

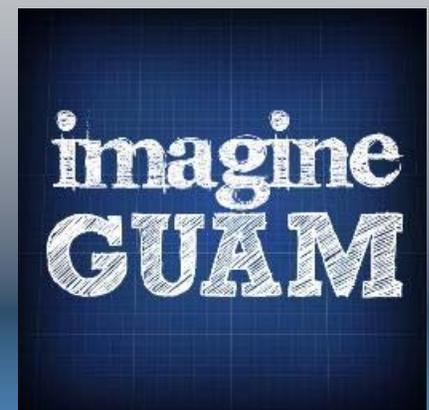
WORKFORCE INNOVATION AND OPPORTUNITY ACT

Guam's Combined State Plan for Program Year 2016-2019

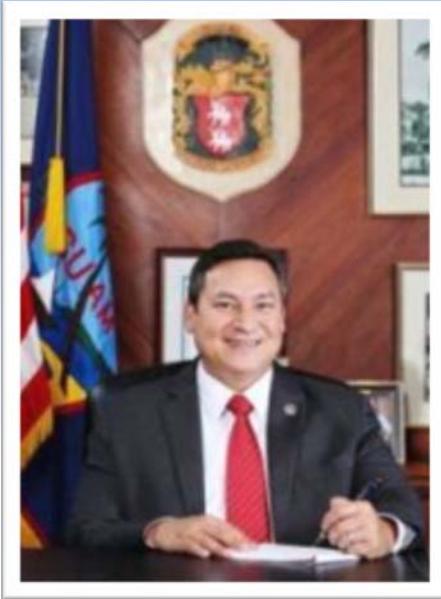


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Guam Workforce Development Board



Message from the Governor of Guam



Throughout the years of this administration, one of the hardest challenges it faced was workforce development and how we can most be able to meet those challenges and retain qualified and skilled workers to meet the demands of a global economy aligned with innovative strategies in an ever changing work environment. Human capital is the primary foundation of our Guam economy and must be preserved so that we have a healthy workforce of workers with exemplary marketable skills fit for competition both locally and regionally. For the sake of workforce development, we must remain engaged even in the most difficult situations.

Guam has remained vigilant in its quest to overcome economic obstacles. With the passage of the Workforce Innovation and Opportunity Act (WIOA) on July 22, 2014, our people continue to be faced with socio-economic issues and uncertainties. The unemployment rate has improved and more is being done by local leaders both in the private and public sectors to address these issues with regards to employment, education and economic development. The WIOA includes core programs from the Guam Department of Labor (GDOL), for the Adult, Youth and Dislocated Worker (Title I) along with the partner programs of the Guam Community College (GCC), the Adult Education and Family Literacy Act (AEFLA) (Title II), the Wagner-Peyser Act (Title III) also with GDOL and the Rehabilitation Act of 1973, with the Department of Integrated Services for Individuals with Disabilities (DISID), which is included in the WIOA as Title IV, all part of this collaboration to strengthen the workforce system.

The WIOA approach is one of reform and finding new ways to do business and tapping different resources necessary for true integration and innovation across multiple systems. *The collective impact model suggests that large-scale social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations.* This calls for ensuring that the workforce backbone platform exists to support strategies that are relevant to businesses. In short, structure follows strategies. This calls for increased collaboration with business partners to address the end-goal of employment and employer engagement. WIOA creates a more integrated, job-driven effective workforce investment system that includes key elements of job-driven employment and training programs. Let us strive to improve the lives of workers and employers alike and create a better future for the next coming generations.

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Eddie Baza Calvo
Governor of Guam

Message from the Chairman of the Guam Workforce Development Board



The Guam Department of Labor (GDOL) receives Federal funding from the U.S. Department of Labor Employment and Training Administration (USDOL ETA) for core programs available at the American Job Center (AJC) pursuant to the Workforce Innovation and Opportunity Act (WIOA) and is the entity that oversees the process of submitting a new Combined State Plan. This includes the Guam Workforce Development Board (GWDB) appointed by the Governor and tasked with the overall responsibility of guiding workforce development for Guam. It is composed of members from business entities as well as government and workforce representatives.

WIOA promotes competitive integrated employment for all the core programs inclusive of adult and literacy education, and assisting individuals with disabilities. Support is also provided by the GDOL to meet the labor demands and impact for the different populations in the Guam community and in preparing and collaborating with other workforce partners to address their employment, training or education needs to find good jobs in the economy of Guam.

WIOA legislation represents more than 15 years of workforce development efforts with emphasis on innovation and opportunities for stronger alignment of employment, education and economic development which folds both the regional and local interest in economic development to remain a key component.

The concept of delivery services at the AJC has evolved to the human centered design and what we need to embrace for today's workforce development. This includes the role of board members to stay in the "strategic mindset" versus the tactical mindset and meeting the procurement of a one-stop customer-centered service design system. The importance of building capacity and education of staff to provide the WIOA required servicing levels continues to be a key concern, to help those most in need of getting back to work. Understanding the resources and programs as well as training expertise and investments becomes a necessity and helpful to navigate and leverage resources, including administrative cost sharing and coordinated service delivery needs.

Frank F. Blas, Jr.
Chairman
Guam Workforce Development Board

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Message from the Director of the Guam Department of Labor



Buenas yan Hafa Adai! The Guam Department of Labor (GDOL) is once again submitting a DRAFT Workforce Innovation and Opportunity Act (WIOA) Combined State Plan for public comments and encouraging all stakeholders to participate and provide input and feedback.

Under the WIOA, the Governor of each state must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. One of the WIOA's principal areas of reform is to require states to plan across core programs. This reform promotes a shared understanding of the workforce needs and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies for addressing the needs of businesses and job seekers. A comprehensive career pathway combines education, training, counseling and support services from multiple programs, including secondary and postsecondary career and technical education (CTE), adult and family literacy education, Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP). GDOL programs include the Wagner-Peyser employment services, Youth, Adult and Dislocated Worker programs, Disabled Veterans Outreach Program (DVOP) and Senior Community Service Employment Program (SCSEP).

The American Job Center (AJC) mandated partners are the Guam Community College, and the Department of Integrated Services for Individuals with Disabilities (DISID) for the Vocational Rehabilitation program. Other partners are the Department of Public Health and Social Services (DPHSS), and the Guam Housing and Urban Renewal Authority (GHURA).

The various sections of this DRAFT Combined State Plan include a strategic plan with strategic elements and operational elements. The strategic planning elements consist of Guam's vision and goals, the economic conditions to include demand-driven industries, occupations, employment and labor market information (LMI). The operational planning elements describe programs and activities of the entities responsible for the core programs and how these requirements align the programs and One-Stop service delivery.

We stand committed to provide continuous delivery of services at the AJC to meet strategic goals and align strategies to programs and quality, effectiveness and improvement of programs as well. We will assist employers and job seekers access a job driven vision for the future economy of Guam.

Maria S. Connelley
Director
Guam Department of Labor

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EXECUTIVE SUMMARY



The impetus for workforce development collaboration comes from the need to acknowledge the maturation of the macro-economic landscape and the connectedness of local and regional economies. We would also like to have positive outcomes with evidence-based information to support a framework based on accurate data and strategies with strong partnerships.

Guam businesses, employers and the community, NGOs, all stakeholders, including workforce partners, need to focus on what's available with current Labor Market Information (LMI) to help youth and others with job preparedness, and development of skills, to enable them to keep their jobs. Education is experiencing similar changes to their education landscape. Education institutions recognize the importance of aligning student interests (high schools) and career preparation that lead to increased graduation rates, increased college enrollments, and increased earnings with better jobs. Linked learning provides the foundation for aligning academics and work-place learning experiences across a wide area of career pathways (*California High School Model Approach*). That CTE programs are aligned to accurate workforce data.

The WIOA shift calls on carefully distinguishing between reactive approaches (system collectively responding to current challenges) and proactive approaches (understanding the broader workforce system and planning with use of data analysis) with preference on the latter when picking a workforce issue. This includes the use of an asset-based initiative with asset mapping of all resources and individuals who have skills and knowledge for building our best programming approach. It also includes determining and understanding where our workforce system aligns that support optimization of our assets. Employing asset maps provides a direct opportunity to identify the right members to serve on the workforce board.

The WIOA concept puts the customer first and center, it is now a customer-centered design system followed by sponsoring collaborative opportunities with a clear understanding and statement of the expected return on investment. This work is about how we are culturally going to do business going forward and at some point what roles and new structures we support. It is about getting into the best strategic position and work with all the interests of the partners and workforce stakeholders. This also requires evaluating the way we develop and manage partnerships related to what services and programs we want to align with that may result in a different and effective system. The human-centered approach requires taking the richness and best practices of the system and delivering them in a consumer friendly way.

Towards a new design in mind requires supporting a move to one comprehensive one stop that is based on sector and focus, legally compliant and sensitive to the workforce system needs. We must built new occupational standards that reflect changing socioeconomic demands.

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OUR WORKFORCE VISION AND CORE VALUES



Vision Statement

"HireGuam: Accessing Your Pathway to Success"

The HireGuam initiative is a collaborative effort which aims to bring together service providers, public and private employers and investors, and the workforce through the AJC. Though participating workforce development programs and agencies may have different priorities and objectives, they all have the shared vision of wanting to supply Guam's economy with a skilled workforce capable of meeting the island's economic needs.

Core Values

The following set of core values guide our strategic plan and decision-making and help us to demonstrate the delivery of a high quality workforce system.

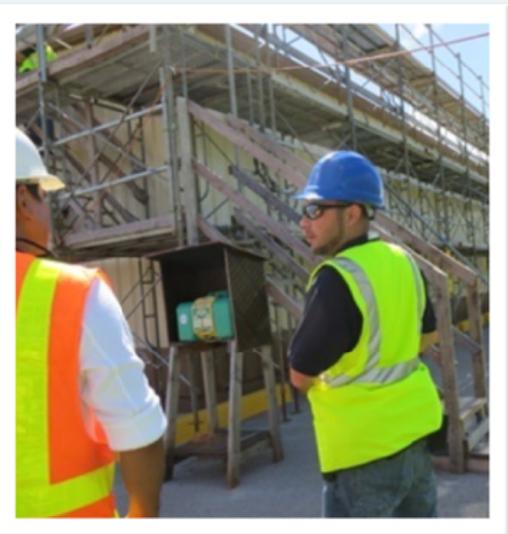
Collaboration

Central to this plan is the need for combined, collaborative partnerships – not just among the participating programs, but also between educators, trainers, private employers, investors, and the general public. While each party has individual specializations and objectives, all of them have single vision and a vested interest in ensuring that Guam is equipped with a skilled, trained workforce which can address Guam's economic needs.

Standardized and Systematic Process

The participating programs and service providers are all operating under similar performance standards, which ameliorates the process of sharing resources, including funding wherever necessary. This involves setting common measures for workforce development – including, but not limited to:

- Training and Workforce Orientation
- Case management
- Assessment
- Placement
- Retention



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OUR WORKFORCE VISION AND CORE VALUES (continued)



Demand driven

With buy-in from participant programs and employers, the American Job Center (AJC) is in a unique position to identify and track trends within the workforce sector, extending its capacity to provide guidance to individuals on Guam seeking career assistance. Since employers will also be able to request workers who possess a particular skillset, the service providers will have the ability to refine their training and other service offerings to better suit the needs of the workforce.

Flexible

The revised service delivery system aims to be innovative and proactive, with the capacity to plan and prepare for expected changes within workforce trends. It is open to change and aims to continually improve, adapting itself to any changes in technology and demand.



Accessible

For the AJC to be truly effective, it needs to be within easy reach – not only for service providers, but to businesses, investors, and individuals on Guam. The ADA-compliant location (or future locations) will be easily accessible to the general public, and is able to provide assistance to those without independent means of transportation. In addition, it will also be accessible online – through the website to start with, but it is open to other extensions, such as a smartphone app or other available technological means.

Accessibility also means efficient access to resources – the AJC will be centered on responsive case management, and will be able to provide a timely response to service needs.

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OUR WORKFORCE MISSION



Mission Statement

To empower individuals to be preferred employees through a shared community vision, which brings opportunities to Guam's workforce to achieve and sustain a better quality of life.

Demand driven

It meets the needs of all target populations – businesses, service providers, participating programs, and current potential members of the workforce.

The service delivery system ensures its ability to meet demand by focusing on being accessible and convenient, particularly for individuals both local, intraregional, and interregional. It is ADA compliant and is located within an area that is easy for members of the general public to reach, and will also be available online.

It aims to provide a timely response to service needs, and participates in key economic opportunities which drive economic growth – currently, these are tourism and military expansion, but it is open to these demands changing over time.

Innovative and proactive, flexible and able to adapt to changes in technology and environment, continuously improving

Though this is a standard system, it also leaves enough room for adaptation to changes in technology and environment.

Combined, collaborative partnership

Since participating programs share a single vision– to improve Guam's workforce – they can improve efficiency by minimizing duplication of tasks and sharing resources.

It is working on setting common measures for workforce development – including, but not limited to training, case management, assessment, placement, and retention. It will use the Virtual One Stop (VOS) system as a primary vehicle for managing these measures, though physical references will also be available upon request.

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OUR STRATEGIC CONTEXT



Combined plan approach

Since participating programs share a single vision— to improve Guam’s workforce – they can improve efficiency by minimizing duplication of tasks and sharing resources.

It is working on setting common measures for workforce development – including, but not limited to training, case management, assessment, placement, and retention. It will use the Virtual One Stop (VOS) system as a primary vehicle for managing these measures, though physical references will also be available upon request.

Economic Overview

The Workforce Innovation and Opportunity Act (WIOA) aims to streamline workforce development efforts by combining planning and delivery services from multiple programs into a single delivery system. Guam’s strategy for this effort by the Guam Department of Labor (GDOL) and core partners, the Guam Community College (GCC) and Department of Integrated Services for Individuals with Disabilities (DISIS) for the Vocational Rehabilitation program, is to submit to the Federal Government, a four-year Combined State Plan on April 1, 2016.



The new WIOA Combined State Plan is to be comprised of three components: a strategic plan, an operational plan, and a description of how core government programs will be pooling resources. The Guam Workforce Development Board (GWDB) intends to create a combined partner approach to improve how Guam services the unemployed, the underemployed and those that have dropped out of the workforce but would like to return. The new strategic plan will also meet the need of Guam’s current and planned industrial expansion, to assist the GDOL ensure that the Combined State Plan coincides with the public and private sector workforce requirements, which are increasing in diversity and magnitude as Guam’s economy improves with the impact of Guam’s expected development for the benefit of all Guamanians. Greater collaboration is encouraged between industry and government in the execution of the combined state plan to maximize local workforce participation.

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STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)



Strengths: Strengths of workforce development activities include: similar performance standards, familiarity of all partners, employers and service providers, availability of training resources, cooperation with all educational institutions, as well as strong regional relationship in support of the development of a regional approach to workforce development. Proximity and being a small region (clients, employers, and service providers being easily accessible), cost sharing percentages (have already been determined via WIA), and the Virtual One Stop (VOS) systems at the American Job Center (AJC) are accessible online.

Other strengths include the already determined cost-sharing percentages via WIA and an adopted electronic networking, case management, and workforce management system (VOS); experienced, committed, and efficient staff, as well as a proven case management team that can provide training in VOS. In addition, Guam Workforce Development Board (GWDB) is very supportive and engaged. By 2017, AJC will be outsourced, either to private or government. Furthermore, political, institutional, and community support will be available for workforce development and positive economic growth, and job availability is predicted over the next five to ten years.



Weaknesses: One of the major difficulties and challenges is the general inadequate resources available and material and service needs. This would include: certified case managers/case management certification standards, ADA accessibility to the VOS, public transportation services, and social services (adult/child care, mental health, medical services). Improvements are also needed in cross-training on federal programs and case managements requirements, and in awareness and knowledge of the changes being created by WIOA. A stronger regional approach to workforce development is necessary. These changes will be difficulties in that adapting to change might be affected by transitioning and aging workforce development staff, the latter of which has no succession plan.

Other difficulties include a lack of a workforce development brand, lack of public awareness of the AJC program, lack of financial contributions by program partners, and inadequate interagency coordination. Any of these could be affected by Guam's isolation and distance from the United States. Further difficulties include lack of awareness and knowledge of the VOS by the community, and lack of updated information sets necessary for workforce development planning (employment, economic-development information). Improvement is needed to share funding to achieve the strategy.

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SWOT WORKFORCE DEVELOPMENT ACTIVITIES (continued)



Opportunities: Many opportunities can arise. A growing economy will increase demand for employment and a community interest in learning more about the workforce development systems that can be available. There will be more willingness to adopt a single set of performance standards across agencies and participating providers. There will be a regional economic growth, particularly in the CNMI, associated with tourism and federal spending. There will also be a regional cooperation through the Micronesians Executive Summit for the development of a regional workforce development program. There will be more political support by the legislature, administration, and the community for improving workforce development services.

Additionally, there will possibly be a reorganization of all workforce development services as current employees retire at an increasing rate due to the age of the current workforce development staffing. There will be potential for improvement in delivering workforce and related educational and training opportunities created by evident demand amongst employers. There will also be an increase in the willingness to leverage resources between service providers, agencies, and educational institutions to improve workforce development.



Threats: Possible threats would include changes in leaderships, lack of employer cooperation/participation, loss of funding through a lack of performance, lack of public participation and engagement, and a breakdown in regional cooperation. Other unforeseen threats include international security threats, inclement weather, and a slow-down in economic growth created by inadequate infrastructure, local opposition to economic expansion. Competition for the provision of workers from other regions (H2-H1 workers) also poses a threat with a cheaper workforce, as well as no improvement in public transportation, resistance to workforce development standards and programs, and a breakdown in the desire of agencies to cooperate and align workforce development services.

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OUR STRATEGIC GOALS



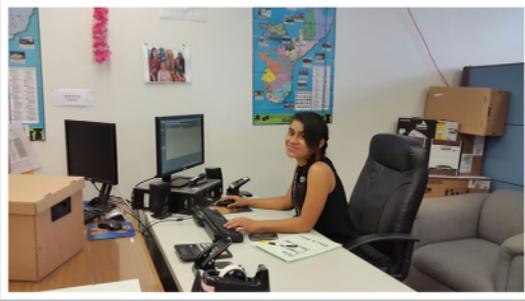
The following are the goals for achieving the vision of workforce development activities:

1. Increase employment and skills levels by delivering services that employers need and job seekers require.
2. To have evidence-based decisions so that progress made can be aligned with recognizable changes in workforce development including regional efforts with career pathways to provide individuals such as youth, low-skilled workers, those with barriers to employment, and the underemployed with access to workforce investment, economic development, education and employment and support services to enter or retain employment.
3. Create and provide an integrated approach to promote lifelong learning continuum for workers in our workforce system especially for youth services, to engage young people not working and not in school for youth employment.
4. Develop key economic opportunities for participants that drive economic growth in existing industries such as tourism, construction and the military buildup.
5. To improve accessibility and availability of workforce development programs and data through an efficient reporting system, the Hire.Guam Virtual One-Stop (VOS) system.



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STRATEGIC INITIATIVES



Initiative 1: Setting Service Delivery System Standards

It is important to note that the WIOA puts emphasis on education and training, as key to encourage job seekers to find employment and career pathways. At the American Job Center (AJC), service delivery points are available for those seeking job opportunities and Guam's workforce delivery system facilitate cross-program strategic planning.

The core and partner programs are all co-located at the AJC and these are the Youth, Adult and Dislocated Worker programs, the Adult Education and Family Literacy Act program with GCC, the Wagner-Peyser employment services and other partner programs.



Initiative 2: Workforce Orientation (Career Path Development)

In order to build pathways, certain actions have been recommended for implementation to postsecondary education and credentialing aligned with career and technical education. By creating these college programs, it connects students with low skills to enter college and succeed and find jobs that are aligned to the skills they acquired for the workplace. They also can retain their jobs from what they learned while going through programs training for career path development. It is basically combining education and work.

Initiative 3: Evaluation and Performance Monitoring

Proposed remediation for this area of concern acknowledges there are gaps in existing performance measures and steps to address these gaps included focus on more monitoring functions being done (documentation, examinations, reviews, follow-ups) and evaluating participants entering the workforce with work experience, on-the-job training, and when necessary, educational attainment, so we can prepare them for gainful employment.

Other efforts made for improvement in meeting performance measures include assessing and reporting employment retention outcomes, staff professional training and full implementation of the Virtual One-Stop (VOS) System, the case management workforce system and monitoring and reporting performance outcomes with programs.

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OPERATIONAL PLANNING INITIATIVES



Working from a Strategic Planning Guide provided by the U.S. Department of Labor Employment and Training Administration (USDOL ETA), the QSAP Assessment Tool is utilized to align for priority purposes with Operational Planning but not limited to just these elements.

OPERATIONAL PLANNING ELEMENTS

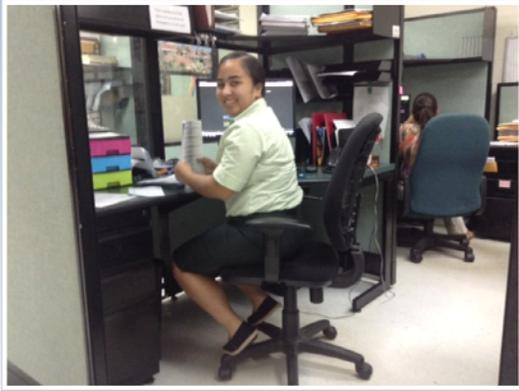
The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—Strategic Initiatives:

- **Partnerships and Program Alignment**—*Strategic partnerships and program alignment across workforce, education, economic development, business, social services, and other key programs and systems.*
 1. Our public workforce system has a coordinated strategy in place to involve partners and stakeholders in ongoing dialogues regarding transitioning to and implementing WIOA.
 2. Our public workforce system at the state/local level is prepared to operate as a catalyst to bring together strategic partners and align workforce development, economic development, and education policies and activities.
 3. Coordination and accountability mechanisms are in place to ensure that various partnership activities are aligned and in sync, particularly when there are cross-cutting issues.
 4. The state has policies in place to promote partnerships, collaboration, integration, and alignment of WIOA programs, activities, and supportive services at the state and local levels.
 5. At the local level, we have the partnerships and shared strategies in place to align program budgets to support shared strategies and activities using a variety of funding streams that are braided or leveraged and invested strategically to support talent development efforts.



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OPERATIONAL PLANNING INITIATIVES (continued)



- **State Leaderships and Governance**-*The critical role of State Boards in providing leadership and governance for the public workforce system.*
 1. There is a system-wide strategic plan across all core and mandatory program partners to implement your state's transformative vision which sets clear expectations for how the vision will be implemented.
 2. Comprehensive and inclusive engagement of the full array of workforce system partners - including but not limited, to community-based organizations, education at all levels, employer and worker advocate organizations, and training and service delivery providers - is planned and implemented to ensure that the state's planning process includes meaningful participation of all stakeholders.
 3. The state has a customer engagement strategy that breaks down barriers to accessing workforce development services for all job seekers and employer customers.
 4. The State Board fully engages workforce system stakeholders (including Local Boards, chief elected officials, core and mandatory program partners, and other programs) in plan development, spurring innovation and service delivery excellence.
 5. The state Board has implemented customer-centered policies to assist partners with one-stop service integration, increasing coordination of programs and resources.
 6. The State Board, in collaboration with workforce development, human and social services, and education partners, has implemented a statewide career pathway strategy that aligns employment, training, education and supportive services for under-skilled persons to increase demand skills and recognized post-secondary credentials.

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OPERATIONAL PLANNING INITIATIVES (continued)



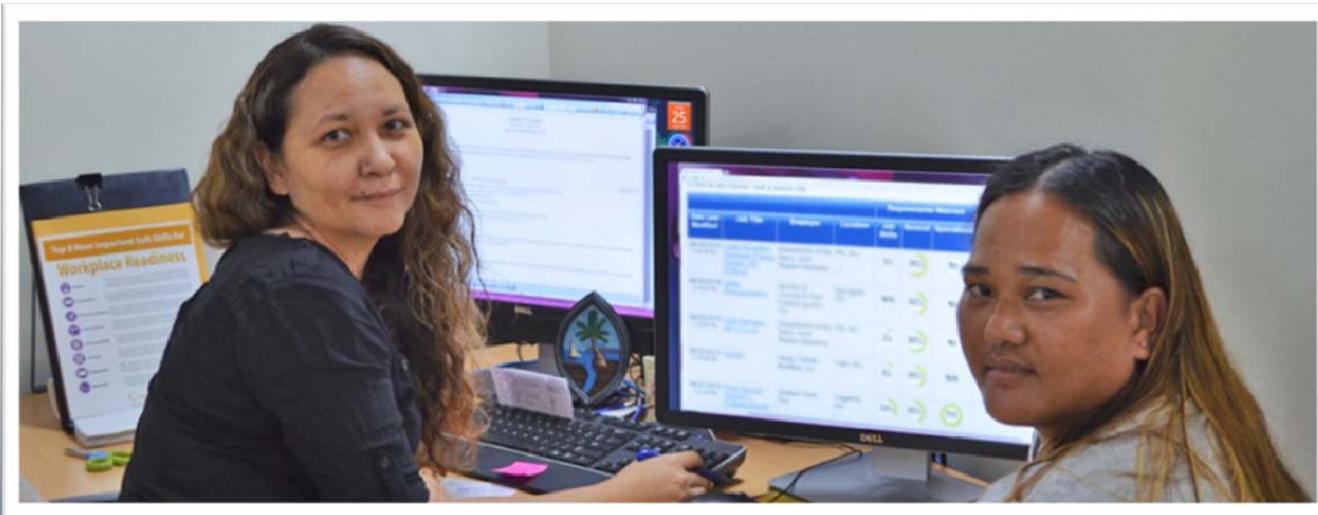
7. Staff training is in place to increase the skills and knowledge of all staff in the workforce development system and ensure that they have the skills for their new roles in a transformed system.
8. A statewide system for the identification and dissemination of best practices related to meeting the needs of employers, workers and jobseekers is in place and includes all of the program partners.
9. State policies are in place identifying the appropriate roles and contribution of resources for all required one-stop program partners under WIOA.
10. State policies are in place to support effective Local Boards, promote success, and sustain fiscal integrity in order to help Local Boards perform all local activities with measurable effectiveness.
11. State policies are in place to support all required infrastructure activities, such as resource allocations and reporting for all program activities required under WIOA.
12. State agencies have established a MOU to outline methods of collaboration that supports the state's strategic vision.
13. The state Board has established policies which provide a framework and support for successful local MOUs.
14. Services to be provided through the one-stop delivery system are clearly outlined in MOUs.
15. How costs of services and operating costs will be funded is identified in MOUs.

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OPERATIONAL PLANNING INITIATIVES (continued)



16. MOUs clearly lay out the methods of referral to individuals between the one-stop operator and one-stop partners for services and activities.
17. Duration of the MOU is defined.
18. Methods to ensure that the needs of individuals with barriers to employment are clearly addressed in MOUs.
19. Procedures for amending and assurances that the MOU will be reviewed at least once every two years are in place.



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OPERATIONAL PLANNING INITIATIVES (continued)



One-Stop Center Service Design-Customer-centered and integrated service delivery through one-stop centers that provide high quality services to job seekers and businesses.

1. Our workforce system has all core and required one-stop partners¹ at the table supporting development and implementation of the area's one-stop policies and processes, service delivery design, and infrastructure and certification criteria.
2. The role of all required partners in the one-stop has been defined, introduced, and integrated into service delivery.
3. A service strategy has been put in place that provides youth with access to educational and other appropriate activities and supportive services. Youth are able to access robust programs, activities, and supportive services to assist them in obtaining high school and postsecondary credentials and succeeding in careers.
4. Our local area has a process to establish meaningful MOUs with partners with a strong focus on identifying the appropriate career services that will be delivered through the one-stop delivery system, as well as on customer-centered service delivery design and infrastructure/cost agreements.
5. One-stop partners understand customer-centered design and how it applies to one-stop operations and continuous improvement.
6. Policies for one-stop centers are in place that support a customer-centered, fully integrated, service delivery system that ensures customers have maximum access to the full range of education, employment, training, and supportive services available through the partner programs.



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OPERATIONAL PLANNING INITIATIVES (continued)



7. One-stop partners use customer-centered design to understand the customer's needs and desires, and have implemented policies and procedures for integrated services based on the needs of their clients and context of their community.
8. Our workforce system is committed to continuous improvement of one-stop service delivery. There are policies and procedures in place to evaluate effectiveness against the indicators of performance, accessibility, and customer satisfaction and make improvements based on data and feedback.
9. Under WIOA, core services and intensive services are consolidated into career services. One-stop policies are clearly established in the MOU and these policies reflect that an appropriate combination of career services are made available through partner programs at every one-stop.
10. Our workforce system promotes accessibility for all job seekers to one-stop centers and program services, and is fully compliant with accessibility requirements for individuals with disabilities.

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OPERATIONAL PLANNING INITIATIVES (continued)



Youth Service Strategies– Service delivery strategies that emphasize work-based learning opportunities and build career pathways for youth.

1. Key partners and stakeholders within our workforce system have developed an on-going, collaborative approach for recruiting, referring and providing holistic youth services.
2. Our local area has conducted an assessment (resource mapping) of available organizations and programs within the region that currently provide services to eligible populations to determine areas of strengths, weaknesses, and opportunities that will be addressed in the WIOA youth services program design and ensure maximum leveraging and alignment. Including:

Alternative Schools

Apprenticeship / Pre-Apprenticeship

Business Partners

Community Organizations / Non-profits / Foundations

Competitive Grants

Local School Districts

Vocational Rehabilitation

Other



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OPERATIONAL PLANNING INITIATIVES (continued)



3. Our State and Local Boards have issued policies outlining the criteria for youth eligible providers.
4. Our workforce system has adopted policy changes needed to accommodate the WIOA shift including working towards spending a minimum of 75% of WIOA funds on out-of-school youth (OSY) in Program Year (PY) 2015. They must: 1) demonstrate progress towards meeting the 75% OSY expenditure rate through increased expenditures on OSY compared to the previous year; 2) increase expenditures by a minimum of 10 percentage points compared to the previous year and no lower than a 50% OSY expenditure rate; and 3) be prepared to describe how they will achieve the 75% OSY expenditure rate with PY 2016 funds.



5. Our workforce system has established an integrated vision for serving youth that supports a service delivery system that leverages other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.
6. The Youth Standing Committee chair and staff convene partners to develop a vision, conduct program management, facilitate regular communicate with the systems' stakeholders, and support a workplan for the entire community.
7. Requests for proposals within our workforce system reflect the new out-of-school youth and work experience requirements, and assist in identifying providers with the capacity to successfully provide services. This may include modifications to current contracts.

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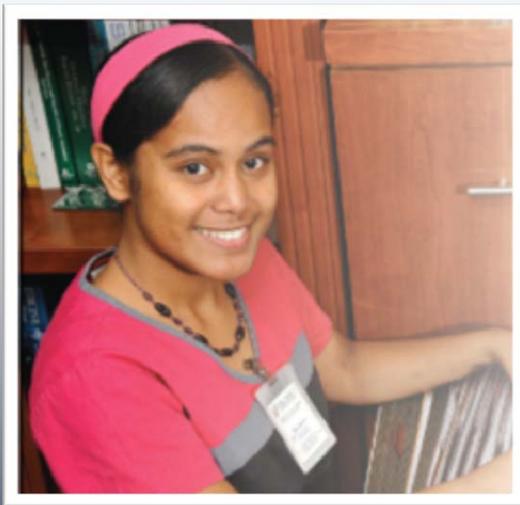
OPERATIONAL PLANNING INITIATIVES (continued)



8. The state has established clearly articulated objectives for use of the funds within the Governor's Reserve to enhance services through conducting evaluations, improving local service coordination of activities, and addressing high concentrations of eligible youth.
9. Our Local Board has established procedures to identify priority occupational skills training for youth in programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or occupations identified by the State or Local Board.
10. Youth providers and community resources have been identified to ensure eligible youth have access to the five new program elements established in WIOA.

Subsections:

1. Financial Literacy: Including supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals.
2. Entrepreneurial skills training
3. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
4. Activities that help youth prepare for and transition to post-secondary education and training.



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OPERATIONAL PLANNING INITIATIVES (continued)



11. Policies supporting efforts to productively spend at least 20% of youth allocations on work experience in Program Year 2015 and beyond have been adopted.
12. Effective methods for including pre-apprenticeships and apprenticeships in the youth services program have been adopted.
13. Our workforce system has included youth services in developing the state, regional, or local approaches to establishing career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, with workforce investment activities, education, and support services to enter or retain employment.



14. Our youth program is designed to provide disconnected youth access to career pathways and sector strategies to increase credential attainment and long-term career success.
15. Our workforce system has clearly defined its youth program design and service strategies to ensure services provided to youth offer the individual a career pathway. Such pathway provides a combination of rigorous and high-quality education, training, and other services in a manner that accelerates the educational and career advancement of the individual.

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STATE STRATEGY IMPLEMENTATION—STATE BOARD FUNCTIONS



GWDB Board Functions

Pursuant to P.L.113-128, and consistent with section 108, the Guam Workforce Development Board is appointed by the Governor and the functions of the local board shall include the following:

- Tasked with the oversight, implementation and guidance of the Workforce Innovation and Opportunity Act (WIOA)
- Develop and submit a local comprehensive strategic plan
- Carry out analyses of the economic conditions, needed knowledge for the region, the workforce in the region, and workforce development activities including education and training and regularly update such information
- Assist the Governor in developing the statewide workforce and labor market information system described in the Wagner-Peyser Act
- Conduct other such research , data collection and analysis related to the workforce needs of the regional economy as the board, after receiving input from a wide array of stakeholders , determines to be necessary to carry out its functions



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STATE OPERATING SYSTEMS AND POLICIES



Other Operational Planning Elements

Strategy Implementation Policy

Core Program Activities

External Alignment Activities

Partner Engagement With Educational institutions



Improving Access to post-secondary Credentials

Coordinating with Economic Development Strategies

State Operating Systems and Policies

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Guam Workforce
Innovation and Opportunity
Act
Combined State Plan
PY 2016-2019

Guam's PY 2016-2019 WIOA Combined State Plan

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OVERVIEW

WIOA supports innovative strategies to keep pace with changing economic times and seeks support employment services, job training, adult education and literacy and vocational rehabilitation activities.

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of Guam submits a Combined State Plan (“Combined Plan”) to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the Territory’s workforce development system. Guam’s publicly-funded workforce development system is part of a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing business with the skilled workers they need to compete in the global economy. The Combined Plan aims to conform with the WIOA planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA). The goal is to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals.

Guam’s Combined State plan pulled in core programs and additional partner programs in the planning process of the Plan. This allowed program partners to share insights and understanding about shared purpose. The result is a more comprehensive and integrated approach through the Plan to achieve performance goals. Developing sector strategies and career pathways are incorporated into the Plan in order to improve services to workers and businesses. Ongoing WIOA- related meetings among programs, as well as dialogue within other island networks (ex: Regional leadership or economic forums, Professional Organizations, NGOs, Judicial sector, etc.) helped grew richer relationships centered on workforce development. This type of cross-collaborative dialogue will continue to help weave the Plan strategies throughout Guam and the region to ensure successful implementation.

A Combined State Plan is submitted for Guam. This would include a four-year strategy for the core programs and additional partner programs, which are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III),

- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

State Plan Organization

The major content areas of the Guam Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
 - State Strategy Implementation,
 - State Operating Systems and Policies,
 - Assurances,
 - Program-Specific Requirements for the Core Programs, and
 - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, *Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements*. The Departments are not seeking comments on these particular requirements).

I. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

- Unified State Plan.** This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.
- Combined State Plan.** This plan includes the Adult, Dislocated Worker, Youth, Wagner- Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.
 - o Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
 - o Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
 - o Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
 - o Senior Community Service Employment Program (SCSEP) (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
 - o Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) (Disabled Veterans Outreach Program {DVOP})

II. STRATEGIC ELEMENTS

Guam's Combined State Plan includes a Strategic Planning Elements section that analyzes the Territory's current economic environment and identifies its' overall vision for a workforce development system. The required elements in this section allow Guam to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

INTRODUCTION

Guam's strategy with the Guam Department of Labor (GDOL) entails the collaborative effort made among the core programs and partner programs to implement the Workforce Investment Opportunity Act (WIOA) initiatives. It aims to improve the flow of workforce

development efforts by streamlining planning and delivery services from multiple programs into a single delivery system that is customer center designed to meet WIOA implementation.

The Guam Workforce Development Board (GWDB) plans to remain engaged in workforce development for both job seekers and employers, to ensure that those who come through the American Job Center (AJC) have a better chance at improving their quality of life and standard of living. With today's technology and a knowledge-based economy, implementing WIOA and a job-driven One-Stop delivery system is a high priority to assist job seekers access employment opportunities and help employers find qualified workers, to remain a leader in today's global competitive economy. The board intends to create a more integrated, effective job-driven workforce investment system with the One-Stop delivery system and Hire.Guam, the Virtual One Stop (VOS) case management system, aligned with key elements of job-driven employment and training programs. Initiatives of a job-driven vision include the following key elements:

1. Employer engagement
2. Leveraging of resources
3. Data-informed decision-making
4. Work-based training opportunities
5. Career pathways
6. Outcomes measures
7. Programs improvement
8. Elimination of barriers to employment

The American Job Center (AJC) with the GDOL is located at 710 West Marine Corps Drive, at the Bell Tower Plaza, Suite 301, in Hagatna Guam. All programs are co-located at the AJC and through the AJC, participants, stakeholders, employers, partners and collaborators are able to access customer centered services for the following:

- Improved coordination and integration of services
- Universal access provided for services to adults
- The use of Individual Training Accounts (ITAs) in training services
- Increase of local flexibility in training strategies
- Applying additional requirements for performance measures and accountability

(a) Economic, Workforce, and Workforce Development Activities Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

(1) Economic and Workforce Analysis

**Economic Outlook for Guam
Fiscal Year 2017**

SUMMARY

Guam's steady expansionary economic trend is forecast to advance in FY 2017 at a moderate and very possibly increasing pace. The continuing expansion is expected to be driven primarily by growth in the visitor industry with both increasing numbers of visitors as well as increasing revenue as hotel rates increase and expenditures rise. Increasing diversity and growth in Asian tourist outbound traffic to Guam is expected to continue, boosting the record 1.37 million visitors who came to Guam last year. Capacity expansion to accommodate increased numbers of visitors is underway with increased air transportation, hotel accommodations, retail, entertainment and other commercial investments. Major private commercial investment, as well as public investment in utility infrastructure, is also planned.

The Department of Defense continues building Guam's defense infrastructure capacity and that pace is expected to accelerate with preparation for the Marine Corps relocation from Okinawa underway. During the last decade the Department of Defense construction contracts have totaled over \$2 billion and have averaged nearly \$240 million annually for the most recent six years. In 2016, multiple major projects are scheduled to commence in support of the planned relocation of Marine Corps personnel from Okinawa.

The continued economic expansion on Guam will be bolstered by simultaneous growth in tourist, resident and military populations; continued moderation of energy costs; and America's rebalancing of its strategic focus and defense posture toward the Pacific.

TOURISM

2015 was Guam's best year in tourism history with more tourists arriving than in any other year. December 2015 also made history as the top December with a record 132,418 visitors, a 10.5 percent increase over December 2014. The Guam Visitors Bureau reports visitor arrivals of 1,372,531 for FY 2015, and projects a two percent increase each year, for the next two years, with arrivals projected at 1,400,000 in FY 2016 and 1,430,000 in FY 2017.

Airline and hotel capacity increases will help support and promote the increase in projected arrivals. Eastar Jet Co. Ltd. is planning to start regular scheduled flights on the Seoul-Guam route in summer 2016. The airline plans to use Boeing 737-800 aircraft with a capacity of 186 passengers. The Department of Transportation granted the company a foreign air carrier permit. This increase should help offset the capacity loss due to United Airlines suspension of

services on the route. Air Busan will offer services on a new route directly from Busan, Korea to Guam in July 2016 with four flights weekly. In 2015 T'Way Air and Air Busan launched services between Seoul and Guam. This will bring the number of Korean Air carriers serving Guam to a total of five. An estimated 2,500 potential visitors per month are anticipated. Cebu Pacific Air announced four times weekly service between Manila and Guam starting March 2016. As a low-cost carrier, it plans to expand the market and add 1,444 weekly seats to this route using new Airbus A320 aircraft.

Hotel capacity on Guam expanded in 2015 with the long awaited opening of the Dusit Thani Hotel and additional hotel construction is scheduled in the near future. The Guam Economic Development Authority board approved two applications for its special hotel Qualifying Certificate (QC) authorized under Public Law 32-233. A 500-room Citta di Mare Hotel with a construction cost of \$130 million is planned for a location behind the Acanta Mall in Tumon. P.H.R. Micronesia is constructing a 340 room hotel adjacent to the Hotel Nikko Guam with a total investment of approximately \$168 million. LGI Polaris – Ladera Towers Condominiums will be converted to Ladera Towers Hotel. The total room count is 218 with a total investment of approximately \$137 million including purchase of the condominium. All three of these hotels are scheduled to start construction in 2016. GEDA's goal with the special hotel QC program is to add 1,600 rooms for Guam supporting the Guam Visitors Bureau's Tourism 2020 goal of bringing in more tourists. The Guam Hotel and Restaurant Association statistical report shows that, in addition to increased number of visitor arrivals, visitor expenditures on hotels have also increased. In 2015 weighted average hotel rates increased from \$136 per night to \$148 or seven percent. The increase is on top of the 11 percent increase in 2013 and 9 percent increase in 2012. Hotel occupancy rates of 76 percent indicate there is still existing room capacity to permit additional arrivals.

Macy's plans substantial retail space additions with a two-story 45,000-square-foot expansion in late summer 2016. The addition is currently under construction. Another development, the Tumon Bay Mall will offer about 200,000 square-feet of floor space on two levels. The mall structure is already constructed as an unfinished shopping center.

2015 was a banner year for tourism from several markets. Korea arrivals increased 39 percent to 429,900 visitors and arrivals from the People's Republic of China increased 46 percent to 23,698 visitors. Japan's numbers declined by 4.7 percent. This drop is in line with the Japan National Tourist Organization's forecasted overall decline of 4.5% for outbound travel in 2015. The outbound downturn is a result of a weakened Japanese yen and Japanese travelers choosing domestic travel.

Four factors support the trend and projections for continued strong arrival growth from China. These include an economy with a high, albeit slowing, growth rate; direct United Airlines service from Shanghai to Guam with Boeing 737-700/800 aircraft since October 2014; less restrictive visa requirements for Chinese travelers which increased business and tourist visa validity from one to ten years, student and exchange visa validity to five years and added consular support to expedite visa processing to support the U.S. policy of increasing tourism from China to the U.S.

ENERGY PRICES

The dramatic drop in prices of petroleum products that occurred in 2015 has largely already been incorporated into the economic performance of Guam's economy last year. However, some additional relief is in sight with the Public Utilities Commission authorizing a 9.2 percent drop in the average ratepayers bill which will become effective February, 2016. Additional price reductions may still be possible but far less so than the magnitude realized in 2015. The U.S. Energy Information Administration forecasts crude oil prices to remain relatively low through 2016 and 2017. Last year's forecast was for oil prices to rebound somewhat in 2016. The lower oil prices are expected to continue as supply continues to outpace demand and more crude oil is placed into storage. The lifting of sanctions against Iran will add additional supply to the market. Lower energy prices translate to lower business and consumer costs not only for energy directly but also for goods and services which use energy. Fuel cost reductions are particularly important for aviation and price sensitive tourists. Consumer prices on Guam in the 4th quarter of 2015 declined by 2.1 percent over the year primarily due to reduced energy costs.

FEDERAL GOVERNMENT EXPENDITURES

Federal expenditures constitute one of the major flows of funds to Guam along with tourism and capital investment in construction. Federal expenditures are comprised of defense and non-defense categories. The defense category is likely to increase due to expansion of defense capacities on Guam, with substantial military construction projects in preparation for the relocation of marines from Okinawa along with substantial unrelated military construction projects. The FY 2017 federal budget to be released in 2016 will provide a clearer picture of the intensity of such activities. Slight increases in federal workers pay have been implemented. The budget agreement provides for an average 1.3 percent raise for federal employees starting January 10, 2016. Military pay has been increased, also by 1.3%, effective January 1, 2016. Retirees will not receive a Cost-of-Living adjustment (COLA) in 2016 and Social Security Cost-of-Living Adjustments will similarly not occur due to low consumer price increases over the past year.

The budget uncertainty in recent years due to the continuing possibility of a federal government shutdown and budgetary sequestration has been avoided for 2016.

Congressional leaders reached a deal on a \$1.1 trillion spending bill that would end the threat of a year-end government shutdown and fund federal agencies through most of 2016. The Congressional Budget Office (CBO) confirmed that as a result of the omnibus Bipartisan Budget Act signed on December 17, 2015, automatic cuts through sequestration have been avoided.

CONSTRUCTION

Construction accounts for about 10 percent of Guam’s economy in terms of civilian employment. It is the most volatile sector. To forecast future construction activity, Building Permits provide an excellent leading indicator of future activity for the civilian sector and U.S. military construction contracts for the defense sector. The combined total of permits and contracts is a strong indicator of construction activity levels in the following year or two. The total has been running somewhat above \$500 million for a five year period each calendar year since 2010. However, the total plunged from \$614.2 million in 2014 to \$385.6 in 2015, a 37 percent drop. Construction activity as measured by gross receipts tax collections dropped by ten percent in FY 2015. This was due to a combination of the completion of a number of major multi-year construction projects and the reduction in permitting and contracting of new projects. Major projects that were completed during 2015 include the Dusit Thani Hotel, the Guam Regional Medical City Hospital, the Port Authority of Guam’s \$50 million Commercial Port Improvement Program and the A.B. Won Pat Guam International Airport Authority \$70 million runway extension project. While a temporary dip is expected due to the reduction in 2015 permits and contracts, the dip in construction will be much less than that of the permits and contracts as prior year multi-year projects will continue to fill the gap and new projects will come online soon.

| Chart 1 BUILDING PERMITS & CONSTRUCTION CONTRACTS (in thousands) | | | | | | |
|---|----------------|----------------------|----------------|----------------|----------------------|----------------|
| Calendar Year: | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Building Permits | 184,837 | 211,097 | 364,504 | 449,147 | 308,451 | 221,285 |
| U.S. Military Construction Contracts | 370,413 | 334,597 | 152,095 | 88,001 | 261,234 | 164,377 |
| Japan Funded Military Contracts | | <u>89,720</u> | | | <u>44,500</u> | |
| TOTAL: | 555,250 | 635,414 | 516,599 | 537,148 | 614,185 | 385,622 |

Building permits and construction contract data provide the most immediate leading indicator of construction projects ready to proceed and construction activity in the following years. Projects not yet contracted, but which are likely to be awarded by the Department of Defense in FY 2016 with continuing construction work in FY 2017 are as shown in the following tables published in the Marianas Business Journal December 28, 2015. These projects total \$277 million.

Chart 2

| Projected military construction awards for fiscal 2016 | | | |
|--|-----------------------|-------------------------|----------------------|
| Project | Location | Projected amount | Projected RFP |
| Utilities and site improvements, Phase 1 | Finegayan | >\$10 million | Q1 FY2016 |
| Apr – Dispersed maintenance spares and SE storage facility | AAFB | \$19 million | Q1 FY2016 |
| Low observable/corrosion control/composite repair shop | AAFB | \$34.4 million | Q1 FY2016 |
| Par South Ramp utilities Phase 1 | AAFB | \$7.1 million | Q1 FY2016 |
| Sanitary sewer system recapitalization | AAFB | \$45.31 million | Q2 FY2016 |
| Municipal solid waste landfill closure | AAFB | \$10.78 million | Q2 FY2016 |
| Live-fire training range complex | Northwest Field, AAFB | \$125.68 million | Q2 FY2016 |
| Apr – Installation Control Center | AAFB | \$22.2 million | Q2 FY2016 |
| PRTC roads | AAFB | \$2.5 million | Q3 FY2016 |
| * Projects awarded through both Naval Facilities Engineering Command Marianas and Pacific | | | |
| Source: NAVFAC Marianas | | | |

In addition to these projects listed above, the sum of a number of projected Request for Proposals (RFP's) for military facility sustainment restoration and modernization in fiscal year 2016 range from \$46.0 to \$92.8 million.

Often, the procurement process for construction projects can add considerable delay in the project's commencement. The Department of Defense already has a number of contracting awards in place from which specific construction project task orders can be awarded. Substantial additional contracting authority is planned in 2016 according to the following schedule. The multiple award contracts are not primarily for specific projects but provide contracting authority under which task orders can be later issued for specific projects. Having the contracting authority in place should expedite future project awards.

Chart 3

| New construction Multiple-Award Construction Contracts and Indefinite Delivery/ Indefinite Quantity Contracts for fiscal 2016 | | | |
|---|-------------------|---------------|---------------|
| Contract vehicle | Type | Capacity | Projected RFP |
| NAVFAC Pacific Guam DBMACC (unrestricted) | MACC | \$990 million | Q1 FY2016 |
| SDVOSB MACC (minor construction) | MACC | \$30 million | Q1 FY2016 |
| SBMACC (non-DPRI) | MACC | \$240 million | Q1 FY2016 |
| SB construction management services IDIQ | Construction IDIQ | \$40 million | Q1 FY2016 |
| DPRI SBMACC (DPRI WFHL & MM) | MACC | \$240 million | Q1 FY2017 |
| <i>Source: NAVFAC Marianas</i> | | | |

Another leading indicator of future construction activity, although not as immediate as the permits and contracts, is appropriations or other funding sources.

Appropriations for U.S. DOD Military and Civilian Infrastructure, both U.S. and Japan government funded are shown in the table below. While the U.S. appropriations levels have dropped in the last two years, there is well in excess \$1 billion in Japanese appropriations available for contracting. The prior hold on their use has been released in budget authorization legislation, now public law.

| Chart 4 APPROPRIATIONS (in thousands) | | | | | | | |
|--|----------------|----------------|---------------|---------|---------|---------|---------|
| Fiscal Year (FY): | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| U.S. DOD Military Construction | 737,654 | 176,030 | 83,600 | 101,904 | 494,607 | 133,680 | 272,268 |
| DOD Civilian Guam Infrastructure | | | | | 119,400 | | 20,000 |
| Japan - Fiscal Year (JFY) | <u>500,000</u> | <u>582,000</u> | <u>93,000</u> | | | | |
| Combined: | 1,237,654 | 758,030 | 176,600 | 101,904 | 614,007 | 133,680 | 292,268 |

PUBLIC FINANCING AND INFRASTRUCTURE

A leading indicator of Federal construction is contained in the appropriations. For the Government of Guam, since most of the major construction projects are bond or grant funded, a leading indicator of future construction is the availability of funds realized from bonds and other sources. Major Government of Guam projects for which funding has been obtained are underway and for those for which funding is planned are listed in the following table.

| Chart 5 – Government of Guam | |
|--|----------------------|
| LIST OF PLANNED MAJOR CONSTRUCTION PROJECTS AND FUNDING SOURCES | |
| Planned/Ongoing Projects – Funds Available | Amount |
| Guam Waterworks Authority (GWA) | 139,280,961 |
| Guam Int’l Airport Authority (GIAA) – Airport B | 96,710,000 |
| Guam Power Authority (GPA) | 76,470,000 |
| Guam Int’l Airport Authority (GIAA) – Airport A | 13,000,000 |
| Port Authority of Guam (PAG) | 10,000,000 |
| Guam Community College (GCC) | 6,000,000 |
| Guam Legislature Building | 4,000,000 |
| Subtotal | 345,460,961 |
| Planned Projects –Bond/Loan Financing Proposed | Amount |
| Guam Waterworks Authority (GWA) | 128,450,000 |
| Department of Education | 100,000,000 |
| University of Guam (UOG) | 21,700,000 |
| Department of Land Management | 15,750,000 |
| Harmon Industrial Park Association (HIPA) | 7,000,000 |
| Subtotal | 272,900,000 |
| TOTAL: | \$618,360,961 |

*Attributes given to Gary Hiles, Chief Economist
Department of Labor
Government of Guam*

Summary of the Current Economic Situation of Guam

For the past four years (2011-2014), Guam has been experiencing a steady growth in its economy. According to Dr. Maria Claret M. Ruane, resident development economist at the University of Guam Pacific Center for Economic Initiatives, the consistent development and growth can mainly be attributed to the island's main economic drivers. Tourism, federal and military spending, and real estate are among the strongest factors.

Similarly, the Guam Workforce Investment Board (GWIB) 5-year Strategic Plan for 2012-2016 also anticipated the economy of Guam to have continuing stability.

Tourism

Tourism remains the number one and the largest industry of Guam. Tourism represents 60% of the island's annual business revenues and over 30% of all non-federal jobs on the island. Guam's visitor arrivals total in 2014 was the highest since 1997, before the Asian Crisis. Since 2012, Japan tourists started to recover to pre-tsunami levels.

Dr. Ruane also noted that Guam continues to open its doors and expand to other markets. Korea and China are the fastest-growing tourist markets, and are showing significant increases in 2014. Taiwan's and Hong Kong's shares of the visitor count are also increasing and are expected to gain more momentum in the coming years.

In recent times, Guam's tourism infrastructures have also been growing as Lotte Hotel began offering 222 rooms in 2014; Dusit Thani Guam opened in 2015 and is now offering 419 rooms and the largest meeting space available on the island. Other infrastructure projects are also on the way and are expected to elevate tourism services and attract more tourists. Tourism generates \$1.4 billion for the economy and 18,000 jobs for Guam residents.

The GWIB Strategic plan for 2012-2016 also noted the increase in visitors from Taiwan, China, Australia, and Hong Kong. However, the prospected growth in the Russian market had softened due to conflicts of Russia with other countries and the decline in the value of the Russian Ruble.

Economic Overview

Although faced with challenges (with the declining number of Japanese visitors), the tourism industry has managed to grow and resiliently achieve the highest tourist arrivals in almost two decades.

Japan has always been the island's number one visitor market. Nonetheless, Guam is continually opening its doors to other emerging markets. There is a steady growth in the numbers of Korean, Taiwan, Hong Kong, and even Philippine tourists coming to Guam. Guam's infrastructure is also improving with significant investment in the island's power, water, and wastewater systems. In addition, new hotels and projects are boosting the image of Guam as a unique and desirable tourist destination in which to invest.

Military

After years of delays, the realignment of U.S. defense assets on Guam is moving forward. The U.S. Congress authorized \$162.4 million in military construction projects in Guam for 2015 and 2016.

The Obama Administration also requested nearly \$267 million for military construction in Guam to support the Marine realignment and bolster Guam's strategic importance in the Asia-Pacific region. The total estimated investment required to complete the plans of the Department of Defense will be \$10.3 billion over the next seven to ten years.

According to Star & Stripes, the U.S. Military's news source, Guam will be a multi-billion dollar hot spot for development and expansion over the next decade. The growth will relocate 5,000 active duty forces and dependents to Guam from Okinawa, Japan. Federal investment will be used to support the military transfer, construction of military facilities, and other build-up projects.

Real Estate

Real estate investment was off to a strong start in the first quarter of 2015. Sales of single-family dwellings were up 15% and condominium sales rose 54%. Condominiums' median price rose 14% during the quarter from \$156,200 a year earlier to \$178,500. Median price for single-family dwellings increased slightly from \$193,500.

Future Directions

The three main economic drivers of the island are projected to expand and grow further in the coming years, contributing to stable economic growth and a steady demand for employment. This growth will create new occupational requirements and will bring new industries to Guam. As of January 2, 2016, Guam Department of Labor advertised about 536 job openings. According to the database, there are about 2,824 potential candidates registered in the current workforce system looking for work. Currently, about 40% of the civilian population (or 31% of Guam's total adult population) does not participate in Guam's labor market. It is estimated that 1 out of 5 current job seekers will likely be selected by a business based on current educational attainment, training, and the overall workforce experience.

This economic build-up will require large scale manning requirements that Guam is not prepared to offer without a significant increase in its ability to prepare and train the local workforce for the productivity and performance requirements of businesses that will drive Guam's economic expansion. Economic growths will double the current investment in infrastructure and real estate development projects. This will create a shortage of skilled construction workers, as well as architecture and engineering technicians. These first-tier industries will then pave ways to other emerging and growing industries involved in finance, business management and administration, medical, child and adult care, sales and marketing, hospitality, food and beverage, manufacturing, transportation, distribution, logistics, renewable or alternative energy, and information technology in the island.

The Need for Workforce Training

Skills training will be more important than ever due to the anticipated increase in demand for skilled workers in the region. The Government of Guam must establish a community wide approach to develop of its local workforce if local workforce participation can be expected to significantly increase. A broad based and comprehensive approach to workforce is immediately required to transform the expected growth as an engine for increasing the quality and participation of local workers in the expansion that is occurring. If not, businesses will import temporary labor at great expense and at significant wage income losses to the local and regional economy. Immediately, programs that provide work experience, such as internships, vocational training, and apprenticeships, are vital to helping local workforce to be prepared with the skills, credentials, and knowledge that businesses require. At the same time, orientation of local workers to the demands and requirements of businesses are as important to the acquisition of technical skills. Without ensuring businesses that local workers have the appropriate ethic and understanding of the demands of the modern workplace, they will remain a second choice for employers. With the engagement of government and key stakeholders', Guam's workforce can be prepared and motivated to be the preferred workers, employees, and service providers for the market.

Career Planning

The skilled workforce shortage is an impinging challenge facing the improvement of local and regional workforce participation in the expected growth. The WIOA Combined State Plan Strategy provides ways to collaborate and manage, bridging the current workforce skills gaps. Assessment of skills gaps requires the identification of skills and competencies for jobs, assessment on the workforce supply and market demands, identification of high performers and best practices, relevant trainings, and measurement of results.

To close skills gaps, the proposed strategy will integrate workforce learning and educational training standards, and will establish government and business common measures and performance management and succession planning processes.

The skilled and technical sciences and the business, marketing, and management industries are projected to experience the most dynamic demand growth. The government and its partners will engage systematic outreach to industry and business stakeholders to create a community-wide understanding of the need and importance specific career and educational requirements to improve productivity and employability of local and regional workers. This information will be used to review training programs and guide workers on specific career paths.

With its communal orientation, Guamanians often rely on friends and family for pieces of advice about careers and information about jobs. This strong family interconnection can be advantageous for faster and efficient dissemination of information about government services. Moreover, digital agility of the people is another strong point that can be channeled as an effective way to launch job-seeking process and skills development programs. However, as quick and accessible online information can be, it remains fundamental to provide individuals with actual human interaction when providing career guidance or rendering other programs.

Businesses will play a central role in the development and implementation of workforce development programs. Businesses will have more input in shaping and driving training content to meet their requirements and to develop a workforce supply that aligns with what the market demands.

The projected economic growth creates an environment to inspire employment in career pathways that would create a better standard of living than remaining out of the workforce. “HireGuam: Access your pathway to success” is the vision statement of Guam for the WIOA State Plan. It is intended to describe and promote increased engagement of the community, businesses, workers, and the government in a collaborative initiative designed to increase workforce participation and improve the standard of living for all in the region.

Other Industry

The airline industry is also experiencing dynamic growth as airlines are increasing their flight frequencies and adding destination points, opening opportunities for an increase in tourist arrivals.

Access from Korea has been increased by additional seating capacity in the pipeline from United Airlines, Jin Air, and Jeju Air. Philippine Airlines and United Airlines have also increased the number of their flights going to Manila, while Cebu Pacific Airline is expected to start their operation this year.

- (A) *Economic Analysis.* The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—
- (i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Guam economy has been dependent on tourism and military. However, to create greater and more dynamic economic growth, the workforce development

programs will also cater to the growing energy industry, the development of e-commerce, and even the augmentation of the agri-business on the island. These industries will add to the high-growth and high-demand occupation over the coming years.

Based on the Guam Long Term Industry Projections (2012-2022), some of the most potent industries that are projected to grow their employment from 2012 – 2022 are:

- Water Transportation – 216.67%
- Furniture and Home Furnishing Stores – 163.57%
- Professional, Scientific, and Technical Services – 115.85%
- Support Activities for Transportation – 100.00%
- Wholesale Trade – 82.96%
- Utilities – 74.19%
- Miscellaneous Store Retailers – 63.89%
- Heavy and Civil Engineering Construction – 50.00%
- Motor Vehicles and Parts Dealers – 41.10%
- Health Care and Social Assistance – 34.85%

While some of the industries that are projected to decline their employment from 2012-2022 are:

- Services to Buildings and Dwellings – minus 69.24%
- Administrative and Support Services – minus 56.13%
- Other Professional, Scientific, and Technical Services – minus 41.57%
- Clothing and Clothing Accessories Stores – minus 22.54%
- Waste Management & Remediation Service – minus 33.71%

These projections are expected to vary based on many social and economic factors such as declining markets, stable industries, increase of demands, innovative and new business methods, expanding and emerging industries, and other factors.

Skills training and entrepreneurial training must be strengthened to address the growing and emerging economies, and to revitalize the industries that are waning.

The landscape of Guam's economy has grown significantly and continues to impose brighter development. The newly opened Guam Regional Medical City opens more opportunities for further growth to the medical service industry. The exponential expansion of Guam Auto Spot, a locally owned car dealership,

brings forth more dynamic economic competitiveness in the auto dealership sector. New small businesses, restaurants, international franchises, and retail stores are also sprouting — evidence of a recovered and healthy economy.

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

DRAFT

The 2011 GCC Employers Survey: Employee Requirements and Training Needs provided some relevant insights.

| Ranking of Knowledge and Skills Expected of Employees | | | | | | | | | |
|---|---------------|-----|-----|-----|--------------|-------------|---------------------|------------------|---------------|
| Source: July 2011 Employers Survey Report, Guam Community College | | | | | | | | | |
| Knowledge/Skill | Least Vital 1 | 2 | 3 | 4 | Most Vital 5 | No Response | Response w/out Rank | Number Responses | Ranking Score |
| Communication (Listening and Verbal Skills) | 3% | 0% | 3% | 18% | 38% | 35% | 3% | 34 | 1.9 |
| Teamwork | 0% | 3% | 9% | 21% | 32% | 29% | 6% | 34 | 1.9 |
| People Skills | 3% | 0% | 3% | 15% | 41% | 38% | 0% | 34 | 1.9 |
| Leadership | 0% | 0% | 18% | 15% | 29% | 35% | 3% | 34 | 1.8 |
| Problem Solving/Reasoning | 0% | 3% | 9% | 15% | 35% | 38% | 0% | 34 | 1.8 |
| Use of Technology | 6% | 0% | 12% | 12% | 32% | 35% | 3% | 34 | 1.7 |
| Planning and Organization | 0% | 0% | 9% | 18% | 26% | 47% | 0% | 34 | 1.6 |
| Flexibility/Adaptability | 0% | 0% | 6% | 9% | 35% | 50% | 0% | 34 | 1.6 |
| Writing Skills | 0% | 0% | 15% | 12% | 26% | 47% | 0% | 34 | 1.5 |
| Time Management | 0% | 6% | 9% | 12% | 24% | 47% | 3% | 34 | 1.4 |
| Creative Thinking | 3% | 3% | 6% | 21% | 21% | 47% | 0% | 34 | 1.4 |
| Cultural Sensitivity | 6% | 3% | 15% | 15% | 12% | 50% | 0% | 34 | 1.2 |
| Motor Skills | 3% | 12% | 3% | 15% | 18% | 50% | 0% | 34 | 1.2 |
| Locating Information | 3% | 9% | 3% | 9% | 24% | 53% | 0% | 34 | 1.2 |
| Other | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 34 | 0.0 |

Interestingly, “Interpersonal Skills,” such as Communication, Teamwork, People Skills, Leadership, and Problem Solving/Reasoning are the skills most expected by employers from candidate employees, while “Technical Skills” such as Use of Technology, Planning and Organization, Flexibility, and Writing Skills followed the rankings.

In the same context, employers also ranked “People Skills” as the most vital training for an organization, followed by Computer Skills.

If a similar survey would be conducted in present times, and the results would have semblance from the results from 2011, then importance in establishing a set of modules and trainings for communication enhancement should be given equal importance as training for technical skill development.

(B) *Workforce Analysis.* The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA ¹. This population must

¹ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and

include individuals with disabilities among other groups² in the State and across regions identified by the State. This includes—

- (i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

Workforce Orientation

Workforce orientation is a vital factor in maintaining employees and ensuring that they receive proper training, matching their expectations as workers, as well as meeting the expectations of the employers. An efficient workforce orientation may assist in decreasing the turnover and potential costs when implemented effectively, while also decreasing the chances of an employee being displaced and avoid the vicious cycle of unemployment.

It is recommended that employees are trained, not only on job-specific duties and needed skills, but also oriented to the organizational structure and the industry that they will join. Interpersonal skills were identified to be one of the most vital skills that an employer is looking for from an employee. Workforce Orientation must prepare candidate employees to experience and become accustomed to the organizational structure and cultural sensitivities. This training method will assist in familiarizing the candidate employees with the expectations of a business or company, values of the industries, work mission and business strategies, and its impact to the economy.

Welcoming, relevant, and relatable workforce orientation methods will promote employee loyalty for the reason that the new employees will internalize the culture, the importance of his/her position, and value the job that he/she attained.

Based on the March 2011 Unemployment Situation report (“Reasons for not looking for work”), there was still a considerable number of respondents that believed that jobs weren’t available, and thus were not looking for work.

Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

² Veterans, unemployed workers, and youth, and others that the State may identify.

In general, massive information dissemination can counter the thought and belief that jobs are not available. Social mindset can be influenced if the entire population *feels* that jobs are available for them if they will exert due diligence. This social mindset can also help in nourishing a healthier economic outlook.

Reasons for not looking for work
Number of times each reason was indicated

Source: The Unemployment Situation on Guam: March 2011, Guam Dept. of Labor

| | Sep-06 | Sep-07 | Sep-09 | Mar-11 |
|----------------------------------|--------|--------|--------|--------|
| School Attendance | 900 | 3,490 | 2,260 | 2,620 |
| Family Responsibility | 960 | 1,660 | 960 | 2,080 |
| Cannot find work | 580 | 2,850 | 960 | 1,380 |
| Cannot arrange child care | 430 | 1,430 | 480 | 1,060 |
| Believe no job available | 210 | 240 | 150 | 550 |
| Others | 1,010 | 1,270 | 1,890 | 2,840 |

Another interesting finding noted in the GWIB Strategic Plan for 2012-2016 is that for about 3 to 4 years (2009 – 2012), a decrease in income of families receiving Supplemental Nutrition Assistance Program (SNAP) due to a variety of factors, which include choosing to reduce work hours in order to remain eligible for SNAP benefits so that their family are well provided for.

It should be determined if such behavior and/or outlook is worth the while to persuade participants to enter the workforce to improve their standard of living to push to strengthen the workforce efficiency and the value principle of social welfare.

The drive to develop the efficiency of the workforce and increase the income of families on island must go hand in hand with the welfare benefits that the government is providing and not conflict with each other. This is to remain faithful to the purpose of the Personal Responsibility and Work Opportunity Reconciliation Act to end the dependence of needy parents on government benefits by promoting job preparation and work.

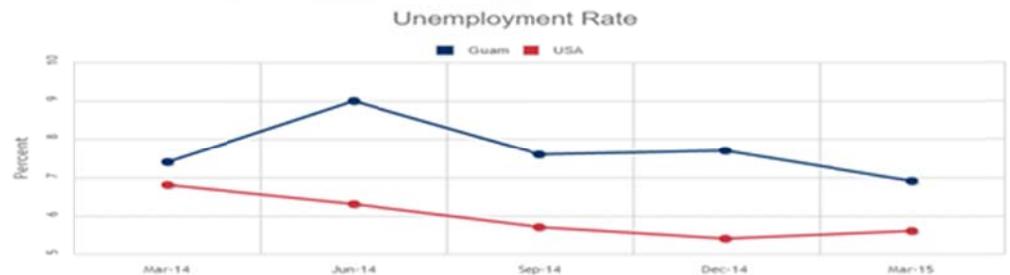
Labor and Employment

As of January 2, 2016, HireGuam.com advertised about 536 job openings. According to their database, there are about 2,824 potential candidates in the workforce system who are looking for work.

| Area Labor Force, Employment and Unemployment Data | | | | | |
|--|----------------------|-----------------|-------------------|-------------------|------------------|
| Show Display Options | | | | | |
| The table below shows estimated labor force, employment and unemployment information in Guam for 1st Quarter, 2014. These figures are not seasonally adjusted. | | | | | |
| Area Name | Civilian Labor Force | Number Employed | Number Unemployed | Unemployment Rate | Preliminary Data |
| Guam | 72,070 | 66,720 | 5,350 | 7.4% | No |

Source: Labor Market Statistics, Local Area Unemployment Statistics Program

The employment rate has been steadily increasing for the past 5 years. By March 2015, the unemployment rate was recorded to be at 6.9% compared to 7.4% on the same month a year ago. This is a huge improvement from the 13.3% unemployment rate in March 2011.



The unemployment rate for March 2015 was 6.9%, a 0.8% reduction from December 2014.

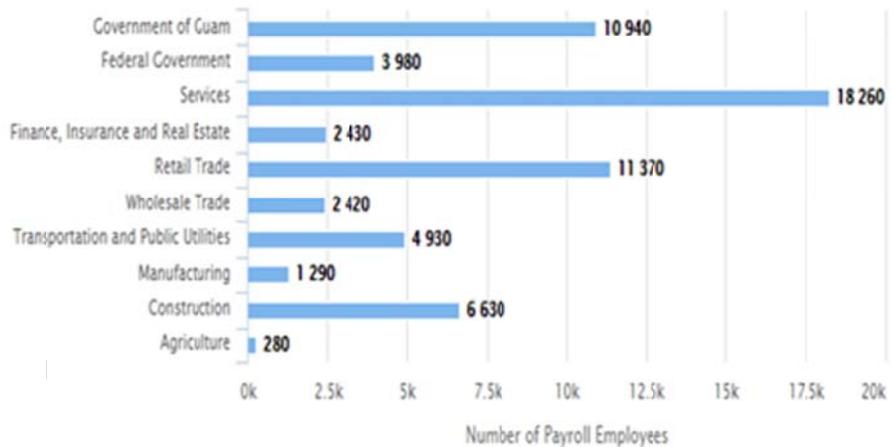
According to the chief economist of Guam Department of Labor, the employment rate from March 2014 to March 2015 went up by about 2.1%, from 61,440 to 62,720 having the private sector recording the biggest percent change in one year.

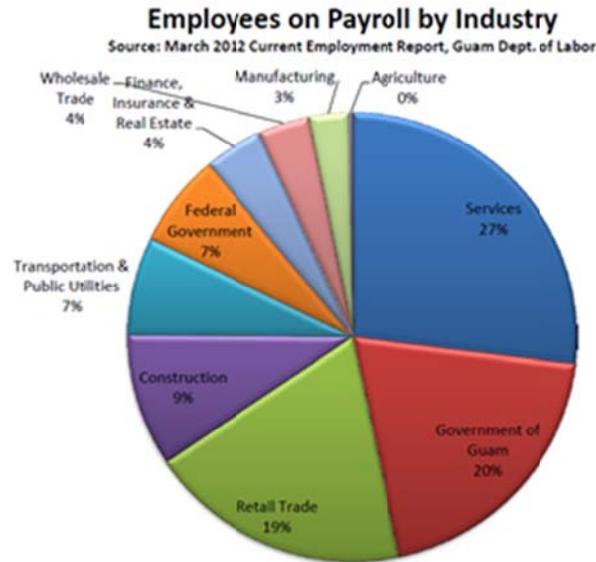
Summary Economic Indicators

| Employment | Mar 2014 | Jun 2014 | Sep 2014 | Dec 2014 | Mar 2015 | Percent Change (One Year) |
|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------------------|
| <i>Private Sector</i> | 45,850 | 46,340 | 46,490 | 46,530 | 46,970 | 2.4% |
| <i>Federal Government</i> | 3,990 | 4,150 | 4,050 | 4,110 | 4,030 | 1.0% |
| <i>Government of Guam</i> | 11,600 | 11,110 | 11,310 | 11,730 | 11,760 | 1.4% |
| Total Employment | 61,440 | 61,600 | 61,850 | 62,370 | 62,760 | 2.1% |

As of June 2015, the Service Industry is the top provider of employment for Guam, followed by Retail Trade, the Government of Guam, and the Federal Government. This percentage data is identical to the employment statistics of 2012.

Current Employment Statistics-June 2015





The June 2015 preliminary statistics show that the total number of private sector jobs has increased by 670 in the last quarter, and by 1,270 or 2.7% from the comparable period of one year ago.

Construction employment was up by 620 in the year 2015. Hospitality employment increased by 670 jobs in 2015. All other services were up by 840 jobs for the entire year.

2015 has recorded the lowest unemployment rate for Guam in the past 15 years, year on year.

| Year | Month | Unemployed on Guam | Unemployment Rate | | |
|------|-------|--------------------|-------------------|------|--------|
| | | | Guam | U.S. | Hawaii |
| 2011 | Mar. | 9,970 | 13.3 | 8.8 | 6.3 |
| 2009 | Sept. | 6,510 | 9.3 | 9.8 | 7 |
| 2007 | Sept. | 5,310 | 8.3 | 4.7 | 2.8 |
| 2006 | Sept. | 4,890 | 7.4 | 4.5 | 2.3 |
| 2006 | Mar. | 4,530 | 6.9 | 4.7 | 2.6 |
| 2005 | Dec. | 4,500 | 7.0 | 4.9 | 2.6 |
| 2004 | Mar. | 4,710 | 7.7 | 5.8 | 3.5 |
| 2002 | Mar. | 7,070 | 11.4 | 5.7 | 4.5 |
| 2001 | Sept. | 8,760 | 13.5 | 5 | 4.2 |
| 2001 | Mar. | 9,040 | 13.0 | 4.3 | 3.9 |
| 2000 | July | 10,850 | 15.3 | 4 | 4 |

| Unemployment Rate | Mar 2011 | Mar 2012 | Mar 2013 | Mar 2014 | Mar 2015 | Change (One Year) | Change (Five Years) |
|-------------------|----------|----------|----------|----------|----------|-------------------|---------------------|
| | 13.3% | 11.8% | 13.3% | 7.4% | 6.9% | -0.5 | -6.4 |

The data from the Guam Department of Labor (GDOL) Bureau of Labor Statistics (BLS) for December 2014 shows the following average hourly pay rates: private sector jobs, \$13.20, up 3.37% from a year earlier; GovGuam jobs, \$22.07, up 2.65%.

Federal government data for May 2014 shows an overall average rate of \$16 in all occupations. The minimum wage increased from \$7.25 to \$8.25 per hour effective this year. The wage increase matched with low inflation, and petroleum price rollbacks helped consumer spending to be more robust.

However, Dr. Ruane also believes that the rate “masks the persistently high number of people who do not participate in Guam’s labor market – 40% of the civilian population or 31% of Guam’s total population.”

Federal and Military Spending

According to Dr. Ruane, developments in the past year suggest that the military realignment in Guam is coming to fruition. The U.S. Congress authorized \$162.4 million in military construction projects in Guam this fiscal year and for fiscal year 2016. President Obama requested nearly \$267 million for military construction in Guam to support the Marine realignment and bolster Guam’s strategic importance in the Asia-Pacific region.

Real Estate

According to Dr. Ruane, real estate activities are off to a strong start in the first quarter of 2015. Sales of single-family dwellings were up 15% and condominium sales rose 54%. Condominiums’ median price rose 14% during the quarter from \$156,200 a year earlier to \$178,500. Median price for single-family dwellings increased slightly from \$193,500 to \$195,000.

Assessment

The GWIB’s Strategic Plan for Program Years 2012-2016 is a great and rich resource of information on how the workforce development

is planned and how it is implemented on the island. It is also a comprehensive compilation of the government's program and the inter-agency system flow in delivering and servicing the workforce, and identifying and meeting work demands.

The existing workforce system is sound, and based on the consistent growth for the past 4 years that Guam is experiencing, its services for the island's best interest and its contributions cannot be denied. The implementation of the Workforce Innovation and Opportunity Act will surely enhance and expand the already efficient ideology and system that the government has.

However, it is imperative that the need for updated studies on workforce capabilities, strengths, new challenges, needs, and demands be identified. Evaluating available data, the economic situation of Guam has changed and has significantly differed compared to the situation where it was 5 years ago. The identification of more updated data could reposition the strategic plan, identify and set new goals, and could motivate the creation of a vision far more encompassing in driving the economy.

Since 2011, Guam has experienced significant growth in its economy, has drastically improved its employment rate, and has strengthened its tourism industry. The military build-up efforts are coming to fruition and are expected to bring forth immense development to the island.

In 2011, Guam has experienced one of the highest unemployment rates in a decade. And in just about 5 years, Guam has decreased that to one of the lowest unemployment rate in years.

Guam has been enjoying more than 4 years of consecutive growth. New jobs created, low inflation, the advent of military expansion, increasing tourist arrivals, government policies, global trends, and more advanced technologies have all influenced the economy and the social climate of the island.

- (ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

(iv) Skill Gaps. Describe apparent 'skill gaps'.

Skill Development

Imagine Guam: Classrooms-to-Careers

The Classrooms-to-Careers Program is a noble educational initiative. It aims to prepare Guam children for the careers of the future, aligning education, employment, and economic development policies. Its primary goal is to make every child in both public and private high schools prepared for college or for work.

However, in order to fully achieve this, it is crucial to identify the current number of high school graduates and dropouts, and scale the success of the program. Based on the 2010 Guam educational attainment data by the U.S. Census Bureau, 79.4% of Guamanians who were 25 years and over graduated from high school. Although this rate is already impressive, realizing an increase in students who completed high school education can spell more efficiency in the workforce. The success of the Classroom-to-Careers Program lies on the number of student getting and finishing the needed education to prepare them for work.

| | Apr-10 | % of Total | % who attained at least this level |
|---|---------------|---------------|------------------------------------|
| Less than 9th grade | 6,917 | 7.7% | 100.0% |
| 9th to 12th grade, no diploma | 11,428 | 12.8% | 92.3% |
| High school graduate (includes equivalency) | 30,175 | 33.8% | 79.4% |
| Some college, no degree | 17,594 | 19.7% | 45.6% |
| Associate's degree | 4,964 | 5.6% | 25.9% |
| Bachelor's degree | 13,512 | 15.1% | 20.4% |
| Graduate or professional degree | 4,666 | 5.2% | 5.2% |
| Total | 89,256 | 100.0% | n/a |

On the other hand, the rate of students who do not finish high school remains considerably high at 20%. A high school diploma is the most valued requirement by employers for an entry level position, based on the July 2011 Employers Survey Report of Guam Community

College. This 20% could easily be susceptible to unemployment or displacement.

| Minimum Requirement for Entry Level Position | | |
|---|----|------|
| Source: July 2011 Employers Survey Report Guam Community College | | |
| High School Diploma or GED | 22 | 55% |
| Associate's Degree | 5 | 13% |
| Industry Certification | 3 | 8% |
| Certificate | 2 | 5% |
| Educational Level Not Important | 2 | 5% |
| Other | 6 | 15% |
| Total | 40 | 100% |

(2) Workforce Development, Education and Training Activities Analysis. The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

- (A) *The State's Workforce Development Activities*. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required³ and optional one-stop delivery system partners.⁴
- (B) *The Strengths and Weaknesses of Workforce Development Activities*. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Strengths, Weaknesses, Opportunities and Threats (SWOT)

Strengths

Strengths of workforce development activities include: similar performance standards, familiarity of all partners, employers and service providers,

³ Required one-stop partners: Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

⁴ Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

availability of training resources, cooperation with all educational institutions, as well as strong regional relationship in support of the development of a regional approach to workforce development. Proximity and being a small region (clients, employers, and service providers being easily accessible), cost sharing percentages (have already been determined via WIA), and the Virtual One Stop (VOS) systems at the American Job Center (AJC) are accessible online.

Other strengths include the already determined cost-sharing percentages via WIA and an adopted electronic networking, case management, and workforce management system (VOS); experienced, committed, and efficient staff, as well as a proven case management team that can provide training in VOS. In addition, Guam Workforce Development Board (GWDB) is very supportive and engaged. By 2017, AJC will be outsourced, either to private or government. Furthermore, political, institutional, and community support will be available for workforce development and positive economic growth, and job availability is predicted over the next five to ten years.

Weaknesses

One of the major difficulties and challenges is the general inadequate resources available and material and service needs. This would include: certified case managers/case management certification standards, ADA accessibility to the VOS, public transportation services, and social services (adult/child care, mental health, medical services). Improvements are also needed in cross-training on federal programs and case managements requirements, and in awareness and knowledge of the changes being created by WIOA.

A stronger regional approach to workforce development is necessary. These changes will be difficulties in that adapting to change might be affected by transitioning and aging workforce development staff, the latter of which has no succession plan.

Other difficulties include a lack of a workforce development brand, lack of public awareness of the AJC program, lack of financial contributions by program partners, and inadequate interagency coordination. Any of these could be affected by Guam's isolation and distance from the United States. Further difficulties include lack of awareness and knowledge of the VOS by the community, and lack of updated information sets necessary for workforce development planning (employment, economic-development information). Improvement is needed to share funding to achieve the strategy.

Opportunities

Many opportunities can arise. A growing economy will increase demand for employment and a community interest in learning more about the workforce development systems that can be available. There will be more willingness to adopt a single set of performance standards across agencies and participating providers. There will be a regional economic growth, particularly in the CNMI, associated with tourism and federal spending. There will also be a regional cooperation through the Micronesian Executive Summit for the development of a regional workforce development program. There will be more political support by the legislature, administration, and the community for improving workforce development services.

Additionally, there will possibly be a reorganization of all workforce development services as current employees retire at an increasing rate due to the age of the current workforce development staffing. There will be potential for improvement in delivering workforce and related educational and training opportunities created by evident demand amongst employers. There will also be an increase in the willingness to leverage resources between service providers, agencies, and educational institutions to improve workforce development.

Threats

Possible threats would include changes in leadership, lack of employer cooperation/participation, loss of funding through a lack of performance, lack of public participation and engagement, and a breakdown in regional cooperation. Other unforeseen threats include international security threats, inclement weather, and a downturn in economic growth created by inadequate infrastructure, local opposition to economic expansion. Competition for the provision of workers from other regions (H2-H1 workers) also poses a threat with a cheaper workforce, as well as no improvement in public transportation, resistance to workforce development standards and programs, and a breakdown in the desire of agencies to cooperate and align workforce development services.

- (C) *State Workforce Development Capacity*. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Key Initiatives

Three key initiatives are being proposed to address the Guam Combined State Strategic Plan:

1. To clearly define and set service delivery standards;
2. To implement those standards by maximizing the role of the American Job Center;
3. To continually evaluate and monitor performance of the system.

Through the AJC and its professionally trained team, it will serve all levels of job seekers and businesses, for all career clusters and qualifying programs in ways that are convenient, accessible, and efficient. Once the AJC demonstrates success, it will become a brand that is recognized as a trusted and popular workforce development resource on Guam and the region, and a key player in improving the local economy and quality of life.

Initiative 1: Setting Service Delivery System Standards

The service delivery system needs to occur through a centralized data management system which will clearly define responsibilities and accountability for participating programs and outsourced services.

For this to occur, a clearly defined guideline, goals, needs to be met, and ways for resource distribution must be determined. This will occur through a single needs assessment, open to feedback by the public and government.

The needs assessment will address AJC outsourcing selection criteria, establishing training and service standards, and evaluating the ongoing service delivery.

(b) **State Strategic Vision and Goals.** The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State's strategic vision for its workforce development system.

Vision Statement

HireGuam: Accessing Your Pathway to Success

The HireGuam initiative is a collaborative effort which aims to bring together service providers, public and private employers and investors, and the workforce through the AJC. Though participating workforce development programs and agencies may have different priorities and objectives, they all have the shared vision of wanting to supply Guam's economy with a skilled workforce capable of meeting the island's economic needs.

The WIOA service delivery system will give participating providers a blueprint for sharing resources such as manpower and funding, with set standard performance measures.

Flexibility is a key concept shaping the vision statement. Employers/investors, existing and future members of the workforce, and service providers will all benefit from the service delivery system, but will have different definitions of "success." While the WIOA service delivery system will be used as a standard reference for different programs, it also needs to be open enough to adapt to – and in some cases, predict – the changes in workforce demand, environment, and technology.

The use of the term "access" serves as a reminder for the need for accessibility, which is one of the key cornerstones of the project. For all target audiences to be able to get a hold of the resources they need, the AJC needs to be reachable not only through physical means (i.e. location and ADA compliance), but also through technological means. This involves an online system, website, and other potential avenues such as a smart phone app and other apps available through the use of technology and information systems.

The WIOA service delivery system aims to facilitate a robust economy by fostering a skilled workforce which meets Guam's changing industry needs. When crafting a vision statement for this system, these factors are to be taken into consideration.

Core Values

In order to achieve that vision, the WIOA project aims to keep the following core values or standards of service in mind:

1. Collaborative

Central to this plan is the need for combined, collaborative partnerships – not just among the participating programs, but also between educators, trainers, private employers, investors, and the general public. While each party has individual specializations and objectives, all of them have single vision and a vested interest in ensuring that Guam is equipped with a skilled, trained workforce which can address Guam’s economic needs.

2. Standardized and Systematic

The participating programs and service providers are all operating under similar performance standards, which improve the process of sharing resources, including funding wherever necessary. This involves setting common measures for workforce development – including, but not limited to:

- Training and Workforce Orientation
- Case management
- Assessment
- Placement
- Retention

The vision of the AJC is to represent “One Voice in Workforce Development.” It will foster opportunities, such as training, not only for businesses but for individuals as well. All stakeholders should have access and guidance as to how to improve their career options and clarify career paths and opportunities (in the case of individuals), or their capacity to hire and guide employees (in the case of employers, investors, and service providers.)

Critical to the success of this standardization is the Virtual One Stop (VOS), which provides online access to all the necessary resources.

1. Demand-driven

With buy-in from participant programs and employers, the AJC is in a unique position to identify and track trends within the workforce sector, extending its capacity to provide guidance to individuals on Guam seeking career assistance. Since employers will also be able to request workers who possess a particular skill set, the service providers will have the ability to refine their training and other service offerings to better suit the needs of the workforce.

2. Flexible

The revised service delivery system aims to be innovative and proactive, with the capacity to plan and prepare for expected changes within workforce trends. It is

open to change and aims to continually improve, adapting itself to any changes in technology and demand.

3. Accessible

For the AJC to be truly effective, it needs to be within easy reach – not only for service providers, but for businesses, investors, and individuals on Guam. The ADA-compliant location (or locations) will be easily accessible to the general public, and will be able to provide assistance to those without independent means of transportation. In addition, it will be accessible online – initially through the website – but will be open to other extensions, such as a smart phone app.

Accessibility also means efficient access to resources – the AJC will be centered on responsive case management, and will be able to provide a timely response to service needs.

Mission Statement

To empower individuals to be preferred employees through a shared community vision, which brings opportunities to Guam's workforce to achieve and sustain a better quality of life.

The draft mission statement was designed around key elements of the core values. Specifically, in order to achieve its vision, the service delivery system will be:

1. Demand-driven

It meets the needs of all target populations – businesses, service providers, participating programs, and current/potential members of the workforce.

The service delivery system ensures its ability to meet demand by focusing on being accessible and convenient, particularly for individuals — local, intraregional, and interregional. It is ADA-compliant and is located within an area that is easy for members of the general public to reach. It will also be available online.

It aims to provide a timely response to service needs, and participate in key economic opportunities which drive economic growth. Currently, these are tourism and military expansion, but it is open to these demands changing over time.

2. Innovative and proactive, flexible and able to adapt to changes in technology and environment, continuously improving

Though this is a standard system, it also leaves enough room for adaptation to changes in technology and environment.

3. Combined, collaborative partnership

Since participating programs share a single vision – to improve Guam’s workforce – they can improve efficiency by minimizing duplication of tasks and sharing resources.

It is working on setting common measures for workforce development – including, but not limited to training, case management, assessment, placement, and retention. It will use the Virtual One Stop (VOS) system as a primary vehicle for managing these measures, though physical references will also be available upon request.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This must include—

GOAL AREAS

1. Increase employment and skills levels by delivering services that employers need and job seekers require.
2. To have evidence-based decisions so that progress made can be aligned with recognizable changes in workforce development including regional efforts with career pathways to provide individuals such as youth, low-skilled workers, those with barriers to employment, and the underemployed with access to workforce investment, economic development, education and employment and support services to enter or retain employment.
3. Create and provide an integrated approach to promote lifelong learning continuum for workers in our workforce system especially for youth services, to engage young people not working and not in school for youth employment.
4. Develop key economic opportunities for participants that drive economic growth in existing industries such as tourism, construction and the military buildup.
5. To improve accessibility and availability of workforce development programs and data through an efficient reporting system, the Hire.Guam Virtual One-Stop (VOS) system.

Goal Area 1 - Increase employment and skills levels by delivering services that employers need and job seekers require.

The Workforce Innovation and Opportunity Act (WIOA) was passed to reform the public workforce system, to support job seekers and employers alike access employment, education and economic development through a more robust job-driven system. This includes a job-driven vision for delivery of services to include cross-program planning and career services made available through employment and training programs.

Goal Area 2 - To have evidence-based decisions so that progress made can be aligned with recognizable changes in workforce development including regional efforts with career pathways to provide individuals such as youth, low-skilled workers, those with barriers to employment, and the underemployed with access to workforce investment, economic development, education and employment and support services to enter or retain employment.

Guam remains diligent in engaging in workforce development to assist the populations most in need of gainful employment such as the veterans, unemployed workers, youth and any other population to have access to the services and training available at the American Job Center.

Goal Area 3 - Create and provide an integrated approach to promote lifelong learning continuum for workers in our workforce system especially for youth services, to engage young people not working and not in school for youth employment.

This goal is one that is embedded as a given direction to support the continuous efforts to provide services to youth, adult, and dislocated workers as investment for workforce development and that cross planning efforts are in place with career pathways and partners, especially for out of school and at-risk youth.

Goal Area 4 - Develop key economic opportunities for participants that drive economic growth in existing industries such as tourism, construction and the military buildup, and other demand-driven industries.

The need to support economic opportunities is emphasized with this goal to empower the communities and strengthen collaboration with employers, businesses, and other organizations. Economic activities are necessary in light of workforce development on a competitive scale and that human capital is the foundation for the economy to be healthy with a diverse population of workers with marketable skills.

Goal Area 5 - To improve accessibility and availability of workforce development programs and data through an efficient reporting system, the Hire.Guam Virtual One Stop (VOS) system.

The goal is to have the ultimate reporting system, the VOS, for purposes of having a data-driven enhanced reporting system that is shared with AJC core and partner programs to service the clients, stakeholders, collaborators, all who access the center services and that these services are a customer-centered service delivery design compliant with WIOA.

- (A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁵ and other populations.⁶

The 2015-2016 National Dislocated Worker Grant (NDWG) for Guam on the preparations and impact for Typhoon Dolphin

On May 15, 2015, Guam was impacted by Typhoon Dolphin with severe typhoon-force winds. Residents of Guam were informed to prepare for the storm, schools, private sector businesses, the government of Guam offices and public transit were closed. Earlier in 2015, the Guam Weather Forecast Office created a Facebook page to help inform residents about typhoons; during Dolphin, the page received over 425,000 views. Andersen Air Force Base recorded sustained winds of 135 km/h (84 mph), while gusts reached 171 km/h (106 mph). In the central portion of the island, the NWS office recorded gusts of 130 km/h (81 mph). The storm dropped torrential rainfall during its passage, reaching over 460 mm (18 in) at Andersen Air Force Base of which 240 mm (9.3 in) fell within a 12-hour period. Wave heights

⁵ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

⁶ Veterans, unemployed workers, and youth and any other populations identified by the State.

offshore Guam topped 6.1 m (20 ft). On Guam, the heavy rainfall caused flooding in areas lacking proper drainage.

The Guam Memorial Hospital sustained about \$1 million in damage from storm-related flooding. High winds left about 40% of Guam without power, mostly in the north and central portions of the island, although the outages were fixed within a few days. Utility damage was estimated at \$3 million. Businesses sustained \$1.9 million in damage. Dolphin also caused \$1.2 million worth of crop damage. Overall damage was estimated at nearly \$10 million, prompting Governor Eddie Baza Calvo on May 28, 2015 to declare a state of emergency. On June 5, President Barack Obama signed a major disaster declaration for the territory, allowing for federal aid to be used. Ultimately, the government provided about \$4.7 million in aid, mostly in public assistance. A federal grant, the National Dislocated Worker Grant, (NDWG)) provided 220 temporary jobs toward cleaning and repairing damage.

NDWG Program Commences with Project Implementation and Management

The Guam Department of Labor (GDOL) was responsible for the overall administration of the NDWG project. The GDOL ensured that grant funds are managed effectively and in compliance with federal regulations and agreements entered into with the U.S. Department of Labor and to submit quarterly expenditure reports as well as all information needed by the U.S. Department of Labor.

Client Service Process

The GDOL provided core, intensive, and training services as authorized under WIOA through the American Job Center. These services include eligibility determination for programs; job search and placement assistance, customized training; and on-the-job training.

Preliminary Meeting With Partner Organizations

Mobilization of the program began by contacting the Guam Department of Labor major partners and assembling them to meet and discuss the GDOL's strategy and needs to address the island's clean-up and repair needs for the island's public facilities such as roads and bridge systems, public buildings, public facilities, and parks and recreation facilities. DOL would be working with agencies who had

submitted their Request for Public Assistance with FEMA on projects that have yet to be completed and/or started. These agencies are the Guam Homeland Security/ Office of Civil Defense, Department of Public Works, Department of Agriculture, Department of Parks & Recreation, Department of Administration, the Guam Regional Transit Authority, and the Mayors Council of Guam.

These agencies and organizations were tasked to submit their Scope of Work and the number of workers they would need to fulfill their tasks. This document would be the primary basis of deciding placement of the participants Brief Criteria For Selection of Participants. A project manager was identified to organize and implement the program and the American Jobs Center was tasked to identify qualified workers to fill the number of vacancies as outlined by the GDOL partners.

The general criteria to identify these qualified candidates are:

1. Those who lost their jobs as a direct result of the typhoon (facilities which were forced to closed due to extreme structural damage from Typhoon Dolphin)
2. Unemployed VETS and
3. Long term unemployed.

The 2 positions available for the cleanup and repair of public facilities are administrative support and laborers. The administrative supports would assist each organization keep daily records of tasks and assist with payroll in order to keep these organizations running without the added workload of the NDWG duties. This would also aid the organizations to operate without any interruption or loss of regular services. Laborers would do the actual clean-up such as debris collection and disposal as well as assisting with minor structural repairs.

Of the workers selected, many were experienced carpenters, plumbers, welders, heavy equipment operators, experienced grounds keeping persons, and administrative personnel.

| Worker Demographics (Percent) | |
|---|--------|
| Positions | |
| Laborers | 72.83% |
| Administrative Support | 27.17% |
| Age Demographics | |
| Age 18-21 | 6.94% |
| Age 22-29 | 16.76% |
| Age 30-44 | 39.31% |
| Age 45-54 | 25.43% |
| Age 55 and Over | 11.56% |
| Gender | |
| Male | 65.32% |
| Female | 34.68% |
| Education | |
| Education- 11 th grade & Below | 35.84% |
| High School Diploma or Equivalent | 57.80% |
| Degree or Certificate Grad | 6.36% |
| Ethnic | |
| White | 1.16% |
| Black | .58% |
| Hispanic | 0 |
| Alaskan/ American Indian | 0 |
| Asian/ Pacific Islander | 97.27% |
| Transportation Issues | |
| Has Transportation Problem | 53.14% |
| No Transportation | 45.71% |

Placement of Participants

With the submission of the GDOL partner's Scope of Work and in conjunction with the participant's transportation status and skillsets, all were placed at appropriate sites as well as being strategic.

This also gives those skilled participants a chance to be hired at their respective assigned agencies/ organizations at the end of the NDWG program as regular employees in that agency/organization. For those with transportation problems, these participants were either placed at their village mayor's offices or placed at agencies which were nearby their homes and many were able to carpool with another participant. Every effort was considered to accommodate both participant and agency alike.

Services To be Provided with Project Funds

- The GDOL will increase recruitment efforts with local employers as well as the Government of Guam (currently being done)
- Conduct outreach to raise awareness of service with employers (currently being done)
- Develop and coordinate employer involvement in skill-shortage areas to identify specific training options

Training Services within the GDOL/ American Job Center (Guam)

Other services have already been in place and will be utilized to assist NDWG Participants to be job ready.

Guam's Training Partners

- Partnership with Guam Community College

The GDOL has successfully partnered with the Guam Community College (GCC) in assisting our eligible program participants earn their secondary education credentials (high school diploma) through their (GCC) Adult High School Diploma Program. Some previous participants were able go on to acquire post secondary credentials (degree or trade specific certification).

- Asmuyao Community School

This partner assists those participants who need but a few credits to acquire their secondary education credential (High school diploma) and has a unique "At-your-own-pace" curriculum.

Asmuyao has been utilized successfully by both youth and adults alike through WIOA funding over the past years.

- Guam Trades Academy

The Guam Trades Academy offers a wide variety of training programs in fields ranging from carpentry and automotive technology to project management and safety. Classes are open to all abilities and levels as the school strives to improve skills. They are a nationally recognized industry skills training center, support U.S. Department of Labor recognized apprenticeship training programs,

and support the skilled labor needs of local construction contractors and related industries doing business on Guam. The GCA Trades Academy is closely associated with the Guam Contractors Association. The Guam Contractors Association was founded in 1959 and is a non-profit association whose membership is comprised of more than 525 construction industry and associate member organizations.

Other Additional Training

Other additional training is offered through existing training providers approved by the Guam Workforce Development Board. The NDWG program is expected to conclude by June, 2016.

(B) Goals for meeting the skilled workforce needs of employers.

- (3) **Performance Goals.** Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)
- (4) **Assessment.** Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Single Assessment of Economic Needs Internal (Review of Applicants)

Prior to acceptance into the AJC program, a job seeker needs to meet a set of eligibility requirements.

To be eligible for the program, an applicant must:

- Be 18 years or older, or have a GED;
- Be a US citizen or otherwise be eligible to work in the US (e.g. via permanent resident card).

However, while all interested applicants who meet the above criteria must be processed through the system, an applicant who prefers to obtain the National Career Readiness Certificate must demonstrate a commitment in participating and completing the initial orientation program.

The central vehicle for participant processing and evaluation will be the American College Test (ACT) WorkKeys, a job assessment system which is used to assess readiness and orientation for various industries that can also be supplemented by

other tools and measurements. Certain Federal grants and programs (such as those funded by Title II) may have additional requirements and limitations.

Other requirements, such as standard background checks, requiring police and court clearances, health certificates, drug tests, aptitude tests, and others would be the interested potential employers' and businesses' responsibility.

External (Assessment of Economic Needs)

Data is already being collected independently by different government departments and participating programs to serve their own needs. This information need will be consolidated in a standard format through the VOS and made accessible to all participating programs and service providers. By creating a centralized database, data and information can be synthesized and used as a resource and as evidence to sustain and improve on existing programs or create new ones.

The information in the database will include, but will not be limited to:

- An assessment of industries and areas impacting the local and regional economy;
- Demand and supply of jobs and workers;
- Estimates of industry demand, as well as their impact (short, medium, and long-term) on the local economy;
- The scope of current training and education programs.

Throughout the assessment, special care will be taken in addressing the needs of target groups which are considered hardest to serve, displaced adults, people with disabilities, and people who are re-entering the workforce.

Initiative 2: Workforce Orientation (Career Path Development)

The GWDB is determined to use a single assessment system to identify internal and external economic needs for all short, medium, and long term periods.

It will also focus on the demands and supply of workers with an emphasis on those who are underserved, and assess their needs in order to plan for ways to provide better services for them.

Career paths are not linear; there will be multiple and standardized entryways to access the correct resources addressing the different needs of individuals and businesses. Assessment activities will also be inclusive of participating agencies, program partners, businesses, trainings, and education providers.

Moreover, the operational plan will cover the designs and definitions of career pathways, thus outlining plans for engagement and collaboration with training providers, government agencies, and business partners in ensuring that job seekers can successfully achieve their desired career goals through the guidance set by the program.

Workforce Orientation and Career Path Development will be responsive to economic demands of the businesses and needs of workers. These orientations and developments include financial literacy, work ethics, and acculturation. Simultaneously, skill developments will be responsive towards specific businesses' needs, skills, trades, technical proficiency, and certifications.

In order to provide the best quality service, all case managers will be committed to attaining relevant national certifications and trainings to professionally prepare them for serving clients with different needs through all phases of the career path orientation, skill development, placement, and retention.

All these areas are key items for reporting and evaluating the program's success. The program will establish and equip case managers with necessary understanding, supplemental knowledge, and mastery of the programs.

Business service representatives will also be trained to reach out to the community and network with employers and job seekers in order to increase awareness about the programs available to support job seekers in covering all levels of needs and entry points. In addition, the local community will be explored as a potential source of funding and additional support.

Furthermore, evaluation, performance monitoring, and reporting will be performed to identify and plan for areas of improvement. Other major indicators will be employment retention for a minimum of eighteen months, higher wages, and individuals becoming self-sufficient.

Initiative 3: Evaluation and Performance Monitoring

By the time the service delivery system is ready to go into implementation, there will be access to a standardized needs assessment which consolidates the needs of all affected programs.

For the program to be efficient, data collection and monitoring needs to be an ongoing process. The established database will be regularly updated with new

information on employer and participant needs. The information will be reviewed and analyzed on regular intervals.

It is recommended that analyses be conducted by an independent firm for the next five years. Clients, participating businesses, and various industry leaders and advisory groups will contribute valuable information for this database. However, the primary assessment must be conducted by a neutral third party. This analysis will also assist agencies in making informed decisions concerning operational planning in meeting the demands and changes within the economy.

(c) **State Strategy.** The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

- (1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7). "In- demand industry sector or occupation" is defined at WIOA section 3(23).
- (2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

(a) **State Strategy Implementation.** The Unified or Combined State Plan must include—

- (1) **State Board Functions.** Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board

operational structures and decision making processes to ensure such functions are carried out).

The following statements are from the QSAPs assessment tool for the WIOA and augmented by the GWDB Planning Chair to include the corresponding Work Area, Goal Area and Strategy Area for Guam's new Combined State Plan.

State Leaderships and Governance-*The critical role of State Boards in providing leadership and governance for the public workforce system.*

1. There is a system-wide strategic plan across all core and mandatory program partners to implement your state's transformative vision which sets clear expectations for how the vision will be implemented.
2. Comprehensive and inclusive engagement of the full array of workforce system partners - including but not limited, to community-based organizations, education at all levels, employer and worker advocate organizations, and training and service delivery providers - is planned and implemented to ensure that the state's planning process includes meaningful participation of all stakeholders.
3. The state has a customer engagement strategy that breaks down barriers to accessing workforce development services for all job seekers and employer customers.
4. The State Board fully engages workforce system stakeholders (including Local Boards, chief elected officials, core and mandatory program partners, and other programs) in plan development, spurring innovation and service delivery excellence.
5. The state Board has implemented customer-centered policies to assist partners with one-stop service integration, increasing coordination of programs and resources.
6. The State Board, in collaboration with workforce development, human and social services, and education partners, has implemented a statewide career pathway strategy that aligns employment, training, education and supportive services for under-skilled persons to increase demand skills and recognized post-secondary credentials.

7. Staff training is in place to increase the skills and knowledge of all staff in the workforce development system and ensure that they have the skills for their new roles in a transformed system.
8. A statewide system for the identification and dissemination of best practices related to meeting the needs of employers, workers and jobseekers is in place and includes all of the program partners.
9. State policies are in place identifying the appropriate roles and contribution of resources for all required one-stop program partners under WIOA.
10. State policies are in place to support effective Local Boards, promote success, and sustain fiscal integrity in order to help Local Boards perform all local activities with measurable effectiveness.
11. State policies are in place to support all required infrastructure activities, such as resource allocations and reporting for all program activities required under WIOA.
12. State agencies have established a MOU to outline methods of collaboration that supports the state's strategic vision.
13. The state Board has established policies which provide a framework and support for successful local MOUs.
14. Services to be provided through the one-stop delivery system are clearly outlined in MOUs.
15. How costs of services and operating costs will be funded is identified in MOUs.
16. MOUs clearly lay out the methods of referral to individuals between the one-stop operator and one-stop partners for services and activities.
17. Duration of the MOU is defined.
18. Methods to ensure that the needs of individuals with barriers to employment are clearly addressed in MOUs.

19. Procedures for amending and assurances that the MOU will be reviewed at least once every two years are in place.

(2) Implementation of State Strategy. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

(A) ***Core Program Activities to Implement the State's Strategy***. Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

FOR YOUTH PROGRAMS/YOUTH SERVICES

Youth Service Strategies - Service delivery strategies that emphasize work-based learning opportunities and build career pathways for youth.

1. Key partners and stakeholders within our workforce system have developed an on-going, collaborative approach for recruiting, referring and providing holistic youth services.
2. Our local area has conducted an assessment (resource mapping) of available organizations and programs within the region that currently provide services to eligible populations to determine areas of strengths, weaknesses, and opportunities that will be addressed in the WIOA youth services program design and ensure maximum leveraging and alignment. Including:
 - Alternative Schools
 - Apprenticeship / Pre-Apprenticeship
 - Business Partners
 - Community Organizations / Non-profits / Foundations
 - Competitive Grants
 - Local School Districts
 - Vocational Rehabilitation
 - Other
3. Our State and Local Boards have issued policies outlining the criteria for youth eligible providers.

4. Our workforce system has adopted policy changes needed to accommodate the WIOA shift including working towards spending a minimum of 75% of WIOA funds on out-of-school youth (OSY) in Program Year (PY) 2015. They must: 1) demonstrate progress towards meeting the 75% OSY expenditure rate through increased expenditures on OSY compared to the previous year; 2) increase expenditures by a minimum of 10 percentage points compared to the previous year and no lower than a 50% OSY expenditure rate; and 3) be prepared to describe how they will achieve the 75% OSY expenditure rate with PY 2016 funds.
5. Our workforce system has established an integrated vision for serving youth that supports a service delivery system that leverages other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.
6. The Youth Standing Committee chair and staff convene partners to develop a vision, conduct program management, facilitate regular communication with the systems' stakeholders, and support a workplan for the entire community.
7. Requests for proposals within our workforce system reflect the new out-of-school youth and work experience requirements, and assist in identifying providers with the capacity to successfully provide services. This may include modifications to current contracts.
8. The state has established clearly articulated objectives for use of the funds within the Governor's Reserve to enhance services through conducting evaluations, improving local service coordination of activities, and addressing high concentrations of eligible youth.
9. Our Local Board has established procedures to identify priority occupational skills training for youth in programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or occupations identified by the State or Local Board.
10. Youth providers and community resources have been identified to ensure eligible youth have access to the five new program elements established in WIOA.

Subsections:

1. Financial Literacy: Including supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals.

2. Entrepreneurial skills training
 3. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
 4. Activities that help youth prepare for and transition to post-secondary education and training.
11. Policies supporting efforts to productively spend at least 20% of youth allocations on work experience in Program Year 2015 and beyond have been adopted.
 12. Effective methods for including pre-apprenticeships and apprenticeships in the youth services program have been adopted.
 13. Our workforce system has included youth services in developing the state, regional, or local approaches to establishing career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, with workforce investment activities, education, and support services to enter or retain employment.
 14. Our youth program is designed to provide disconnected youth access to career pathways and sector strategies to increase credential attainment and long-term career success.
 15. Our workforce system has clearly defined its youth program design and service strategies to ensure services provided to youth offer the individual a career pathway. Such pathway provides a combination of rigorous and high-quality education, training, and other services in a manner that accelerates the educational and career advancement of the individual.
- (B) ***Alignment with Activities outside the Plan.*** Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

- (C) ***Coordination, Alignment and Provision of Services to Individuals.*** Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high- quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.
- (D) ***Coordination, Alignment and Provision of Services to Employers.*** Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.
- (E) ***Partner Engagement with Educational Institutions.*** Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job- driven education and training system. WIOA section 102(b)(2)(B)(iv).
- (F) ***Partner Engagement with Other Education and Training Providers.*** Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.
1. Our public workforce system has a coordinated strategy in place to involve partners and stakeholders in ongoing dialogues regarding transitioning to and implementing WIOA.
 2. Our public workforce system at the state/local level is prepared to operate as a catalyst to bring together strategic partners and align workforce development, economic development, and education policies and activities.
 3. Coordination and accountability mechanisms are in place to ensure that various partnership activities are aligned and in sync, particularly when there are cross-cutting issues.

4. The state has policies in place to promote partnerships, collaboration, integration, and alignment of WIOA programs, activities, and supportive services at the state and local levels.
 5. At the local level, we have the partnerships and shared strategies in place to align program budgets to support shared strategies and activities using a variety of funding streams that are braided or leveraged and invested strategically to support talent development efforts.
- (G) ***Leveraging Resources to Increase Educational Access.*** Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).
- (H) ***Improving Access to Postsecondary Credentials.*** Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.
- (I) ***Coordinating with Economic Development Strategies.*** Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.
- (b) **State Operating Systems and Policies.** The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II **Strategic Elements**. This includes—
- (1) The State operating systems that will support the implementation of the State’s strategies.

This must include a description of **VOS** -

- (A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).
- (B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.

- (2) The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

(3) State Program and State Board Overview.

- (A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.
- (B) State Board. Provide a description of the State Board, including-
- (i) *Membership Roster*. Provide a membership roster for the State Board, including members' organizational affiliations.
 - (ii) *Board Activities*. Provide a description of the activities that will assist State board members and staff in carrying out State Board functions effectively.

(4) Assessment and Evaluation of Programs and One-Stop Program Partners.

- (A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.
- (B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

One-Stop Center Service Design-Customer-centered and integrated service delivery through one-stop centers that provide high quality services to job seekers and businesses.

1. Our workforce system has all core and required one-stop partners at the table supporting development and implementation of the area's one-stop policies and processes, service delivery design, and infrastructure and certification criteria.
2. The role of all required partners in the one-stop has been defined, introduced, and integrated into service delivery.
3. A service strategy has been put in place that provides youth with access to educational and other appropriate activities and supportive services. Youth are able to access robust programs, activities, and supportive services to assist them in obtaining high school and postsecondary credentials and succeeding in careers.
4. Our local area has a process to establish meaningful MOUs with partners with a strong focus on identifying the appropriate career services that will be delivered through the one-stop delivery system, as well as on customer-centered service delivery design and infrastructure/cost agreements.
5. One-stop partners understand customer-centered design and how it applies to one-stop operations and continuous improvement.
6. Policies for one-stop centers are in place that support a customer-centered, fully integrated, service delivery system that ensures customers have maximum access to the full range of education, employment, training, and supportive services available through the partner programs.
7. One-stop partners use customer-centered design to understand the customer's needs and desires, and have implemented policies and procedures for integrated services based on the needs of their clients and context of their community.
8. Our workforce system is committed to continuous improvement of one-stop service delivery. There are policies and procedures in place to evaluate effectiveness against the indicators of

performance, accessibility, and customer satisfaction and make improvements based on data and feedback.

9. Under WIOA, core services and intensive services are consolidated into career services. One-stop policies are clearly established in the MOU and these policies reflect that an appropriate combination of career services are made available through partner programs at every onestop.
10. Our workforce system promotes accessibility for all job seekers to one-stop centers and program services, and is fully compliant with accessibility requirements for individuals with disabilities.

(C) **Previous Assessment Results.** Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

(D) Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

(5) Distribution of Funds for Core Programs. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

- (i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

(ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

(B) For Title II:

(i) Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

(ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

(C) Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

(6) Program Data

(A) Data Alignment and Integration. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

- (i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.
- (ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.
- (iii) Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.
- (iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

- (B) Assessment of Participants' Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.
- (C) Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and

State law. (This Operational Planning element applies to core programs.)

- (D) Privacy Safeguards. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.
- (7) **Priority of Service for Veterans**. Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.
- (8) **Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities**. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.
- (9) **Addressing the Accessibility of the One-Stop Delivery System for Individuals with Limited English Proficiency**. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of limited English proficient individuals, such as through established procedures, staff training, resources, and other materials.

IV. COORDINATION WITH STATE PLAN PROGRAMS. Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

V. COMMON ASSURANCES (for all core programs)

| The Unified or Combined State Plan must include assurances that: | |
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| 1. | The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; |
| 2. | The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes; |
| 3. | The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; |
| 4. | <p>(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public;</p> <p>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</p> |
| 5. | The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; |
| 6. | The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); |

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| 7. | The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; |
| 8. | The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; |
| 9. | The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; |
| 10. | The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA); |
| 11. | Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and |
| 12. | Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. |

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Adult, Dislocated Worker, and Youth Activities under Title I-B. The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

(a) General Requirements

(1) *Regions and Local Workforce Development Areas.*

- (A) Identify the regions and the local workforce development areas designated in the State.
- (B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance

with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

- (C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.
- (D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

(2) *Statewide Activities.*

- (A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.
- (B) Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers
- (C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities. (D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade- affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

(b) Adult and Dislocated Worker Program Requirements

- (1) *Work-Based Training Models* If the State is utilizing work-based training models (e.g. on- the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.
- (2) *Registered Apprenticeship*. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.
- (3) *Training Provider Eligibility Procedure*. Provide the procedure for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).
- (4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.
- (5) Describe the State’s criteria regarding local area transfer of funds between the adult and dislocated worker programs.

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA—

- (1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.⁷
- (2) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.⁸

⁷ Sec. 102(b)(2)(D)(i)(V)

⁸ Sec. 102(b)(2)(D)(i)(I)

- (3) Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).
 - (4) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.
 - (5) If utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.
- (d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include—
- (1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)
 - (2) The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)
 - (3) The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)
- (e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:
- (1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

- (2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;
- (3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;
- (4) Describes how the waiver will align with the Department’s policy priorities, such as:
 - (A) supporting employer engagement;
 - (B) connecting education and training strategies; (C) supporting work-based learning;
 - (D) improving job and career results, and
 - (E) other guidance issued by the Department.
- (5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and
- (6) Describes the processes used to:
 - (A) Monitor the progress in implementing the waiver;
 - (B) Provide notice to any local board affected by the waiver;
 - (C) Provide any local board affected by the waiver an opportunity to comment on the request;
 - (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
 - (E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.
- (7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

TITLE I-B ASSURANCES

| The State Plan must include assurances that: | |
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| 1. | The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients or basic skills deficient; |
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| 2. | The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; |
| 3. | The State has established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members; |
| 4. | The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2); |
| 5. | Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership; |
| 6. | The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions; |
| 7. | The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7); |
| 8. | The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan; |
| 9. | If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner- Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; |
| 10. | The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. |

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| 11. | The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); |
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WAGNER-PEYSER ACT PROGRAM (Employment Services)

(a) Employment Service Professional Staff Development

- (1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.
- (2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

(c) Describe the State’s strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

- (1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;
- (2) Registration of UI claimants with the State’s employment service if required by State law;
- (3) Administration of the work test work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and
- (4) Provision of referrals to and application assistance for training and education programs and resources.

(e) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

(1) *Assessment of Need*. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

(A) An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

(B) An assessment of the unique needs of farmworkers means summarizing MSFW characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

(2) *Outreach Activities*. The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as

one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

- (C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.
- (D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.
- (E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

(3) *Services provided to farmworkers and agricultural employers through the one-stop delivery system.* Describe the State agency's proposed strategies for:

- (A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:
 - i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;
 - ii. How the State serves agricultural employers and how it intends to improve such services.
- (B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.
- (C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

(4) *Other Requirements.*

- (A) Collaboration. Describe any collaborative agreements the SWA has with other MSFW service providers including NFJP grantees and other

service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

- (B) Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.
 - i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.
- (C) Data Assessment. Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.
- (D) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

- (E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

WAGNER-PEYSER ASSURANCES

| The State Plan must include assurances that: | |
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| 1. | The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); |
| 2. | The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; |
| 3. | If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and |
| 4. | State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. |

ADULT EDUCATION AND FAMILY LITERACY PROGRAM

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

- (a) Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).
- (b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide 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.

(c) Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

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.

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

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

(e) **State Leadership.** Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

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

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

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS AND ASSURANCES

| States must provide written and signed certifications that: | |
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| 1. | The plan is submitted by the State agency that is eligible to submit the plan; |
| 2. | The State agency has authority under State law to perform the functions of the State under the program; |
| 3. | The State legally may carry out each provision of the plan; |
| 4. | All provisions of the plan are consistent with State law; |
| 5. | A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan; |
| 6. | The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan; |

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| 7. | The agency that is submitting the plan has adopted or otherwise formally approved the plan; and |
| | |
| 8. | The plan is the basis for State operation and administration of the program; |
| The State Plan must include assurances that: | |
| 1. | The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions); |
| | |
| 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; |
| | |
| 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; |
| | |
| 4. | The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; |
| | |
| 5. | The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and |
| | |
| 6. | Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. |

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>)

VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan⁹ must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

- (a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer- controlled commissions, must describe the following:
- (1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;
 - (2) the Designated State unit's response to the Council's input and recommendations; and
 - (3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.
- (b) Request for Waiver of Statewideness. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non- statewide basis. The waiver request must also include written assurances that:
- (1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;
 - (2) the designated State unit will approve each proposed service before it is put into effect; and

⁹ Sec. 102(b)(2)(D)(iii) of WIOA

(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

(1) Federal, State, and local agencies and programs;

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

(4) Non-educational agencies serving out-of-school youth; and

(5) State use contracting programs.

(d) Coordination with Education Officials. Describe:

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

- (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.
- (e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.
- (f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.
Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.
- (g) Coordination with Employers. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of: (1) VR services; and
(2) transition services, including pre-employment transition services, for students and youth with disabilities.
- (h) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:
- (1) the State Medicaid plan under title XIX of the Social Security Act;
 - (2) the State agency responsible for providing services for individuals with developmental disabilities; and
 - (3) the State agency responsible for providing mental health services.
- (i) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development

designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development

(A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- (i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
- (ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
- (iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- (i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
- (ii) the number of students enrolled at each of those institutions, broken down by type of program; and
- (iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

(2) *Plan for Recruitment, Preparation and Retention of Qualified Personnel.* Describe the development and implementation of a plan to address the current and

projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

- (3) *Personnel Standards.* Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:
- (A) standards that are consistent with any national or State-approved or – recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.
- (4) *Staff Development.* Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:
- (A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and
 - (B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.
- (5) *Personnel to Address Individual Communication Needs.* Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or

in the native language of applicants or eligible individuals who have limited English speaking ability.

(6) *Coordination of Personnel Development Under the Individuals with Disabilities Education Act.*

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

(j) Statewide Assessment.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

(D) who have been served through other components of the statewide workforce development system; and

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

(k) Annual Estimates. Describe:

(1) The number of individuals in the State who are eligible for services. (2) The number of eligible individuals who will receive services under:

- (A) The VR Program;
 - (B) The Supported Employment Program; and
 - (C) each priority category, if under an order of selection.
- (3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
- (4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.
- (l) State Goals and Priorities. The designated State unit must:
- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.
 - (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.
 - (3) Ensure that the goals and priorities are based on an analysis of the following areas:
 - (A) the most recent comprehensive statewide assessment, including any updates;
 - (B) the State's performance under the performance accountability measures of section 116 of WIOA; and
 - (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.
- (m) Order of Selection. Describe:
- (1) The order to be followed in selecting eligible individuals to be provided VR services.

- (2) The justification for the order.
 - (3) The service and outcome goals.
 - (4) The time within which these goals may be achieved for individuals in each priority category within the order.
 - (5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and
 - (6) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.
- (n) Goals and Plans for Distribution of title VI Funds.
- (1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.
 - (2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :
 - (A) the provision of extended services for a period not to exceed 4 years; and
 - (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.
- (o) State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):
- (1) The methods to be used to expand and improve services to individuals with disabilities.
 - (2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

- (3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.
 - (4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).
 - (5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
 - (6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.
 - (7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.
 - (8) How the agency's strategies will be used to:
 - (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;
 - (B) support innovation and expansion activities; and
 - (C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.
- (p) Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:
- (1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.

- (2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (3) The VR program’s performance on the performance accountability indicators under section 116 of WIOA.
- (4) How the funds reserved for innovation and expansion (I&E) activities were utilized.
- (q) Quality, Scope, and Extent of Supported Employment Services. Include the following:
 - (1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.
 - (2) The timing of transition to extended services.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS

States must provide written and signed certifications that:

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| 1. | The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ¹⁰ and its supplement under title VI of the Rehabilitation Act ¹¹ ; |
| | |

¹⁰ Public Law 113-128.

¹¹ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.¹⁵ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

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| 2. | As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency) ¹² agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan ¹³ , the Rehabilitation Act, and all applicable regulations ¹⁴ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; |
| 3. | As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ¹⁵ , the Rehabilitation Act, and all applicable regulations ¹⁶ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan; |
| 4. | The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; |
| 5. | The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. |
| 6. | All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. |
| 7. | The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; |

¹² All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

¹³ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

¹⁴ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.

¹⁵ No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

¹⁶ Applicable regulations, in part, include the citations in footnote 6.

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| 8. | The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; |
| 9. | The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. |

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

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| The State Plan must provide assurances that: | |
| 1. | Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act. |
| 2. | Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140. |
| 3. | Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated |

State unit, as applicable (Option A or B must be selected):

(A) is an independent State commission.

(B) has established a State Rehabilitation Council

- (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
- (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance section 101(a)(3).
- (e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No)
- (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No)
- (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan.
- (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.
- (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
- (j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
- (k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
- (l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.
- (m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. **Administration of the Provision of VR Services:** The designated State agency, or designated State unit, as appropriate, assures that it will:
- (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.
 - (b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .
 - (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?
(Yes/No)
 - (d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
 - (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act .
 - (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.
 - (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
 - (h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14)of the Rehabilitation Act.
 - (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs
 - (j) with respect to students with disabilities, the State,
 - (i) has developed and will implement,
 - (A) strategies to address the needs identified in the assessments;
 - and
 - (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
 - (ii) has developed and will implement strategies to provide pre- employment transition services (sections 101(a)(15) and 101(a)(25)).

5. **Administration of the VR services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
- (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
 - (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):
 - (A) is an independent State commission.
 - (B) has established a State Rehabilitation Council
 - (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
 - (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance section 101(a)(3).
 - (e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No)
 - (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No)
 - (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan.
 - (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.
 - (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
 - (j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
 - (k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
 - (l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to

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| | <p>expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.</p> <p>(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.</p> |
| | |
| 6. | <p>(a) Financial Administration of the Supported Employment Program: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.</p> |
| | |
| 7. | <p>(a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that:</p> <p>(i) the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act</p> <p>(ii) an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.</p> |

Appendix 1: Performance Goals for the Core Programs

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

| Description | Year: | | Year: | |
|---|-----------------------------|-------------------------------|----------------------------|----------------------------------|
| | Proposed/ Expected Level | Negotiated/ Adjusted Level | Proposed/Expected Level | Negotiated/ Adjusted Level |
| Employment (Second Quarter after Exit) | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth* (Education, Training or Employment) | | | | |
| Adult Education | | | | |
| Wagner-Peyser | | | | |
| Vocational Rehabilitation | | | | |
| Employment (Fourth Quarter after Exit) | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth* (Education, Training or Employment) | | | | |
| Adult Education | | | | |
| Wagner-Peyser | | | | |
| Vocational Rehabilitation | | | | |

| | | | | |
|--|----------------|----------------|----------------|----------------|
| Median Earnings (Second Quarter after Exit) | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth | | | | |
| Adult Education | | | | |
| Wagner-Peyser | | | | |
| Vocational Rehabilitation | | | | |
| Credential Attainment Rate | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth | | | | |
| Adult Education | | | | |
| Wagner-Peyser | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Vocational Rehabilitation | | | | |
| Measurable Skill Gains | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth | | | | |
| Adult Education | | | | |
| Wagner-Peyser | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Vocational Rehabilitation | | | | |
| Effectiveness in Serving Employers | | | | |
| Adults | | | | |
| Dislocated Workers | | | | |
| Youth | | | | |
| Adult Education | | | | |

| | | | | |
|----------------------------------|--|--|--|--|
| Wagner-Peyser | | | | |
| Vocational Rehabilitation | | | | |

| Additional Indicators of Performance |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined 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 adjusted levels of performance for the indicators for each of the first two years of the plan.

To effect an orderly transition to the performance accountability system in Section 116 of the WIOA, the Departments will use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on adjusted levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For the first Plan, the Departments will work with States during the negotiation process to establish the adjusted levels of performance for each of the primary indicators for the core

programs. If necessary, some may be adjusted after the release of the final regulation and Joint Performance ICR.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Effectiveness in Serving Employers

States may identify additional indicators in the State plan and may establish levels of performance for each of the State indicators. Please identify any such State indicators under *Additional Indicators of Performance*.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program,

Wagner-Peyser Act

program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.¹⁷ If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where

¹⁷ States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

specified, as well as the program-specific requirements for that program. The requirements that a State must address for any of the Combined State Plan partner programs it includes in its Combined State Plan are available in a separate supplemental document, *Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements*. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers.

DRAFT