



Combined Strategic Workforce Development Plan

Title II Program Specific Requirements

2024-2027

GUAM PYS 2024-2027

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

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

Aligning of Content Standards

The State Agency/Guam Community College (GCC) aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as mentioned (20 U.S.C. 6311(b)(1)).

Description of Allowable Activities

Adult education and family literacy provides academic instruction and educational services, including programs that provide concurrent activities, below postsecondary level that (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain the education and skills that are necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities of their family; (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including career pathways; and (4) assist immigrants and other individuals who are English learners in improving their reading, writing, speaking, and comprehensive skills in English; and mathematics skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

As State Agency for adult education, GCC will launch programs, activities, and services to an eligible individual [§203(4)]-

1. who has attained 16 years of age;
2. who is not enrolled or required to be enrolled in secondary school under Guam law[1];
and
3. who ---
 - a. is basic skills deficient;
 - b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

- c. an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.
4. [1] Guam Public Law 34-104, An Act to Amend Section 6102 of Article 1, Chapter 6, Title 17, Guam Code Annotated, Relative To Raising The Age From Sixteen (16) to Eighteen (18) Years Old In Reference To The Duty To Send Children To School, June 15, 2018.

Since 2014 incorporating the English language arts/literacy and mathematics standards into existing adult education curricula. The Adult Education Office will continue to update and submit curricula (Non-Substantive Revisions) to the College's Curriculum Review Committee (CRC) for its review, approval, and implementation.

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

- a. **Adult Education** - Academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.
- b. **Literacy - Basic Skills** - Academic instruction and education services to assist an individual's ability to read, write, and speak in English, digital literacy and critical thinking, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
- c. **Workplace adult education and literacy activities** - Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- d. **Family literacy activities** - Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and age-appropriate education to prepare children for success in school and life experiences. Funds awarded under WIOA, Title II cannot be used to support activities, services, or programs for individuals under the age of 16 and are enrolled or required to be enrolled in secondary school under Guam law, except for the purpose related to family literacy activities.
- e. **English language acquisition learner/activities** - English-as-a-Second Language (ESL) for students whose native and/or their first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve

competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

f. **Integrated English literacy and civics education** – Guam does not receive funding for Section 243 activities.

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

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

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

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

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

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;

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

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

Local Activities

The State Agency/GCC will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. Guam's Unified or Combined State Plan includes at a minimum the scope, content, and organization of these local activities. The State Agency/GCC will announce, in the local newspaper and on the State Agency Office website (www.guamcc.edu), the availability of competitive WIOA, Title II funds. The announcement will provide information on the WIOA, Title II competitive grant, the definition of eligible providers and eligible participants, and the application process. Information on upcoming technical assistance sessions, obtaining the program agreement template (electronic or hard copy), and submitting a multiyear grant/program agreement by the established deadline will also be provided. The technical assistance session will include information on Guam's adjusted levels of performance, data, and discuss how eligible providers will meet the demonstrated effectiveness requirements. To ensure planned goals and activities are aligned to the local board, the SAO will transmit and provide fifteen (15) business days for the Guam Workforce Development Board/Guam Workforce Investment Board to review proposed grant/program agreements for consistency and alignment with the local plan.

Grant Awards

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application that describes program and services. The grant/program agreement application will be evaluated on established criteria. Applications will be evaluated on the eligible provider's (1) demonstrated effectiveness 2-years of performance data) on programs, services, or activities that improved the literacy of eligible individuals and to realize Guam's adjusted levels of performance; eligible participants data outcomes on employment, attainment of secondary

school diploma or its recognized equivalent, and transition to postsecondary education and training; and (2) alignment of activities to the WIOA State Plan for the Territory of Guam.

Demonstrated Effectiveness

An eligible provider must have data that demonstrated effectiveness in improving eligible individuals with low levels of literacy in the following content domains:

- reading,
- writing,
- mathematics,
- English language acquisition, and
- other subject areas relevant to the services contained in the State's application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to—

- employment,
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training. (34CFR §463.24)

The grant/program agreement application has two parts. Part 1 requires (a) a narrative to describe programs and services to be provided with funds awarded, (b) cooperative arrangements to describe services and partners, and (c) to describe proposed adult education offerings and services. Part 2 requires a proposed budget.

Part 1:

a) The eligible provider's description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

1. Adult Education
2. Literacy
3. Workplace adult education and literacy activities;
4. Family literacy activities;
5. English language acquisition learner/activities
6. Workforce preparation activities; and
7. Integrated education and training.

b) The eligible provider shall include cooperative arrangements with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

c) In awarding grants or contracts for adult education and literacy activities to eligible providers, the eligible agency must include demonstrated effectiveness as well as the 13 considerations in Title II as defined in §231(e) and the Guam Workforce Development Board (GWDB) plan alignment and partnership/collaboration.

(1) The degree to which the eligible provider would be responsive to regional needs as identified in the local workforce development plan and serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who a) have low levels of literacy skills or who b) are English language learners;

(2) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

(3) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially with respect to eligible individuals who have low levels of literacy and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in Section 116;

(4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners;

(5) Whether the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains and whether the program uses instructional practices that include the essential components of reading instruction;

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

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

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

(9) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;

(10) Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

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

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with

section § 116) and to monitor program performance; and

(13) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

While previously funded eligible providers are required to provide performance data (2-years of performance data) and participants' data outcomes on employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training, those not previously funded shall provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, and their success in achieving employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training outcomes.

Part 2: Proposed Budget

Eligible providers shall propose a budget to successfully implement adult education programs and services. The budget may include, salaries, benefits, contractual, supplies and materials, and equipment.

Guam will also establish and operate programs under section 225 for corrections education and education of other institutionalized individuals, for adult education and literacy activities and secondary school credit to reduce recidivism. Priority will be to those individuals who are likely to leave the correctional institution within five years of participation in the program.

Guam complies with the General Education Provisions Act (GEPA, Section 427). In the grant/program agreement application, eligible WIOA, Title II providers shall give assurance that equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs will be provided. The State Agency Office will validate the eligible provider's assurance.

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

Evaluation of Applications

The grant/program agreement application shall address the requirements of [Subtitle C §231].

In awarding federally funded Program Agreements (grants or contracts), grant applications will be evaluated against §231 criteria. The State Agency/GCC shall ensure eligible providers have direct and equitable access to apply and compete for funds, use the same application process, and award providers having a multiyear grant/program agreement application. An eligible provider shall use the Guide for Writing a Grant Proposal describing how it plans to -

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

Evaluation and Performance Measures Adult Education and Family Literacy Annual Evaluation of Adult Education and Literacy Activities

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

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

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

These performance measures shall consist of 1) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program, 2) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program, 3) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, 4) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exiting from the program, 5) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment and 6) the indicators of effectiveness in serving employers established pursuant to clause (iv).

Monitoring Evaluation:

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

The State Agency/GCC will transition from TOPSpro (Tracking of Programs and Student) - existing management information system and employ the use of Guam Department of Labor's "Hire Guam" a Virtual One-Stop (VOS) System - when training and full implementation is

achieved. The goal is for VOS to maintain data whereby all partners will have regional and national capacity to report eligible individuals' outcomes and to monitor program performance against the eligible agency performance measures.

EDUCATIONAL LEVEL DESCRIPTORS [1]

Beginning Literacy Level 1: (CASAS Reading GOALS scale scores 203 and below)

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate an understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level

context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

Beginning Basic Level 2: (CASAS Reading GOALS scale scores 204-216)

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.[2] They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word

patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

Low Intermediate Level 3: (CASAS Reading GOALS scale scores 217-227)

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and[3] affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

High Intermediate Level 4: (CASAS Reading GOALS scale scores 228-238)

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185).¹³ They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details,

quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.[4]

Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Low Adult Secondary Level 5: (CASAS Reading GOALS scale scores 239-248)

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).[5] This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point

of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to

determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

High Adult Secondary Level 6: (CASAS Reading GOALS scale scores 249 and above)

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).[6] This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise[7]

leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity[8]

| CCR Levels of Learning | ATOS | Degrees of Reading Power | Flesch Kincaid | The Lexile Framework | Reading Maturity |
|------------------------|-------------|--------------------------|----------------|----------------------|------------------|
| B (Level 2) | 2.75- 5.14 | 42-54 | 1.98-5.34 | 420-820 | 3.53-6.13 |
| C (Level 3) | 4.97- 7.03 | 52-60 | 4.51-7.73 | 740-1010 | 5.42-7.92 |
| D (Level 4) | 7.00- 9.98 | 57-67 | 6.51-10.34 | 925-1185 | 7.04-9.57 |
| E (Level 5) | 9.67- 12.01 | 62-72 | 8.32-12.12 | 1050-1335 | 8.41-10.81 |
| E (Level 6) | 11.20- 4.10 | 67-74 | 10.34-14.2 | 1185-1385 | 9.57-12.00 |

Beginning Literacy Level 1 (CASAS Math GOALS 2 scale scores 192 and below)

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half-and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Beginning Basic Level 2 (CASAS Math GOALS 2 scale scores 193 – 203)

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one-and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use

common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one-and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half-and quarter-inch and display that data by making a line plot marked off in appropriate units.

Low Intermediate Level 3 (CASAS Math GOALS 2 scale score ranges 204 – 213)

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm

to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

Middle Intermediate Level 4 (CASAS Math GOALS 2 scale score ranges 214 – 224)

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.

Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

High Intermediate Level 5 (CASAS Math GOALS 2 scale score ranges 225 – 235)

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.

Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.

Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Adult Secondary Level 6 (CASAS Math GOALS 2 scale score ranges 236 and above)

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use

them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.

Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope

(rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Description of Guam's Adult High School (AHS) Diploma Program:

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

Individuals scoring below 239 on the reading portion of CASAS and below 236 on the math portion will begin by taking courses to refresh basic skills (Adult Basic Education (ABE)) until scores of 239 and above in reading and 236 and above in math are met. Individuals may go into the AHS Diploma Program after successfully completing the ABE program and exiting with the CASAS score. The time individuals spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program. Individuals who score at least a 239 in reading and 236 in math may go directly into the AHS Diploma Program or schedule to take the high school equivalency diploma (GED®). Students scoring below 236 will receive tutorial services.

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

Program Guidelines:

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

1. Students receiving more than five (5) **unexcused** absences in any registered course will receive a failing grade (F) or Technical Failure (TF), whichever is applicable, for the course. Students must communicate with instructors, Adult Education Office, and AHS advisor/counselor concerning absences. Excused/unexcused absences will be based upon the instructor's discretion. If a student should receive more than two (2) failure grades resulting from unexcused absences, the student will be placed on academic probation for one (1) semester. The student will be referred to the advisor/counselor for the Adult Education Office for further advisement.
2. Students who receive a failing grade (F) or Technical Failure (TF) will be allowed to retake the course only once. Student may retake no more than two (2) courses while enrolled in the AHS Diploma Program. Should a student retake a course and is still unable to complete the course, the student will be placed on academic probation status for the failed course(s) for one (1) semester. Student must make an effort to seek tutoring services or other student support services. The student will be referred to the advisor/counselor for the Adult Education Office for further advisement.
3. Any student who withdraws (W), who has been technically withdrawn (TW), and/or who discontinues attending any course he/she has registered in after the official add/drop dates will result in a failing grade (F) or a Technical Failure (TF) for the withdrawn courses. The student will be then placed on academic probation status for one (1) semester. Admissions and Records will automatically disapprove the student's

application for admission as a Diploma student, change the student's status to an undeclared status and the student will be referred to the advisor/counselor or the Adult Education Office for further advisement.

4. Students will be loaned the required textbooks (e.g., English, Mathematics, Science, Social Studies, etc.) for their registered courses with an obligation of returning all textbooks in good condition to the Adult Education Office at the end of the semester. Outstanding obligations will result in a "hold" on grades, transcripts, or other GCC related processes.
5. Students must take CASAS post-test as outlined in the Assessment Policy Guidelines. Failure to take a CASAS post-test will result in a "hold" on grades, transcripts, or other GCC related processes.

AHS Diploma Requirements:

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

- a. English - 9 credit hours
- b. Mathematics - 9 credit hours
- c. Social Studies - 9 credit hours
- d. Science - 6 credit hours
- e. Computer Skills - 3 credit hours
- f. CTE Electives - 9 credit hours.

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

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

4) Upon evaluation of an official high school transcript by the advisor or counselor, high school credits earned from an accredited secondary high school may count towards GCC's Adult High School Diploma program. High school credits earned will be converted to credit hours to meet the requirements of the adult high school diploma using the following equivalency: one Carnegie (1) is equal to three credit hours (3) on 050-099 level.

5) Students may have the option to take the ACT WorkKeys® National Career Readiness Certificate, a credential that verifies workforce readiness.

6) AHS students must achieve a minimum cumulative GPA of 2.0 to earn an Adult High School Diploma.

English as a Second Language [9]

Beginning ESL Literacy Level 1: (CASAS Reading STEPS scale score ranges 183 and below | Listening STEPS scale score ranges 181 and below)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8) [10]

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read aloud, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read aloud about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use. With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh-questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Low Beginning ESL Level 2: (CASAS Reading STEPS scale score ranges 184-196 | Listening STEPS scale score ranges 182-191)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh-questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

High Beginning ESL Level 3: (CASAS Reading STEPS scale score ranges 197-206 | Listening STEPS scale score ranges 192-201)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh-questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Low Intermediate ESL Level 4: (CASAS Reading STEPS scale score ranges 207-216 | Listening STEPS scale score ranges 202-211)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

High Intermediate ESL Level 5: (CASAS Reading STEPS scale score ranges 217-227 | Listening STEPS scale score ranges 212-221)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Advanced ESL Level 6: (CASAS Reading STEPS scale score ranges 228-238 | Listening STEPS scale score ranges 222-231)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze

the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis. Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms

effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Workforce preparation activities

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

Integrated education and training

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

Procedures Distribution of Funds

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

Program Strategies for Populations

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

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

1. To develop comprehensive adult education programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.
2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.
3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.

4. To develop alliances with key public and private sector organizations to ensure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.
5. To continue in implementing special projects designed to increase the training skills of providers to ensure that instructional techniques specifically designed for eligible adult participants are continually improved.
6. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

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

INTEGRATION WITH OTHER BUREAUS

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

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

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

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

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

Workforce Investment and Opportunity Board | Department of Education | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Guam Behavioral and Wellness Center | Goodwill Industries | Guam Chamber of Commerce | University of Guam | Salvation Army | Private enterprise

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

GCC recognizes and supports an education blueprint that aligns education standards to community needs. Education and healthcare remain a priority for social services on Guam.

Steps to Ensure Direct and Equitable Access

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. As defined, an eligible provider is an organization (e.g., a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition of agencies, organizations, institutions, or authorities described; and a partnership between an employer and an entity described) that has demonstrative effectiveness in providing adult education and literacy services.

Notice of Availability

All eligible providers will have direct and equitable access to apply and compete for a multiyear program agreement that develops, implement, and improve adult education and family literacy programs on Guam. Notice of Availability of Funds and the application process is used by all eligible providers. Besides, all eligible providers will be given the information and technical support necessary to complete the application process.

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

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

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

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

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

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

Special Rule [§231(d)]

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities to support or provide programs, services, or activities for individuals who are under the age of 18 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

1. *Technical Assistance Guide for Performance Accountability - National Reporting System for Adult Education, August 2019 Appendix B. New Educational Functioning Level Descriptors*
2. Refer to the Table complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.
3. Ibid.
4. Ibid. [5]Ibid.
5. Ibid.
6. Ibid
7. This chart only identifies text complexity for levels B-E. At level A, students are just learning how to read, so it is not appropriate to focus on complexity of the text until level B.
8. *Technical Assistance Guide for Performance Accountability - National Reporting System for Adult Education, August 2019 Appendix B. New Educational Functioning Level Descriptors.*

Numbers in parentheses represent English Language Proficiency Standards for Adult Education.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;

- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

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

Corrections Education and other Education of Institutionalized Individuals

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

1.
 - a. Adult education and literacy activities;
 - b. Special education, as determined by the eligible agency;
 - c. Secondary school credit;
 - d. Integrated education and training;
 - e. Career pathways;
 - f. Concurrent enrollment;
 - g. Peer tutoring; and
 - h. Transition to re-entry initiatives and other post-release services to reduce recidivism.

Eligible providers may offer programs that include adult education and literacy activities or other activities such as family literacy, special education, as determined by the eligible agency, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives. A Memorandum of Agreement is maintained between GCC and the Guam Department of Corrections. Through GCC's Adult Education Office, Guam will continue to offer adult these activities at the Department of Corrections to individuals likely to leave the institution within five years of participation in the program.

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

- Administer CASAS assessment test or an alternate assessment instrument as approved by USDE;
- Expand the availability and use of computers by both the instructors and the students;
- Modify Basic Skills curriculum to incorporate attainment of basic computer literacy skills;
- Implement the new Adult High School curriculum to address employability skills, increased academic standards and contextual learning relating to requirements of the workplace; and
- Conduct Professional development for instructors and administrators on techniques and approaches to increase learning gains and retention among adult learners.

Priority

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

Types of Institutional Settings

The Department of Correction's Adult Correctional Facility is the only state prison on Guam for adults. Its Adult Education program consists of Basic Skills classes and ESL classes for all ABE literacy levels and Adult High School classes for the ASE literacy level below the twelfth grade. The latter can be taken to meet the elective requirements towards earning an Adult High School Diploma. Inmates are given the opportunity to take the Placement Test and go through career and academic counseling to establish goals with education and training available to meet those goals.

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

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

1. Guam does not receive funding to establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.
2. Guam does not receive funding to support the requirements of Title II, subtitle C, an Integrated English Literacy and Civics Education program.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

State Leadership

1. **The State Agency/GCC will use the funds to carry out the required State Leadership activities under section 223 of WIOA.**
 - Guam will continue to develop a career pathway to provide access to employment and training services in in-demand industries identified in the State Plan. The State Agency Office will offer a professional development program for adult education faculty on teaching methodology and teaching to a diverse age group. The State Agency Office will continue to provide Exploring WIOA, Title II to disseminate instructional and programmatic practices. The SAO will also conduct site visits to monitor the adult education program and services.
 - In addition to telephone calls made between the State Agency Office and the eligible provider, shared materials and resources on a particular topic or an issue, and on-site consultation with small groups, the Exploring WIOA, Title II is a planned 1-hour monthly technical assistance sessions facilitated by the State Agency Office to disseminate information to adult education program providers on updates from OCTAE, Title II requirements (performance indicators, etc.), and best practices on providing services, programs, or activities (instructional or programmatic practices) to adult learners. Moreover, the technical assistance session is offered on a day and time most convenient to eligible providers, and participants are encouraged to recommend a topic for an upcoming session. Participants will include adult education program providers and one-stop partners.
 - In addition to the annual site visit, monthly monitoring visits and reports are conducted.

Through monitoring visits, the State Agency Office monitors, evaluates, and validates eligible providers' adult education and literacy program offerings, services, and activities, participants (attendance), equipment (inventory), budget, and discuss performance goals. Eligible providers submit a Cumulative Monthly Activity Report

(CMAR) to describe effort towards realizing established goals and objectives. The State Agency Office reviews the CMAR and responds with new "information", request for clarification, and or "action".

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

State Leadership

Guam will use funds to carry out permissible State Leadership Activities under section 223 of WIOA. These activities will focus on the development and implementation of technology to support the use of instructional technology when instructors and students are not physically present in a classroom, updating curricula to support this effort, and developing models for integrated education and training and career pathways.

The State Leadership funds will not be more than 12.5% of Title II funds allocated to the State to carry out required and permissible activities as required under Section 223. These activities will focus on –

- Alignment of adult education and family literacy activities with core programs and one-stop partners including eligible providers to develop and implement career pathways and provide access to employment and training services for individuals in adult education and literacy activities;
- Establish or operate a high-quality professional development programs to improve instruction pursuant to local activities including instruction incorporating the essential components of reading instruction related to adult learners or their specific needs and disseminate information about models and promising practices related to the program;
- Provide technical assistance to eligible providers of adult education including the development and dissemination instructional and programmatic practices based on research, the role of the eligible providers as a one-stop partner to access employment, education and training services and use technology to improve system efficiencies;
- Monitor and evaluate the quality and improve adult education and literacy activities and disseminate information about models and proven or promising practices within the State.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

Assessing Quality

The State Agency/GCC will assess the quality of providers of adult education and literacy activities under title II. through an annual site visit. The State Agency Office will meet local administrators, to ensure compliance with federal and local policies. Information compiled from the site visit (such as areas of underperformance) will contribute and personalize the technical assistance session which ensures continuous improvement. Should corrective action be needed, the grant/program agreement's program manager will develop a program improvement plan which will be sanctioned and monitored by the State Agency Office.

After a State Leadership Activity, participants complete a survey to (1) assess the usefulness of the activity and (2) how the activity will be incorporated into the adult education program.

GCC's academic and non-academic programs all follow an annual curriculum review cycle. The Committee on College Assessment was established to monitor assessment activities that guide "improvements at the course, program, and institutional levels". The State Agency Office will require a Corrective Action Plan detailing strategy the provider will implement to ensure areas of underperformance are addressed.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

| The State Plan must include | Include |
|--|---------|
| 1. The plan is submitted by the State agency that is eligible to submit the plan; | Yes |
| 2. The State agency has authority under State law to perform the functions of the State under the program; | Yes |
| 3. The State legally may carry out each provision of the plan; | Yes |
| 4. All provisions of the plan are consistent with State law; | Yes |
| 5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan; | Yes |
| 6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan; | Yes |
| 7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and | Yes |
| 8. The plan is the basis for State operation and administration of the program; | Yes |

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

| The State Plan must include | Include |
|--|---------|
| 1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement); | Yes |
| 2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA; | Yes |
| 3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; | Yes |
| 4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. | Yes |
| 5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). | Yes |

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

| | |
|--|---|
| APPLICANT'S ORGANIZATION | Enter information in this column |
| Applicant's Organization | Guam Community College |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | Enter information in this column |
| First Name | Mary A.Y. |
| Last Name | Okada |

| APPLICANT'S ORGANIZATION | Enter information in this column |
|---------------------------------|---|
| Title | President/State Director |
| Email | mary.okada@guamcc.edu |

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.

- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

- The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or
- The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.
- The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Section 427 of the General Education Provisions Act (GEPA)

Eligible recipients of WIOA, Title II funds shall ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. Barriers that can impede equitable access or participation include gender, race, national origin, color, disability, or age. In the grant/program agreement, eligible recipients shall describe clear and succinct steps to be taken to overcome and address these barrier to

ensure that in designing its project, all can fully participate in the project and achieve high standards. Eligible recipients may use federal funds awarded to eliminate the barrier identified.

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBTQIA+ students.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Persons with disabilities without a high school diploma are less likely to complete their education or possess basic literacy skills. Additionally, individuals who do not speak English as their primary language or have limited ability to speak, read, write, or understand English may be apprehensive about attending school.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The State Agency will address barriers that impede equitable access or participation by incorporating the following:

1. Guam Community College is an equal opportunity employer and does not discriminate based on age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, or sexual orientation in its education and career and technical and adult education.
2. Dedicated offices, such as the Office of Accommodative Services, Student Support Services, Center for Student Involvement, Environmental Health and Safety, and Human Resources Office, provide reasonable and appropriate accommodations to meet student learning and employment needs of diverse stakeholders.
3. Guam Community College's federally and locally supported programs, activities, and services allow for all stakeholders (students, faculty, employees, etc.) to fully participate in, for example, remote instruction.
4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

The milestones could be written materials translated into languages other than English for awareness of programs and services in education and career. Furthermore, to continually survey and assess eligible service providers to ensure meaningful access to programs and services.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

| Performance Indicators | PY 2024 Expected Level | PY 2024 Negotiated Level | PY 2025 Expected Level | PY 2025 Negotiated Level |
|---|------------------------|--------------------------|------------------------|--------------------------|
| Employment (Second Quarter After Exit) | 16.3% | | 16.4% | |
| Employment (Fourth Quarter After Exit) | 15.1% | | 15.2% | |
| Median Earnings (Second Quarter After Exit) | \$2,132 | | \$2,200 | |

| Performance Indicators | PY 2024 Expected Level | PY 2024 Negotiated Level | PY 2025 Expected Level | PY 2025 Negotiated Level |
|------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Credential Attainment Rate | 20.0% | | 20.0% | |
| Measurable Skill Gains | 44.1% | | 47.0% | |
| Effectiveness in Serving Employers | Not Applicable ¹ | Not Applicable ¹ | Not Applicable ¹ | Not Applicable ¹ |

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

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