

COPY FOR:

1. State Clearinghouse Files
2. Bureau of Budget & Management Research
3. Bureau of Planning
4. President, GCC
5. GCC, Planning & Development Files

ATTACHMENT 3

RECEIVED

APR 05 2004

Bureau of Budget &
Mgmt. Research.

GUAM'S ADULT EDUCATION AND FAMILY LITERACY ACT STATE PLAN

2004-2005

WORKFORCE INVESTMENT ACT

APR - 1 2004

Cheryl L. Keenan
Director
Division of Adult Education and Literacy
U. S. Department of Education
300 C Street, SW
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202-7240

Dear Ms. Keenan:

On April 1, Guam will submit a Microsoft Word File with 2 versions to your office electronically as instructed on the State Plan Guide, OMB Control #1830-0026.

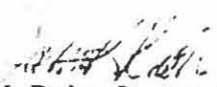
- Version 1 contains Guam's State Adult Education and Family Literacy Act State Plan, July 1, 2000 to June 30, 2004 (Title II of the Workforce Investment Act of 1998).
- Version 2 contains Guam's State Adult Education and Family Literacy Act State Plan, July 1, 2004 to June 30, 2005 (Title II of the Workforce Investment Act of 1998).

We have also submitted the State Plan to the Guam State Clearinghouse within the Governor's Office for concurrent review. Once approved, we will transmit the necessary notification to your office.

An original and two copies of the assurances and certifications that require original signatures will be sent out via Federal Express. The tracking number is 8368 5837 0461.

We are enthusiastic to administer the activities described within our State Plan. Thank you for your continued support in our effort to carry out Guam's Adult Education Programs. Ms. Doris Perez, Assistant Director for Planning & Development, is available to answer your questions at (671) 735-5517.

Sincerely,


H. Delos Santos, Ed. D

HdS/DCUP.jlb
March 31, 2004

Guam State Plan for Workforce Investment Act, Title II
Adult Education & Family Literacy Act
July 1, 2004 to June 30, 2005

TABLE OF CONTENTS

ADULT AND VOCATIONAL EDUCATION STATE PLANNING TASK FORCE	5
PREFACE	6
 CHAPTER 1: ELIGIBLE ASSURANCES AND CERTIFICATIONS	 8
1.0 Eligible Assurances and Certifications	8
1.1 Certifications	8
1.2 Assurances	10
 CHAPTER 2: NEEDS ASSESSMENT	 19
2.0 Needs Assessment	19
2.1 Individuals Most in Need	23
2.2 Populations	23
 CHAPTER 3: DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES	 25
3.0 Description of Adult Education and Literacy Activities	25
3.1 Description of Programs	25
3.2 Special Rule	29
 CHAPTER 4: ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES	 30
4.0 Annual Evaluation of Adult Education and Literacy Activities	30
 CHAPTER 5: PERFORMANCE MEASURES	 31
5.0 Performance Measures	31
5.1 Eligible Agency Performance Measures	31
5.3 Levels of Performance for the First Three Years	31
5.4 Factors	31
 CHAPTER 6: PROCEDURES AND PROCESS FOR FUNDING ELIGIBLE PROVIDERS	 34
6.0 Procedures and Process for Funding Eligible Providers	34
6.1 Applications	34
6.2 Eligible Providers	34
6.3 Notice of Availability	35
6.4 Process	35
6.5 Evaluation of Applications	36
6.6 Special Rule	37
 CHAPTER 7: PUBLIC PARTICIPATION AND COMMENT	 39
7.0 Public Participation and Comment	39

TABLE OF CONTENTS (Continued)

7.1 Description of Activities	39
7.2 Governor's Comments	40
CHAPTER 8: DESCRIPTION OF PROGRAM STRATEGIES TO SERVE POPULATIONS MOST IN NEED OF LITERACY SERVICES	41
8.0 Description of Program Strategies to Serve Populations Most in Need of Literacy Services	41
8.1 Strategies	41
CHAPTER 9: INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING ACTIVITIES	55
9.0 Integration with Other Adult Education and Training Activities	55
9.1 Description of Planned Integrated Activities	55
CHAPTER 10: DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS	57
10.0 Description of the Steps to Ensure Direct and Equitable Access	57
10.1 Description of Steps	57
10.2 Notice of Availability	57
CHAPTER 11: PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS	58
11.0 Programs for Corrections Education and Other Institutionalized Individuals	58
11.1 Types of Programs	58
11.2 Priority	59
11.3 Types of Institutional Settings	59
CHAPTER 12: DESCRIPTION OF PROPOSED STATE LEADERSHIP ACTIVITIES	60
12.0 State Leadership Activities	60
12.1 Description of Activities	60
12.3 Section 427 of The GEPA	62
12.4 One-Stop Participation	62
APPENDICES	
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	

STATE PLAN FOR ADULT EDUCATION (JULY 1 - JUNE 30, 2004) ADULT AND VOCATIONAL EDUCATION STATE PLANNING TASK FORCE

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Guam Chamber of Commerce, Member of the Board
of Directors and
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We want to thank those who contributed their valuable talents, time and efforts to the preparation of this report.

PREFACE

The Guam State Plan for Adult Education 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 Literacy Act of the Workforce Investment Act of 1998 (Public Law 105-220).

As mandated by Guam's Public Law, 14-77, 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. GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education. GCC's president serves as the State Director for Adult and Vocational Technical Education. This State Plan will be administered under the direction of the State Director.

Adult High School classes are presently offered at the GCC campus in Mangilao and at the Adult Correctional Facility. Basic Skills and GED Preparation classes are currently being offered on-campus as well as at off-campus locations depending on the needs of the population at a particular site. These programs are fundamental in providing the literacy skills or literacy activities needed for the workplace.

The Adult Education Act provides the resources necessary to assist adults who lack the literacy skills needed for effective citizenship and productive employment. GCC's "Mission Millennium Ten-Year Master Plan 1996-2006," (a plan identifying key strategies to move the College into the next century), predicts that some 9,000 students will drop out of school over the next ten years without graduating from high school. As the State Agency for Adult Education, GCC recognizes this and therefore continuously strives to improve the quality of programs serving this population.

The 1996 adoption of the Ten-Year Master Plan (TYMP) has been a driving force behind restructuring Adult Education to meet the State Agency's mandate as the lead agency for "workforce development." The "vision" described in the TYMP is that GCC will be:

- **A Community College:** an active force in the community, specializing in training and education programs and other human resource development services that are fully responsive to the most critical needs of the community.
- **A Leader in Technology Education:** conducting the most advanced technical training and education available on Guam, producing a technologically skilled workforce, and advancing the use of technology throughout Guam's public and private sector industries.
- **A Trainer of Guam's Workforce:** providing training and education programs at all levels, including pre-employment and in-service, geared to the needs of Guam's public and private sector industries and to the needs of the people to enhance their employment and career opportunities.

- **An Industry Partner:** serving in strong partnerships with Guam's leading firms and industry groups, public and private, to establish the most effective possible training and education as suited to their needs and to strengthen the industry through providing the highest quality human resources and supporting initiatives to further enhance and expand the industry.
- **A Promoter of Economic Growth:** working with government and industry partners to explore and develop new industries with high potential to further strengthen and diversify Guam's economy.

Key goals of the TYMP pertaining to Adult Education include:

INTERMEDIATE GOAL:

- Restructure the Adult High School and designate a few key staff to strengthen its identity and functions, more fully identify target populations and needs, more fully serve the target population, and incorporate stronger career-oriented and job training instruction in the programs offered; explore the establishment of adult high school programs at satellite locations. (TYMP, page 52, item 35)

TEN-YEAR GOAL

- To have greatly elevated the identity and funding support of Adult High School programs which more fully identify and serve the needs of Guam's adults in providing opportunities to obtain high school diplomas, stronger career orientation and job preparation, and increased literacy skills and levels.

The direction established by the TYMP has moved 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. The situation may continue for at least the next two years given that Guam's primary economic source is the visitor industry and that is heavily dependent on both tourists and investment dollars from Japan, Korea, and Taiwan, all of which are experiencing major slumps in their own economies.

Despite limited resources, the State Agency has moved forward to revamp its Adult Education programs to align them with its mission of "Workforce Development."

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.

CHAPTER 1

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 hereby submits its State Plan to be effective July 1, 2004 through June 30, 2005. 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:

1.0 Eligible Agency Certifications and Assurances

1.1 Certifications (EDGAR 76.104, Certifications and Assurances)

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 its **One Year State** plan to be effective **July 1, 2004 to June 30, 2005**. 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:

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

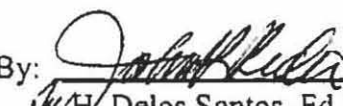
Sesame Street

Mangilao, Guam 96923

P.O. Box 23069

GMF, Guam 96921

By:


H. Delos Santos, Ed.D.

State Director of Adult Education

4/1/04
Date

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

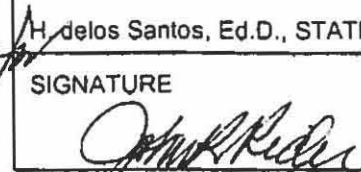
(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
GUAM COMMUNITY COLLEGE	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
H. delos Santos, Ed.D., STATE DIRECTOR OF ADULT EDUCATION	
SIGNATURE	DATE
	4/11/04

ED 80-0813

12/98

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

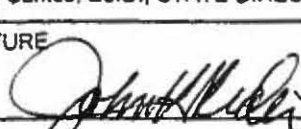
This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

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 GUAM COMMUNITY COLLEGE	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE H. delos Santos, Ed.D., STATE DIRECTOR OF ADULT EDUCATION	
SIGNATURE 	DATE 4/1/04

ED 80-0014, G-90 (Replaces GCS-009 (REV. 12/88), which is obsolete)

OFFICE OF THE LT. GOVERNOR
GUAM STATE CLEARINGHOUSE
AGANA, GUAM

PROJECT NOTIFICATION AND REVIEW SYSTEM
Notification of Intent to Apply for Federal Assistance

1) Applicant Department: GUAM COMMUNITY COLLEGE		2) Division	
3) Applicant Address: P.O. BOX 23069		Street	City: Barrigada Zip Code: 96921
4) Contact Person: H. Delos Santos		Phone: 735-5636	Extension
5) Federal Funds a) Grant \$370,945.00 e) In-Kind (Specify)		6) Non-Federal Matching Funds b) Other c) Local \$0.00 (in-kind) d) Other f) Total Funds: \$370,945.00	
7) Program Title: TITLE II-ADULT EDUCATION AND FAMILY LITERACY ACT OF THE WORKFORCE INVESTMENT ACT OF 1998		8) Federal Domestic Catalog Number Public Law No. and Title: 84.002A P.L. 105-220	
9) Federal Agency Name: U.S. DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL AND ADULT EDUCATION		10) Federal Agency Address: 600 INDEPENDENCE AVE. S.W. WASHINGTON, D.C. 90203	
11) Type of Application: ☐ New Grant ☒ Continuing Grant ☐ Supplemental Grant Since:			
12) Has Federal funding Agency been notified?		☒ Yes ☐ No	
13) What Fiscal Year will this program be implemented?		FY 2005 (July 1, 2004 - June 30, 2005)	
14) If project includes local funding, identify source.		General Fund	
15) Is this program: Budgeted <u>XX</u> or Non-Budgeted			
16) Will this program require hiring new employees?		☐ Yes ☒ No Number	
17) Will this program require maintenance effort?		☐ Yes ☒ No \$	

18) Funding Method:

	<u>FEDERAL SHARE ¹</u>		<u>STATE SHARE</u>		<u>TOTAL</u>	
	%	\$	%	\$	%	\$
Second Year						
Third Year						
Forth Year						
Fifth Year						

¹ based on availability of Federal Funds

19) Project Title(s) Under the Grant: Guam's Adult Education and Family Literacy Act State Plan 2004-2005 (Workforce Investment Act)

20) Project Location: Guam Community College

21) Summary Project Description (Attach Supporting Documents as Necessary): As mandated by Guam's Public Law 14-77, 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, 2004 - June 30, 2005) 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.

22) Does this application require an Environmental Impact Statement? ☐ Yes ☒ No

23) Will this application conflict with any existing local law? ☐ Yes ☒ No

24) List the department or agencies that would be affected by this application.

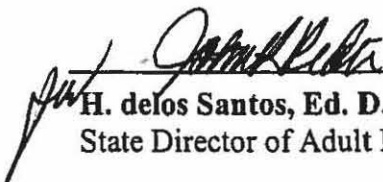
- Mayors' Council
- GHURA
- Guam Public Library
- Department of Corrections
- Department of Education, Headstart
- Agency for Human Resources Development
- Department of Mental Health and Substance Abuse
- University of Guam: College of Agriculture and Life Sciences and Micronesian Language Institute

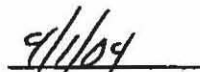
25) Is enabling legislation required?

☐ Yes ☒ No

26) REMARKS:

Submitted and Approved by:


H. delos Santos, Ed. D.
State Director of Adult Education


Date

PROJECT NOTIFICATION AND REVIEW SIGN OFF

CLEARINGHOUSE NUMBER: GSC 04-52 DATE RECEIVED:

APPLICANT PROJECT TITLE: Guam's State Plan for Adult Education (July 1, 2004 to June 30, 2005)

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 \$370,945.00 LOCAL \$ 0.00

22) PROJECT DESCRIPTION: As mandated by Guam's Public Law 14-77, 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, 2004 - June 30, 2005) 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.

- | | |
|---|---|
| ☐ Reviewed & Approved | ☐ Disapproved with the Enclosed Comments |
| ☐ Approved with the Enclosed
Comments/Amendments/Conditions | ☐ Action withheld pending Resolution of attached
Comments |
-

ATTESTED:

CARLOS P. BORDALLO Date
Acting Director, Bureau of Budget and Management Research

RECOMMENDATION:

- ☐ APPROVED
☐ DISAPPROVED

FELIX P. CAMACHO Date
Governor of Guam

KALEO S. MOYLAN Date
Lieutenant Governor

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's aging population is attributed to reduced fertility, decreases in mortality and an unusual migration of large numbers of relatively middle-aged migrants. In 2000, the median age of Guam's population was 27.4 years. There was also an increase in migration from the Pacific Islands of Micronesia particularly from the State of Chuuk. Guam's population is reported by the Guam: 2000 Social Economic, and Housing characteristics 2000 Census of Population and Housing to be 154,805 in the year 2000. This represents an increase of approximately 16.6 percent over 1990.

Guam's top three leading economic sectors are visitor industry, military and retail industry.

MAJOR INDUSTRY			
Guam Annual Economic Review 2000-2001			
Visitor Industry: Visitor Arrivals	Year	Visitor	% Change
	1995	1,362,600	—
	1996	1,362,600	0%
	1997	1,381,513	+1
	1998	1,136,026	-18%
	1999	1,161,803	+2%
	2000	1,286,807	+11%
	2001	1,159,895	-10%
Military: Expenditures	Year	Dollars (million)	% Change
	1995	\$809.7	—
	1996	\$479.7	-41%
	1997	\$451.2	-6%
	1998	\$479.0	+6%
	1999	\$403.1	+16%
	2000	\$431.2	+7%
	2001 ⁽¹⁾	N/A	—
Retail: Gross Business Income	Year	Income (billion)	% Change
	1995	\$1,645,122	—

	1996	\$1,788,947	+9%
	1997	\$1,601,406	-10%
	1998 ⁽²⁾	\$16,382	-99%-63%
	1999	\$6,101	-5%
	2000	\$5,808	+13%
	2001	\$6,534	

(1) Figures not available

(2) Based on Public Law 24-12, retail figures beginning in FY1998 show a gradual decline. This is due to the Dave Santos Small Enhancement Act, which gave qualified retailers a \$50,000 exception.

In Adult Basic Education and Adult High School programs on Guam, there is a need to differentiate between the students who just recently left school and those who have been out of school for extended periods of time and have been in and out of the workforce for several years. As this distinction is made, consideration needs to be given to curriculum, scheduling of location and time, marketing, recruitment, delivery of instruction, and integration of work skills. While some changes can take place immediately, others will require further research.

ESL:

Immigration into Guam of people from non-English speaking countries has been continuing for the last few years. With the relaxation of travel restrictions afforded to people from Micronesia through the Compact of Free Association, the number of Micronesians on Guam ranged from 6,374 (1990) to 11,619 based on the 2000 census. The lure of jobs, education, housing, and other social services has been the main cause of this phenomena. People from Asia, including the Philippines and the Orient, also make up a substantial part of Guam's population. The 2000 figures showed that of the 154,805 people on Guam, 85,189 spoke some language in addition to English at home.

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 Act and provide services of English as a Second Language to adults 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.

LITERACY IN WORKPLACE:

In addition to the immigrant population described above, there is 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 is 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.

DEMANDS OF TECHNOLOGY:

As the population increases, the demands on the workers become even more critical. By the year 2000, approximately 60% of the new 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.

GCC will continue to offer Adult Basic Education and Adult High School courses for adults, aged 16 years and older, but will place emphasis on revamping its programs to better meet the specific needs of the Adult learner.

GENERAL STATISTICAL INFORMATION ON GUAM'S POPULATION COMMUNITY PROFILE	
Guam: 2000 Social, Economics, Census of Population and Housing	
Total Population	154,805
Households ⁽²⁾	38,769
Median Household Income ⁽²⁾	\$39,317
Average Household Size	3.89
Per Capita Income	\$23,802

Civilian Noninstitutionalized Population (March 1999) ⁽¹⁾	64,452
Employed ⁽²⁾	57,053
Unemployed ⁽²⁾	7,399
Percent (%) Unemployed ⁽²⁾	11.5%

⁽¹⁾ Includes all civilians 16 years old and over. Excludes unpaid volunteer work for religious, charitable, and similar organizations and all institutionalized people and people on active duty in the United States Armed Forces.

⁽²⁾ 2000-2001 Guam Annual Economic Review

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	25%
	2000:	83,281	
	1990 ⁽¹⁾ : Less than 9 th grade	9,238	
	9 th to 12 th grade, no diploma	8,602	15%
	2000 ⁽²⁾ : Less than 9 th grade	7,543	38%
	9 th to 12 th grade, no diploma	11,862	
	Food Stamp recipients:		
	1990:	11,268	---
	2000:	22,595	+101%
	2001:	30,412	+35%
	Public assistance recipients:		
	1999 ^(3&4) :	14,871	7%
	2000	22,358	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:	2,449	19%
	1990 ⁽¹⁾ : 18 – 24	2,101	19%
	25 – 34		
Individuals with Disabilities	Disability by Educational Attainment who do not have a high school diploma or equivalency (civilian non-institutionalized): 1990 ⁽¹⁾ : 16 – 64	1,255	43%
Single Parents and Displaced Homemakers	Illegitimate live births:		
	1990:	1,513	
	2000:	2,068	55%
	Total marriages:		
	1990:	1,388	---
	2000: (preliminary)	1,499	8%
	Total divorces & annulments:		
	1990:	920	
	2000: (preliminary)	616	-33%

Individuals with Limited English Proficiency	Language spoken at home is other than English:		
	1990: Total population over 5yrs old 18 & up:	118,055 74,007	63%
	2000: Total population over 5yrs old: 18 & up:	138,020	62%
		101,105	
	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	
		38	
	Adult Correctional Facility: March 2000 - Off-island	494	
	Adult Correctional Facility: March 2004 – On-island	33	
	Adult Correctional Facility: March 2004 - Off-island		

⁽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.

3.0 Description of Adult Education and Literacy 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) and 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.

3.1 Description of Programs

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:

- Adult Education and literacy services which may include workplace literacy services, (Sec. 203 (18) defines these as "literacy services that are offered for the purpose of

improving the productivity of the workforce through the improvement of literacy skills”);

- Family literacy services; and
- English literacy programs (Sec. 231)(b).

A. Adult Education and Literacy Services

1. **Adult High School (AHS)** (CASAS: Reading: 236- +256; Math - 226- +245)

This program serves those who are 16 years and older who do not have a high school diploma. The College as the State Agency will offer classes that are designed to meet the educational needs of adult students.

A student can earn a high school diploma in one of two ways. A student may be referred to GCC to take Adult High School courses that would then be transferred to their own high school. In that instance, they would earn their diploma from that particular school. Another option is to complete GCC's requirements for an Adult High School Diploma. These students have withdrawn from high school and wish to pursue their diploma.

Students are required to complete either at the College or through transfer credit accepted, thirty-seven semester hours in order to receive the Adult High School Diploma. A student's transcript is assessed and a high school credits will be converted to semester hours to meet the requirements of the Adult High School Diploma. . Students must complete a minimum of or four courses offered for credit by the College to be eligible for the Adult High School Diploma. Courses include English, mathematics, science, social studies, computer skills, student success workshop and electives. Electives may be chosen from among a list of academic or vocational courses and students are encouraged to take courses related to their career interests. In this manner, individuals can customize their education to meet their needs.

2. **Basic Skills:**

The Basic Skills program enrolls participants who tested 235 and below on 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 involves 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 will be 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 GED Placement Test is used to pre-screen individuals interested in taking the GED exam. Placement testing is administered as needed at the GCC Campus from 7:30 a.m. to 1:00 p.m. on the published test dates. 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 245 and no scores falling below 240 in Reading and a score of 235 and no scores falling below 230 in Math, 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):

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; and
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.

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.

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.

4.0 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, 2004.

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, Ten-Year 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.

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.

5.0 Description of Performance Measures and How They will Ensure the Improvement of Adult Education and Literacy Activities in Guam

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.
- 1.Core Indicator #2** Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- 2.Core Indicator #3** Receipt of a secondary school diploma or its recognized equivalent.

5.1 Eligible Agency Performance Measures

5.2 Optional Additional Indicators

5.3 Levels of Performance for 2005

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, 2004 through June 30, 2005), 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 Completed 2005
Beginning Literacy (ABE)	34%
Beginning ABE	39%
Intermediate ABE (low)	34%
Intermediate ABE (high)	35%
ASE (low)	40%
ASE (high)	N/A

TABLE 2
ESL LITERACY SKILLS
(Targeted Performance Standards)

Educational Functioning Level	Percent Completed 2005
Beginning Literacy (ESL)*	27%
Beginning ESL*	31%
Intermediate ESL (low)	41%
Intermediate ESL (high)	40%
Advanced ESL (low)	33%
Advanced ESL (high)	33%

* No enrollment.

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

Educational Functioning Level	Percent Completed 2005
Placement in postsecondary education or training	30%
Placement in unsubsidized employment	20%
Intermediate ESL (low)Retention in or job advancement	40%

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

Educational Functioning Level	Percent Completed 2005
High School Completion	45%

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 student information system (NIAS) 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.

CHAPTER 6

PROCEDURES AND PROCESS OF 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).

6.0 Procedures and Process of Funding Eligible providers (Section 224(b)(7))

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.

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

Any non-profit institution, agency, entity or consortium defined in Section 203(5) will be given direct and equitable access to funds for the following populations:

- Adult learners functioning at varying levels of literacy (from the lowest literacy level through grade 11.9);
- Adult learners in the Adult Correctional Facility; and
- Adult learners with disabilities.

At the time of the adoption of this document, Public Law 14-77, 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 all major newspapers within Guam and on its Web site by the first week of May of each year. Additional notices will be posted through the same media, in November, if funding remains available after the initial award period. Although the announcement is made in May, 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, duperez@guamcc.edu.

6.4 Process

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. 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 June 15 in order to be evaluated for funding consideration.

Evaluation and award of applications will be conducted by a five member Project Review Panel for VEA 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 within four weeks 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

Programs will reflect the needs of Guam as assessed in the ABE State Plan and in the "Mission Millennium - Guam Community College Ten Year Master Plan (1996 - 2006)." In addition, 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 "Mission Millennium - Guam Community College Ten Year Master Plan (1996 - 2006)."

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 of the adoption of the performance measures in Section 5.0, 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 can or does 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).
- Applicants may request to exceed the five percent (5%) limit for administrative costs as part of its original application through the Project Review Committee. The

request will be evaluated on a case by case basis in situations where limits are too restrictive to allow for adequate planning, personnel development and interagency coordination.

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.

7.0 Public Participation and Comment (Section 224(b)(9))

7.1 Description of Activities

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

- Department of Corrections (DOC)
- Department of Labor (DOL)
- Guam Community College (GCC)
- Guam Hotel and Restaurant Association (GHRA)
- One Stop Center

GCC included administrators and faculty from the following entities: GED Office, Adult Education Office, Assessment and Counseling, English Language Institute Department (Developmental Education and ESL) and an Adult High School Graduate.

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 (SY2003-2004), 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:

- Workforce Investment Board
- 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 Housing and Urban Renewal Authority (GHURA)

- Guam Public Library
- Guam State Council on Vocational Education (SCOVE)
- Mayors' Council
- University of Guam (UOG), College of Agriculture and Life Sciences (CALS)
- University of Guam (UOG), Micronesian Language Institute (MLI)
- Office of the Governor (Guam State Clearinghouse)

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.

8.0 Description of Program Strategies for Populations (Section 224(b)(10))

8.1 Strategies

In addition to the strategies described below, 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.

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.

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 adult education classes are required to complete a total of 36 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

DEVELOPMENT OF 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.

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.

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 of 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

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 and tuition 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.

- 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 creating 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.

8.4.1

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.

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.)
3. Provide transition to work opportunities through Cooperative Education Experience.

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, 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.

- 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.

8.5.1.

SINGLE PARENTS AND DISPLACED HOMEMAKERS

8.5.1.A

Support Services

1. Provide educational financial assistance for single parent students enrolled in Adult High School.
2. Provide financial assistance to subsidize childcare for children of single parents enrolled in Adult High School

3. 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.
4. Refer eligible adult education students (all levels) to the DPHSS, AHRD, GHURA, or other appropriate agency to obtain childcare and/or educational financial assistance.
5. Offer several workshops for single parents and displaced homemakers towards becoming more self-sustaining.
6. Ensure more personalized career guidance and counseling services to address career/guidance, educational, and personal goals.
7. Provide additional academic monitoring of Adult Education students who receive financial or childcare assistance from GCC.
8. Provide students with referral services to resources within and outside the College.
9. 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.

8.6.1.

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.

- 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.

8.7.1

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."

9.0 Integration with other Adult Education and Training Activities

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 Adult Education program. 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
- Mayors' Council
- GHURA
- Guam Public Library
- 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
- University of Guam, College of Agriculture and Life Sciences
- University of Guam, Micronesian Language Institute
- Judicial Branch

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 Center whenever possible. GCC has focused on working with One Stop 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
- Guam State Council on Vocational Education (SCOVE)
- 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

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.

10.0 Description of the Steps to Ensure Direct and Equitable Access (Section 224(b) (12))

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. Also, 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.

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 ACF.
- Provide Adult High School courses leading to an Adult High School Diploma
- Provide assessment and counseling services
- Provide services to students with disabilities

GCC has been the sole provider of adult education programs and services to the Adult Correctional Facility (ACF). As part of its improvement efforts, emphasis in program year 2000 will be on:

- Administer Education Testing, Academic and Career Counseling
- 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
- Obtain approval from the GED Testing Services Center to certify the ACF as a GED test site.

11.2 Priority

In its memorandum of agreement (MOA) with the eligible provider, the Department of Corrections included a provision to ensure that priority for adult education programs and services will be given to those individuals designated to leave the Adult Correctional Facility (ACF) within 5 years from the signing of the MOA.

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 and Postsecondary vocational classes. 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

DESCRIPTION OF PROPOSED 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

It is anticipated that there will be a decrease of grant funds available to the State Agency Office for the above activities given the size of the grant award and the minimum requirement to expend 82.5 percent (82.5%) of the total grant for local programs. The remaining 17.5 percent (17.5%) of the funds will address state administration. Therefore, 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 2000:

ACTIVITY	PARTNERSHIPS WITH OTHER AGENCIES
■ Professional development for instructors and administrators ■ Technology Assistance, including Training	GCC Pacific Regional Education Laboratory (PREL) US Department of Education - DAEL National Institute for Literacy (NIFL) Pacific Islands Consortium on Adult Education and Literacy (PICAEL)
■ Monitoring and Evaluation Quality and Improvement of Literacy Activities	GCC DOL AHRD DISID DOC
■ Coordination with Existing Support Services for Transportation, Child Care, and other Assistance(financial aide)	GCC 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 PREL USDE
■ 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

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).

Applicants may request to exceed the five percent (5%) limit for administrative costs as part of its original application through the Project Review Committee. The request will be evaluated on a case by case basis in situations where limits are too restrictive to allow for adequate planning, personnel development, and interagency coordination.

12.3 Section 427 of The 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.

APPENDICIES