

CERTIFICATION: The applicant certifies to the best of his/her knowledge and belief that the data in this application is true and correct, and that the filing of the application has been duly authorized by the governing body of the applicant. The signatory warrants that they are empowered to certify and submit this application.

Signature

Date

Printed Name

Date