



# GUAM WORKFORCE INTEGRATED PLAN

For Title I of the Workforce Investment Act of 1998  
and the Wagner-Peyser Act

A Five-Year Strategic Plan for  
Program Years 2012 - 2016



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**ONE-STOP CAREER CENTER**  
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The One-Stop Career Center is located in the GCIC building in Hagatna.

*In 2005, while I was in high school, I signed up with the One-Stop Career Center's Passport-to-Careers Program. This program helped me learn what it means to be a valuable and productive employee and allowed me to gain on-the-job experience. After graduation, I became a full-time permanent employee with the Pacific Medical Group. I got where I am today because of One-Stop Career Center's Passport-to-Careers Program.*

Lornalynn Stephen  
Medical Records Specialist

  **HIRE LOCAL**

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Hours of Operation: M-F from 8am to 5pm  
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Carleen Gatmaitan  
Pacific Medical Group



## EXECUTIVE SUMMARY

### A Local Integrated Talent Development Workforce Approach

Revisiting Guam's human capital policies and programs remain at the forefront of our economic and community development agenda. How Guam responds to national policy decisions needs a substantive workforce change for training, managing and developing Guam's human capital. This response calls on local government to show and evaluate the best way for Guam's workforce to meet local workforce challenges. Guam's experience with the U.S. military continues to change with mixed sentiments from the public. The recent military buildup reference provides an opportunity for workforce reforms to occur. 'Hire Local' a local talent approach offers the opportunity to reexamine existing workforce culture. This includes changes to our programs and policies impacting local employment opportunities. Expect increased leveraging of resources, reducing costs and improving access to vocational training.

The Workforce Investment Act (WIA) of 1998 and local administrative agreements provide the governance policies shaping our workforce programs. The Guam Workforce Investment Board and the administering agencies (Guam Department of Labor and the Agency for Human Resources Development) make up the policy and program delivery entities for funded WIA programs. The local Guam Workforce Investment Board (GWIB) oversees the Guam Workforce System, providing strategic leadership and collaborating with key partners for an effective and responsive sustainable workforce investment posture.

Guam is committed to helping job seekers and employers improve their economic prospects. We stand ready to identify and implement innovative strategies that will guide this reform over the next five years. To keep up with the changing job markets, the 2012-2016 Guam State Integrated Workforce Plan has created programs focused on the hire local approach as the roadmap to help meet the challenges in Guam's changing economy and ensure there are "good jobs for everyone".

Our recommendations for a local workforce future require the Agency for Human Resources Development (AHRD), Guam Department of Labor (GDOL), and the Guam Workforce Investment Board (GWIB) to work collaboratively with our local and regional workforce partners and stakeholders to build the right integrated and efficient workforce system. We stand ready to identify and implement innovative strategies that will guide this reform.

## I. GUAM WORKFORCE STRATEGIC PLAN

As the Guam Workforce Investment Board navigates and charts the opportunities for creating right jobs for Guam, it is immediately obvious that two principles of hard work and dreaming big presented in Blueprint 2020 underscore the ideals of our inherent Guamanian prosperity. The Calvo-Tenorio Blueprint 2020 platform calls for creating a flexible and innovative Guamanian workforce and acknowledging the inescapable reality of increased human capital investments and how best to address Guam's workforce needs.

### GOVERNOR'S VISION

*Governor Eddie Baza Calvo's strategic vision builds on a strong community foundation that has a sustainable workforce capability that is highly competitive, flexible, and innovative to benefit Guamanians.*

A flexible and innovative workforce development approach recognizes the value placed on a well-educated and well-trained workforce. A future Guam workforce will need increasing demands for higher levels of academic and technical knowledge to include communication and problem-solving skills and abilities. The Blueprint 2020 plan strives to promote a comprehensive and focused approach and thus calling on aligning public and private investments to advance low-skilled workers to relevant entry points for high-wage, high-skilled, and high growth jobs.

### **IMAGINE GUAM (Classrooms-to-Careers)**

Governor Eddie Calvo in partnership with Dr. Robert Underwood, President of the University of Guam, began the planning series for IMAGINE Guam. This series involved the creation of the IMAGINE Guam steering committee of advisors, academic professionals, young entrepreneurs, and members of the 31<sup>st</sup> Guam Legislature. IMAGINE Guam developed the latest youth educational initiative entitled: Classrooms-to-Careers program. This is Governor Calvo's education commitment to deliver an economic development strategy that produces the career workforce and entrepreneurs to build the economy focusing on youth. Governor Calvo's remarks capture the essence of preparing Guam's children for the careers of the future: "It's all about planning. It's about knowing what we want in the future, and building it through homegrown talent... Guamanians, your children, who want to work and who want to own their jobs. This is about a future that they can build for themselves, but that can only happen if we set the vision now and give them the education to get there."

IMAGINE Guam addresses the question that will be answered by this process: How will we build the Guam of our collective imagination? Education is the answer. Education and the economy are linked by the workforce that the classroom creates, and that builds the economy. This initiative calls on educational reforms with input from key stakeholders. Aligning employment, education and economic development policies is a top priority. Once this alignment begins and reform starts, Guam, as a community, can build the long-term vision that will make its way to the classroom.

Through the IMAGINE Guam plan, we will develop a vision of Guam as a community, then develop and sustain an education system that will implement the vision. Education is the key to the success of this vision. Therefore, our entire focus should be on the output of classrooms. The goal for every child in both public and private schools must be that every child leaves high school prepared for college or for work. Collectively, that is a strong workforce that will build new industries and strengthen existing ones. It is a bold concept, but one that has worked for the only region of the world that is growing at this moment. It will take a true investment in education, not the year-to-year increase in education budgets we have now but, a real investment into classrooms and curricula that will make the difference for the next generation of Guamanians in classrooms right now.

Addressing the myriad of workforce concerns require a renewed commitment to strategic collaboration and unifying the common workforce development interests and intentional focus on improving the linkage between employment, education, and economic development. Continued investment in this alignment is a prerequisite if we are to deliver quality jobs, have a skilled workforce and a strong economy. Localizing the right e3 (employment, education and economic development) workforce strategies offer the most public value and serve as the foundation to ensure efficient change occurs in our workforce system. Such strategies as they

evolve should stay sensitive to current and future workforce concerns that exist in Guam and Micronesia.

Another strategy is the HIRE LOCAL theme which redefines Guam's human capital and embraces the new directions approach to ensure quality jobs gradually come from leading and practical workforce development strategies. Blueprint 2020 profiles the desired targeted human capital strategies for stakeholders to successfully navigate and transition through a given learning continuum. While remaining flexible and sensitive to the known workforce concerns, the HIRE LOCAL initiative provides the strategic direction necessary for shaping and delivering the best of our current system. This workforce approach seeks to deliver on making the right connections between employer needs and education; increasing coordination of public workforce efforts, investing in programming to boost foundational and soft skills training, and improving access to services.

HIRE LOCAL is a commitment to investing in a strong, highly trained, and skilled local workforce, which will ultimately lead to a healthy and prosperous island economy. The HIRE LOCAL concept also emphasizes the following areas: promoting industry involvement in developing Guam's economic development strategy; fostering collaborative partnerships among public agencies, the private sector, and community organizations to assess workforce demand, supply and training needs; encouraging innovation and flexibility to expand and improve current programs and service delivery methods.

HIRE LOCAL establishes the basis of this new direction and the human capital improvements for this strategic plan. This approach is demand driven and represents the right collaborative framework for success. This includes ongoing reviews of programs, acknowledging best program practices of existing and transitioning initiatives into a desired workforce and human capital system. This plan contains the core-overarching goal areas intended to serve as the guideposts for the HIRE LOCAL roadmap and how best to achieve them.

The GWIB continues to sponsor and support approaches that remain sensitive to demand driven priorities that provide right servicing and training support for youth, adult, incumbent workers, jobseekers and all WIA stakeholders while remaining competitive for careers of the future. Increasing the skills and competitiveness of Guam's existing and potential workforce calls for renewed collaborative human capital targeted investments in workforce governance that reflect a strong public-private partnership and long-term workforce development policy focus.

This plan introduces a key approach to workforce performance measures to include a strong review for service improvements, assessments, and documentation of core programs. This new direction folds past program successes, and aligns common interests in delivering the next generation of workforce development goals and strategies. As we transition into the new five-year strategic plan, it provides us an opportunity to include initiatives that remove barriers preventing women from attaining economic success, improving programming services to older workers and veterans.

### **HIRE LOCAL Plan of Action**

The HIRE LOCAL message emphasizes a community-based approach that makes the most sense and fitting for an island economy. Rebuilding the workforce infrastructure and investing in HIRE LOCAL innovations can make the economy stronger. The GWIB continues to source

innovative and transformative workforce solutions appropriate for Guam and the region. The GWIB presents the following recommended goal areas as the HIRE LOCAL Roadmap for Guam's workforce development. This includes the corresponding strategies and where appropriate, the inclusion of carryover plans of work initiatives.

Staying the course as envisioned in the IMAGINE Guam requires reforms on many fronts related to the business of strengthening Guam's human capital and redefining the HIRE LOCAL frame of reference. In this document, the proposed plan of action builds on past program references that carries forward relevant goal areas with greater decision making allowances in existing and continuous future workforce strategies.

### **HIRE LOCAL Strategic Goal Areas**

A 'HIRE LOCAL' strategy builds on increased leveraging of all WIA resources while promoting both a systems approach and increasing accountability. The GWIB's Plan of Action provisions seeks to incorporate Hire local provisions into appropriate training agreements and programs. This is supported by the retooling of the GWIB programming references under a workforce area (WA) classification system. The WA reference represents WIA program references. This aligns well with the interim GWIB/AHRD Statement of Work (SOW). The GWIB SOW represents the latest requirement for Guam's workforce system. The SOW provides the much-needed alignment to the national standards of performance measures and defined outcomes with the expectation of closing the known gaps and threats partially described in the GWIB's SWOT analysis. While the HIRE LOCAL carries the existing relevant transformation plans of work, the 2012-2016 Guam Integrated Workforce Plan reestablishes and aligns the GWIB strategic goals.

The Workforce Investment Act (WIA) of 1998 reformed job training programs and created a comprehensive workforce investment system. Through the regulation of the WIA, the US Department of Labor Employment and Training Administration (USDOL/ETA) has implemented major reforms of the nation's workforce investment systems that increase participant employment, job retention, wage earnings, occupational skill attainment, and as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Key components of this reform include streamlining services through a One-Stop service delivery system, empowering individuals through information and access to training resources, providing universal access to core services, increasing accountability for results, ensuring a strong role for the Guam Workforce Investment Board and the private sector in the workforce investment system, facilitating state and local programming flexibility, and improving youth programs.

Guam's Workforce System is supported by a collaborative network of partners from the public, private, and non-profit sectors. This broad partnership was designed to accomplish several objectives:

- 1) To maximize leveraging of resources: It is essential that local, federal, and private resources are optimized to the extent possible. By working closely together the Partners will reduce inefficiencies, duplication of programming, and increase the impact of our collective efforts.
- 2) To promote strategic alignment: It is no longer acceptable for Workforce Partners to create their strategic plans in a vacuum. Crafting of programs, policies, and funding plans must be a collective, multilateral endeavor in order to produce significant results.

- 3) To deliver “demand-driven” services: A demand-driven service delivery model uses economic data and employer dialogue to tailor training and services towards skilled jobs in high-growth, high-demand industries. Service providers must be knowledgeable of high-growth industries and the options that exist for channeling participants into these quality jobs. The industries which have been identified as having a demand for skilled workers today and over the next several years are Service, Health, Construction, Education, Manufacturing and Information Technology<sup>1</sup>.

**Strategic Goal 1: Increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment.**

This goal area seeks to establish the right mix of GWIB and OSCC ‘HIRE LOCAL’ partnerships to increase local participation in Guam’s demand driven sectors as the GWIB’s lead strategic effort to retain and create local jobs. Creating and sustaining the right climate for skill attainment and development requires addressing existing and future workforce concerns that can be realized through an enhanced collaborative One-Stop Center system. This includes the lead initiative of developing the appropriate Local Worker Hiring baseline to be developed by the GWIB and partners within year one of this 5-year planning period. This follows a similar legislation requiring government agencies to ensure that the agency workforce meets the 2% hiring requirement must include individuals with a disability.

***Work Areas (WA) Reference Section:***

WA 901-911 Program, Project Support and Administration

***Work Areas included in this category:***

All Workforce Area Classifications: WA 101-110, 201-212, 301-312, 401-410

**Strategic Goal 2: Provide useful and timely data and reports on economic and workforce development.**

A sound and effective workforce reporting system is essential for meeting the HIRE LOCAL theme. This need is supported by the GWIB’s adoption of the Statement of Work (SOW) policy which creates the best reporting infrastructure that reflect the needs of program development, funding, and reporting. The trend towards performance measures reporting is upon us and incorporating this as a key goal area ensures our vision and strategies reflect the latest WIA provisions.

***Work Areas (WA) Reference Section:***

WA 101-110 Youth Training Programs; WA 201-212 Adult Training Programs; WA 901-911 Program, Project Support and Administration; WA 301-312 Workforce Policy and Governance; WA 401-410 Workforce Initiatives;

***Work Areas included in this category:***

All Workforce Classifications noted above

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<sup>1</sup> Guam’s Workforce Strategic Plan, Modification July 01, 2007 – June 30, 2009, pg. 124

**Strategic Goal 3: Provide an effective and integrated workforce learning continuum or system to promote lifelong learning and align regional economies (linking GDOE, AHRD/GDOL, GCC and UOG).**

This goal serves as the anchor framework necessary to begin the systematic leveraging of programming resources and expertise among workforce partners and industry collaborators. Focus is on direct alignment with education program delivery and student learning environment. Through innovation and adoption of proven best practices of school-based learning and the matching transition initiatives, students gain advice, guidance, and a solid experience building on workplace standards and expectations of the ever-evolving career offerings.

***Work Areas (WA) Reference Section:***

WA 101-110 Youth Training Programs; WA 201-213 Adult Training Programs; WA 301-312 Workforce Policy and Governance; WA 901-911 Program, Project Support and Administration

***Work Areas included in this category:***

All Workforce Area Classifications: WA 106, WA 201-213, WA 301-302, WA 304-306, WA 308, WA 406-407, 401-410,

**Strategic Goal 4: Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, federal government and non-government organization entities.**

Empowering communities requires a comprehensive long-term strategy. Provides the programming environment to support the range of right community based initiatives sensitive to the needs of the area, scale of development, and place dependent. This includes outreach village initiatives, civilian military initiatives and creating a multi-stakeholder workforce system.

***Work Areas (WA) Reference Section:***

WA 201-213 Adult Training Programs; WA 301-312 Workforce Policy and Governance; WA 401-410 Workforce Initiatives;

***Work Areas included in this category:***

WA 202, WA 202.1, WA 206, WA 305, WA 407

**Strategic Goal 5: Provide the people of Guam a workforce investment system that is easy to access, navigate and assess.**

The direction of the GWIB board requires capacity building to support the initiatives and overarching goals to achieve the vision and mission of the ideal workforce for Guam. The governance serves as the anchor for creating accountable systems that include program design, program delivery and outreach across all program platforms. This is necessary to assess the effectiveness of governance tools and practices. This goal intends to align all business policies as approved and prioritized by the board. One important outcome of planning towards a “demand-driven” workforce begins with redefining the performing and governance environment for training and service providers, partners, industries and the community.

***Work Areas (WA) Reference Section:***

WA 101-110 Youth Training Programs; WA 301-312 Workforce Policy and Governance; WA 401-410 Workforce Initiatives; WA 901-911 Program and Project Support and Administration

***Work Areas included in this category:***

WA 101-110, WA 304, WA 307.1, WA 307.2, WA 307.6, WA 308, WA 308.1 WA 310, WA 311, WA 406-407, WA 905, WA 905.1, WA 911.1

For decades now, Guam's economy has been dependent upon two primary sectors- tourism and the military. While both sectors have provided jobs and prosperity for many families on Guam, more must be done to grow these industries while encouraging the growth of new industries. This is essential if we are to create a strong, vibrant and sustainable future. The Energy industry, which will create new jobs on Guam, along with the existent Manufacturing industry, and the introduction of e-commerce, are to be added to the high growth, high demand occupations over the next decade. The Agricultural industry is being looked at as a sustainable and viable industry, to encourage farmers and growers to plant and grow local and lessen the dependence of importing hundreds of tons of agricultural products into Guam.

The Agency for Human Resources Development (AHRD) is the official recipient of WIA Title I funding, and therefore the primary agency responsible for administration of WIA programs. As a single state with no local areas; the distribution of WIA Title IB funds available for Program Year 2012 will be in line with the Workforce Investment Act required allocations for statewide activities, rapid response activities, administration, and program costs.

The Guam Workforce Investment Board's primary objective is to maximize funds to realize the return on investment on state and federal training funds for the residents of Guam. In June of 2012, Guam Workforce Investment Board Resolution No. 12-06 adopted the established Statement of Work (SOW) framework and recently completed aligning the elements of the SOW with the 2012-2015 Integrated State Plans. For the first time in Program Year 2012, Guam will be held accountable for the federally prescribed WIA/Wagner-Peyser performance indicators and goals and is required to report program outcomes for performance measures. Failure to meet the agreed upon performance outcomes will adversely impact future funding allocations. In light of this monumental shift to a true performance-based system and recognizing the results of the recently completed SWOT analysis, the Guam Workforce Investment Board adopted the *Statement of Work (SOW) for the WIA Adult, Dislocated Worker and Youth Programs*.

## **ECONOMIC AND WORKFORCE INFORMATION ANALYSIS**

### **Economic Outlook for Guam – Fiscal Year 2013**

*(This section is an excerpt from the Government of Guam's Executive Budget Economic Outlook Section, prepared by Gary Hiles, Chief Economist, Guam Department of Labor – April 2012)*

#### **Summary**

The Guam economy is anticipated to be characterized by continuing stability for FY 2013 without major expansion or contraction. There is the potential for modest expansion as well as exposure to risks which could undermine economic performance. Continuation of the recovery in the Japan visitor sector from the March 11, 2011 Japan natural disaster in the latter half of 2011 combined with expansion from other Asian markets resulted in a first quarter Fiscal Year 2012 General Fund revenue increase of 4.8 percent over the first quarter of Fiscal Year 2011. This followed a strong Fiscal Year 2011 closing which showed total revenues up by \$44.2 million or 7.7 percent from Fiscal Year 2010. These comparisons are based on gross revenues before provisions for refunds. Revenues, however, remained below budget due to the Japan downturn and delay in defense buildup projects related to relocation of Marines from Okinawa to Guam.

In FY 2013, continued recovery in the Japan tourist sector and expansion in other markets may off-set some of the reductions in federal operational expenditures and defense contracting appropriations anticipated due to budgetary constraints, increasing deficits and political considerations. Such cuts for Guam remains to be seen. The President's FY 2013 federal budget should provide substantial insight when it is introduced early this year but the amounts and Guam's share of the sacrifice won't be settled until the Defense Appropriation and other budgets are passed later in the year.

In FY 2013 construction activity is expected to remain relatively stable near the levels of the last several years with the annual dollar value of construction in the \$500 million range and industry employment about 6,000. While a number of Department of Defense projects related to the Marine relocation projects are on hold, a sufficient number of large projects, federal, local and private, with multi-year construction schedules have already been contracted to ensure continued relatively stable industry activity in FY 2013. Well over a billion dollars in appropriations from the United States and Japan combined are currently available for various buildup related projects and infrastructure. This provides some upside potential for the construction industry and the economy as a whole should issues about the buildup in Japan and the United States be resolved allowing at least some of the planned but stalled projects to continue.

#### **Tourism**

The collection of tourism related industries comprise a major share of Guam's economy. These include air and ground transportation, hotels, eating and drinking establishments, retail and services as well other industries and sectors including wholesale trade and government services. As tourism is sensitive to several economic and other factors and the economy of Guam is heavily reliant on tourism, the industry volatility can have significant impact on the future outlook.

For the first quarter of FY 2012, Japan visitor arrivals had recovered to pre-tsunami levels, although for the calendar comparison from 2010 to 2011 Japan arrivals were down 7.8 percent. If at least the 2010 level of arrivals is maintained, the annual arrival numbers for Japan visitors for 2012 and 2013 would rise by 7.8 percent from the depressed CY 2011 levels. Guam Visitor Bureau projects the number of visitors to be up by 10.6 percent from FY 2011 to FY 2012, rising to 1.2 million visitors annually. Further expansion beyond the 2010 levels may be possible since 2010 arrivals were weak due to the global financial and economic situation and there has been growth in other markets.

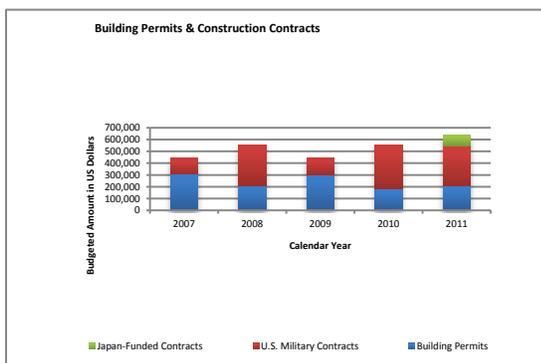
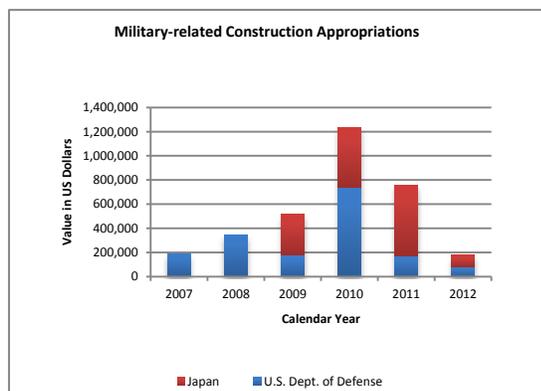
While other tourist markets are relatively small in comparison to Japan, they have shown significant increases. Yearly from CY 2010 to CY 2011, in percentage terms, visitors from Korea have increased 10.7, Taiwan 43.3, China 48.0, Australia 23.9 and Hong Kong 29.0 percent.

For FY 2011 the weighted hotel occupancy rate was 70 percent showing the industry has the capacity to expand measurably in the future with the current hotel capacity in place. Available room capacity increased with reopening the Guam Aurora Resort and Spa in December 2011 and is expected to increase further when the Outrigger Bayview Hotel tower, under construction, is completed. The Tumon Bay Shopping Center construction which was well underway may be again proceeding as the Guam Land Use Commission reinstated the project's permits November 10, 2011. The Versace Towers condominium project at Oka Point remains stalled. The industry, which recorded 1,149,978 arrivals in CY 2011, continues to operate well below the 1.4 million visitors accommodated in FY 1997.

Two recent developments hold promise for the industry; one, the recent approval of admission of Russian visitors with parole authority and two, the President's tourism initiative.

Until January 2011, Russian visitors had to obtain a visa to enter Guam. Despite years of lobbying to include China and Russia in the Guam visa waiver program, the request has not been granted. A visa waiver would reduce the administrative delay and process necessary to book a visit to Guam and subsequently facilitate an increase in the number of visitors. In November 2011, the Department of Homeland Security did grant Guam's request for parole authority for Russian visitors to enter the island visa free. The number of Russian visitors to Guam in CY 2011 was 632. Natalia Bespalova, general manager of Guam Voyage, a Russian tour agency was quoted in a Pacific Daily News story saying she expects the number to at least triple in the first year. To assess the short term potential of the Russian market in Guam, a look at the Commonwealth of the Northern Marianas Islands provides some perspective; after decades of promoting the Russian market, Russian tourists account for only one percent of the total arrivals whereas Chinese nationals account for ten percent of the market.

## Construction



Two of the best available indicators of future construction activity on Guam are the funds appropriated or planned for such projects and the building permits or construction contracts for them. Federal funds appropriated for military construction on Guam as well as Japan Funds appropriated for U.S. based projects related to relocation of U.S. Marines from Okinawa to Guam are shown in Chart 1.

The peak year for appropriations for defense construction projects was 2010 and has subsequently declined in both 2011 and 2012. A number of military buildup projects planned for appropriations in the FY 2012 budget were deleted from the final defense authorization law. The new law does not affect previous military construction appropriations from prior years which remain available.

Since a great deal of the funds appropriated have not yet been contracted, the declining appropriation levels are not yet reflected in declining construction levels but could be in years beyond 2013.<sup>2</sup>

Construction activity more closely follows construction contracts and for civilian construction, building permits. The value of these indicators is shown in Chart 2. Based on the dollar value of the combination of projects expected to proceed as indicated by Building Permits and Construction Contracts, construction would be expected to remain relatively steady in FY 2012 and FY 2013. Of course, if issues delaying the projects for which funds have already been appropriated are resolved, construction could increase but probably not tremendously in the FY 2013 timeframe due to the long lead times involved in such major projects getting underway. Also, should a number of the contracted and permitted projects encounter further setbacks, total construction could begin to decline. Timing of the commencement of new projects is also a critical consideration. To maintain current construction levels, projects will need to be well underway soon to replace major projects recently completed including the new sanitary landfill and the new JFK high school.

The Guam Regional Medical City began clearing property for the new Hospital construction project in Dededo this January 2012. Construction is scheduled to begin in April and the construction cost alone is expected to be \$150 million with project completion in April 2014. This is believed to be the largest single private sector construction project on Guam since the construction of the Leo Palace Resort in Manenggon Hills, Yona more than a decade ago.

In preparation for the military buildup associated with relocation of Marines from Okinawa to Guam, on March 11, 2010 the Navy awarded six companies each an indefinite delivery, indefinite-quantity, multiple award construction (MACC) contracts for construction, renovation

<sup>2</sup> The full amount of MACC indefinite contracts is not recorded in the above figures, only task orders for specific projects.

and maintenance of shore-based facilities on Guam. The combined value for all six contracts is \$100 million. The contract contains four options periods, which if exercised, would increase the cumulative contract value to \$500 million. Request for proposals for MACC contracts for Japan funded or Mamizu projects initially due December 1, 2010, in the amount of \$3 billion dollars have been delayed a number of times. According to amendment 20 to the solicitation by Naval Facilities Engineering Command Pacific, effective September 23, 2011, “the evaluation of offers is temporarily placed on hold and the government will request updated proposals within 180 days or by March 20, 2012.” Following the receipt of proposals there will be an evaluation period so the MACC award seems unlikely to be issued until late FY 2012 at the earliest.

A new Defense spending blueprint presented by U.S. Defense Secretary Leon Panetta January 05, 2012 outlines how the Pentagon will adjust its strategy and budgets for the next five years to achieve the first \$260 billion in savings towards meeting the goals of the August debt ceiling. It is not yet clear how Guam will be affected by the spending reduction and shifting of resources, however, the Statement on Defense Strategic Guidance states that “we are also rebalancing our global posture and presence, emphasizing the Pacific and the Middle East.”

### **Tax Refund/COLA Bond Disbursement**

The revenue impact of the December 2011 release of approximately \$198 million for prior years’ tax refunds and 16.8 million dollars for cost-of living-allowance payments for Government of Guam retirees has not yet been recognized, for the most part, in the government accounting statements through December 31, 2011 since the additional business activity as the result of these disbursements would be reported on the Business Privilege Tax reports due January 20 for the month of December. Also as a result of this disbursement, a federal reimbursement for tax credits refunded is expected in February 2012 in an amount to exceed \$20 million. These extra ordinary receipts should not be factored into the starting point for economic projections for FY 2013 activity. However, an additional bond authorization of \$100 million for 2011 tax year refunds could be issued in late FY 2012 or FY 2013 and that could provide an additional revenue source for FY 2013. Legislation requires that the Series B part of the bond requires approval by a local deficit reduction commission which has not occurred to date. Bill No. 423-31, an act to authorize the issuance of bonds for the payment of income tax refunds authorized in P.L. 31-76 as expeditiously as possible and adjust property tax valuations to increase the debt ceiling to permit the implementation of the authority to issue bonds for this purpose was introduced in February.

### **Federal Expenditures**

Federal expenditures and obligations for FY 2010 reached an all-time record high of just over \$2 billion divided nearly equally between Defense and Non Defense categories. This occurred primarily due to the combination of record level defense construction contracts related to the relocation of Marines and the construction of a new Naval Hospital, the largest single project in the FY 2010 defense construction appropriations act for Guam. Non Defense spending was also unusually high due to economic stimulus grants. It is nearly certain that the federal funding appropriation and expenditure levels for Guam will decline, from the latest comprehensive figures for FY 2010, in both the Defense and Non Defense categories in FY 2011, FY 2012 and FY 2013. Information from appropriation level reductions particularly for defense construction

in FY 2011 and FY 2012 indicate that the magnitude of overall reductions in future federal appropriations or expenditures on Guam will be considerable for these years. The full effect of the cuts may not be felt immediately as some of FY 2010's record high obligations may carry over and become expenditures in subsequent years. Expenditure categories such as retirement benefits and employee wages and benefits are generally subject to less variability than grant and procurement contract categories. During the latest six month period between June 30, 2011 and December 31, 2011, \$89.0 million of the \$236.8 million in federal economic stimulus funds awarded to the Government of Guam under the American Recovery and Reinvestment Act (ARRA) were obligated or expended. Grant funds recently obligated will initiate economic activity including construction and payments for them in the near future.

### **Marine Corps Relocation to Guam and Deficit Reduction**

An array of projects to support U.S. military plans to prepare to move about 8,000 marines to Guam represent the major source of potential new federal expenditures on Guam. Critical issues in both the U.S. and Japan have relocation projects on hold although other defense construction projects are proceeding. Japan must determine how to proceed with a Marine Corps Air Station Futenma replacement facility over strong public objection. Concerns by U.S. Senators are causing the Department of Defense to review and revise its realignment plans for U.S. forces in the Pacific. Senator McCain commented that "The conference report directs the Secretary of Defense to pause further spending on Guam in support of the relocation of 8,500 United States Marines from Okinawa until Congress has had an ability to examine." He also indicated that "The final agreed-upon provision requires a study to offer views and suggestions from a range of regional experts on current and emerging U.S. national security interests in the Pacific and options for the alignment of realignment of U.S. military forces in the region."

On February 8, 2012 the United States and Japan agreed to proceed with plans to transfer U.S. troops from Okinawa which has been in limbo in part because the transfer was linked to the closure and replacement of the Marine Corps Air Station Futenma. The agreement, however, nearly half-ed the scope of the transfer from 8,500 to 4,700 Marines with the remaining 3,300 rotating among Australia, Hawaii and the Philippines. That agreement cannot proceed until the study required by Congress has been completed and cannot proceed fully until additional funds are appropriated.

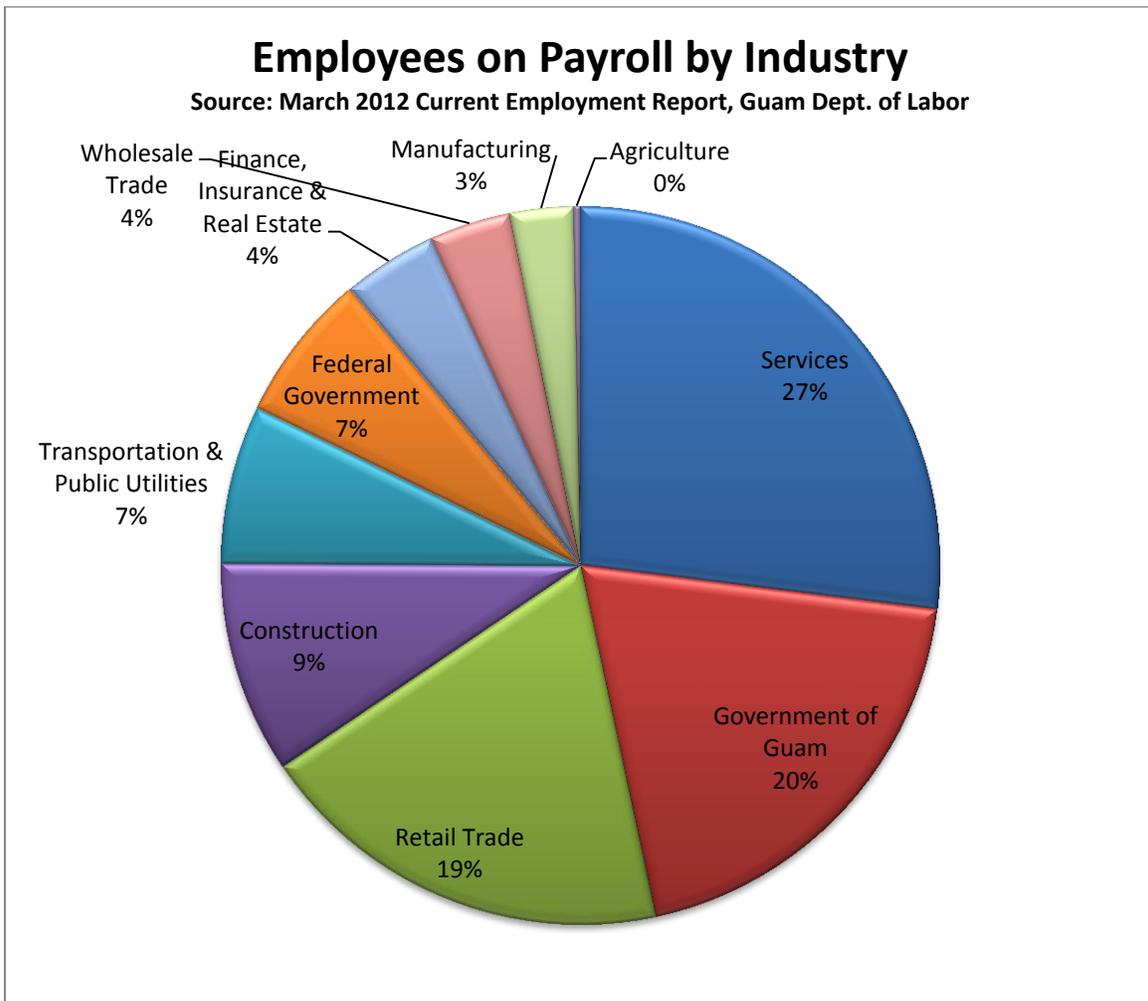
The Joint Select Committee on Deficit Reduction, referred to as the Super-committee, created by the Budget Control Act of 2011, came to the conclusion that it was not possible for them to make any bipartisan agreement on cutting the federal deficit, thus triggering the law's requirement for automatic federal budget cuts in FY 2013. The deficit reduction measures will be split between the national security and domestic arenas. President Obama stated that he will veto any attempt by Congress to cancel the automatic sequester.

The President's budget proposal for 2013 will result in troop cuts of one to two percent for the four services. The budget also proposes \$101.9 million in military construction projects for Guam as well as \$140 million in utility and other infrastructure projects outside the military bases. If enacted into law as proposed this would approximately triple the FY 2012 level of federal funds appropriated for construction. Given the cuts that were made to last year's budget request and the opposition this year's proposal has received so far, it seems doubtful that the

entire request will be authorized. However, Robert Hale, Under Secretary of Defense (comptroller) indicated in briefings about the budget, that a supplemental request might be made as plans for the realignment are solidified. Until such plans are solidified and funds are appropriated for it, the realignment buildup will remain in the indeterminate future. While a major buildup is downsized and again delayed, substantial federal defense infrastructure construction spending which is already appropriated or contracted continues at a level likely to be sufficient to maintain current levels of construction and along with steady visitor arrivals, aggregate economic activity on Guam.

### State Industry Overview

The *March 2012 Current Employment Report*, produced by the Guam Department of Labor provides information on jobs contributed by each industry in the Territory of Guam. As of March 2012, the service industry accounts for approximately 27% of all payroll jobs, with roughly half of those coming specifically from the hotel industry. The Government of Guam alone accounts for 20% of payroll jobs, followed by Retail Trade (19%), Construction (9%), Transportation and Public Utilities (7%), and Federal Government (7%).



The report also reveals that the number of jobs overall decreased by 1,720 between March 2011 and March 2012. The lion's share of the jobs decrease was in Construction (1,080), followed by Services (590). Despite being the single largest employer, Government of Guam jobs were only reduced by 80 over the same year period. On the flip side, the Federal Government actually added 90 jobs, and Wholesale Trade added 80 jobs over the same year period.

### Employees on Payroll by Industry

Source: March 2012 Current Employment Report, Guam Dept. of Labor

	Mar-11	Jun-11	Sep-11	Dec-11	Mar-12
<b>Services (hotels and all other)</b>	16,780	16,000	16,130	16,250	16,190
<i>Hotels and other lodging places</i>	5,410	5,070	5,120	5,280	5,310
<i>All other services</i>	11,370	10,930	11,010	10,970	10,880
<b>Government of Guam</b>	11,890	11,090	11,900	11,930	11,810
<i>Executive Branch (includes DOE)</i>	7,160	6,560	7,110	7,080	7,080
<i>All others including autonomous</i>	4,730	4,530	4,790	4,850	4,730
<b>Retail Trade</b>	11,330	11,070	11,400	11,630	11,350
<b>Construction</b>	6,820	6,350	6,080	5,860	5,740
<b>Transportation and Public Utilities</b>	4,350	4,310	4,250	4,250	4,270
<b>Federal Government</b>	3,950	3,980	4,060	4,130	4,040
<b>Finance, Insurance and Real Estate</b>	2,580	2,670	2,630	2,640	2,550
<b>Wholesale Trade</b>	2,120	2,120	2,130	2,180	2,200
<b>Manufacturing</b>	1,750	1,770	1,770	1,740	1,710
<b>Agriculture</b>	190	200	240	210	180
<b>TOTAL PAYROLL EMPLOYMENT</b>	61,760	59,560	60,590	60,820	60,040

### Unemployment Statistics

According to a report produced by Guam Department of Labor, Bureau of Labor Statistics (*The Unemployment Situation on Guam: March 2011*), the unemployment rate on Guam as of March 2011 was 13.3%, with total number of unemployed persons reaching 9,970. These figures pertain to Guam's civilian, non-institutionalized population, 16 years and older. Excluded from the data are inmates of institutions, members of the Armed Forces, civilians living in military installations, persons under 16, and non-immigrant aliens. The data was derived from a sample survey of households conducted by the Bureau of Labor Statistics under the Current Labor Force Statistics Program. The report reveals that the total number of employed persons has grown between September 2006 and March 2011. However, growth in employed persons has been significantly outpaced by the growth in unemployed persons.

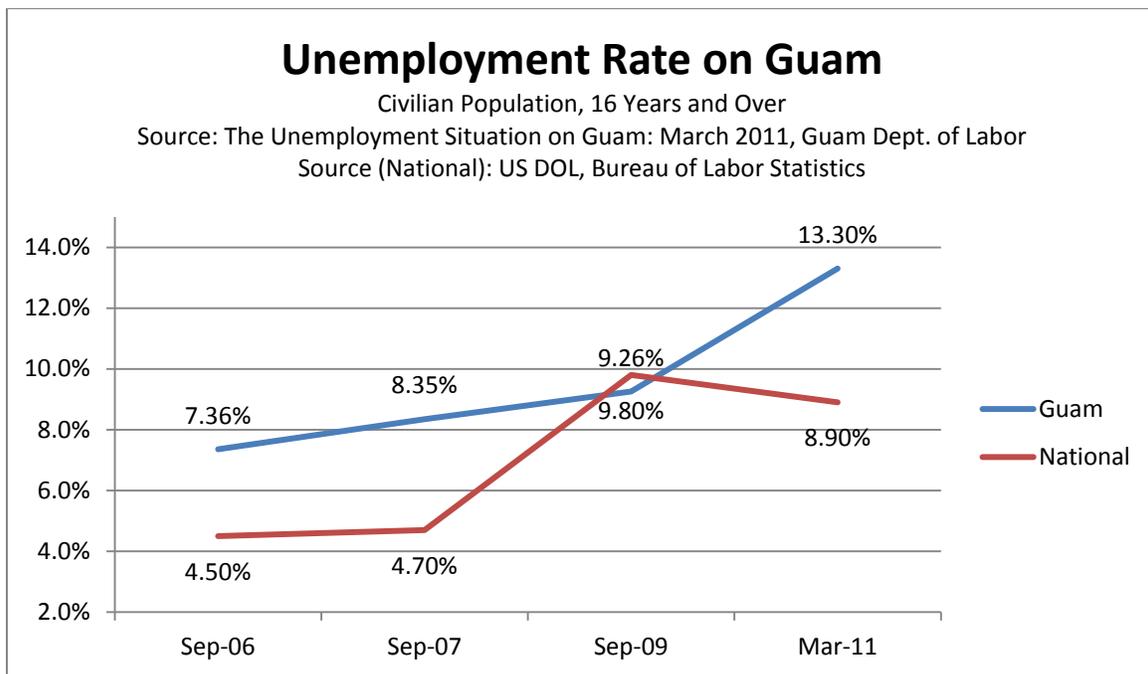
### Employment Situation on Guam

Civilian Population, 16 Years and Over

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

	Sep-06	Sep-07	Sep-09	Mar-11
<b>In the Labor Force</b>	66,450	63,600	70,310	74,950
<i>Total Employed</i>	61,520	58,290	63,800	64,970
<i>Total Unemployed</i>	4,890	5,310	6,510	9,970
<b>Not in the Labor Force</b>	39,900	46,490	43,680	44,770
<b>TOTAL</b>	106,310	110,090	114,000	119,720

Note that as of September of 2009 while the national unemployment rate has declined, Guam’s unemployment rate has seen a sharp increase. This can be attributed to the delay in the military buildup and the decrease in military-related appropriations. These statistics clearly illustrate that Guam’s economy is extremely sensitive to the U.S. military presence and other local factors. Furthermore, local economic trends tend to be less correlated with what is happening at the national level. The Guam unemployment rate shown below does not reflect the impact on the tourism sector resulting from the Japan earthquake and tsunami that occurred in March 2011, as this happened only one day before the survey was administered.



Apart from the labor force, the number of those considered ‘Not in the Labor Force’ has also grown significantly over the past several years. These are individuals who either: a) don’t want a job, or b) want a job, but did not look for work. The tables below provide information regarding this specific population. For the group that wanted a job during the survey period but did not look for work, they were asked to indicate the reason(s) why. The most commonly cited reason was School Attendance (2,620), followed by Family Responsibility (2,080), Cannot find work (1,380), Cannot arrange child care (1,060), and Believe no jobs available (550). Given these responses, it is clear that providing job seekers with supportive services, such as transportation and child care, will make the difference between failure and success.

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### Job Desire of Persons Outside the Civilian Labor Force

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

	Sep-06	Sep-07	Sep-09	Mar-11
<b>Not in the Labor Force</b>	39,900	46,490	43,220	44,770
<i>Did not want a job during survey period</i>	35,060	37,620	37,000	35,450
<i>Want a job during survey period, but did not look for work</i>	4,840	8,870	3,220	9,320

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### 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
<b>School Attendance</b>	900	3,490	2,260	2,620
<b>Family Responsibility</b>	960	1,660	960	2,080
<b>Cannot find work</b>	580	2,850	960	1,380
<b>Cannot arrange child care</b>	430	1,430	480	1,060
<b>Believe no job available</b>	210	240	150	550
<b>Others</b>	1,010	1,270	1,890	2,840

### Workforce Skills and Knowledge in Demand: Employer Perspectives

Although there has not been a comprehensive study done regarding the workforce skills and knowledge requirements of Guam's employers, there have been a few employer surveys which have provided some relevant insights. Specifically, Guam Community College administered the *2011 GCC Employers Survey: Employee Requirements and Training Needs*. This was a paper survey conducted during the Guam Chamber of Commerce meeting on June 29, 2011. Of the 86 surveys distributed to the employers present at the meeting, 34 employers completed and returned the survey resulting in a response rate of 39.5%. Following below is some general information regarding the respondents. Due to the sampling method and relatively small sample size, the survey respondents are not necessarily representative of Guam's industry distribution overall. For example, 21% of the survey respondents were from the architecture/construction industry, whereas data from the Guam Bureau of Labor Statistics reveals that the construction industry contributes only 9% of total payroll jobs. Also note that the sum of percentages identified for each Industry Classification exceeds 100%, most likely because respondents selected more than one Industry Classification to describe the nature of their business operations.

### Organization Size

Source: July 2011 Employers Survey Report  
Guam Community College

Small (less than 50 employees)	18	53%
Medium (less than 250 employees)	7	21%
Large (more than 250 employees)	9	26%
Total	34	100%

### Industry Classification

Source: July 2011 Employers Survey Report, Guam Community College

Architecture and Construction	7	21%
Transportation, Distribution, and Logistics	6	18%
Business, Management, and Administration	4	12%
Marketing, Sales, and Service	4	12%
Science Technology, Engineering, and Mathematics	4	12%
Hospitality and Tourism	2	6%
Education and Training	1	3%
Finance	1	3%
Government and Public Administration	1	3%
Health Science	1	3%
Information Technology	1	3%
Other	5	15%

Employers were asked to select the minimum requirement for an entry level position in their company. The most frequently identified requirement was a High School Diploma or GED (55%), followed by Other (15%), Associate's Degree (12%), Industry Certification (8%), Certificate (5%), and Educational Level Not Important (5%).

### 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%

Employers were asked "Given the knowledge and skills expected of employees in your organization, rank the skills listed from 1 to 5, 5 being the most vital." The Ranking Score is the weighted average calculated by dividing the sum of all weighted rankings by number of total responses. The top three skills that ranked equally as most vital are Communication, Teamwork, and People Skills (1.9 ranked score). Following close behind are Leadership (1.8), Problem Solving/Reasoning (1.8), and Use of Technology (1.7).

## 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
<b>Communication (Listening and Verbal Skills)</b>	3%	0%	3%	18%	38%	35%	3%	34	1.9
<b>Teamwork</b>	0%	3%	9%	21%	32%	29%	6%	34	1.9
<b>People Skills</b>	3%	0%	3%	15%	41%	38%	0%	34	1.9
<b>Leadership</b>	0%	0%	18%	15%	29%	35%	3%	34	1.8
<b>Problem Solving/Reasoning</b>	0%	3%	9%	15%	35%	38%	0%	34	1.8
<b>Use of Technology</b>	6%	0%	12%	12%	32%	35%	3%	34	1.7
<b>Planning and Organization</b>	0%	0%	9%	18%	26%	47%	0%	34	1.6
<b>Flexibility/Adaptability</b>	0%	0%	6%	9%	35%	50%	0%	34	1.6
<b>Writing Skills</b>	0%	0%	15%	12%	26%	47%	0%	34	1.5
<b>Time Management</b>	0%	6%	9%	12%	24%	47%	3%	34	1.4
<b>Creative Thinking</b>	3%	3%	6%	21%	21%	47%	0%	34	1.4
<b>Cultural Sensitivity</b>	6%	3%	15%	15%	12%	50%	0%	34	1.2
<b>Motor Skills</b>	3%	12%	3%	15%	18%	50%	0%	34	1.2
<b>Locating Information</b>	3%	9%	3%	9%	24%	53%	0%	34	1.2
<b>Other</b>	0%	0%	0%	0%	0%	100%	0%	34	0.0

Employers were also asked to rank the degree to which different types of training are vital to their organization's core business. Again the ranking scale is from 1 to 5, 5 being the most vital. People Skills was ranked as the most vital (1.8), followed by Computer Skills (1.3), Safety Standards (1.2), Office Management (1.2), Business Communications (1.2), Financial Procedures (1.1), and Reading and Writing (1.1).

## Ranking of Training that is Most Vital to the Organization

Source: July 2011 Employers Survey Report, Guam Community College

Training	Least Vital 1	2	3	4	Most Vital 5	No Response	Response w/out Rank	Number Responses	Ranking Score
<b>People Skills</b>	3%	3%	6%	6%	44%	32%	6%	34	1.80
<b>Computer Skills</b>	0%	0%	12%	3%	29%	56%	0%	34	1.30
<b>Safety Standards</b>	3%	3%	0%	12%	26%	50%	6%	34	1.20
<b>Office Management</b>	0%	0%	9%	15%	18%	59%	0%	34	1.20
<b>Business Communications</b>	0%	6%	3%	15%	21%	50%	6%	34	1.20
<b>Financial Procedures</b>	0%	3%	9%	9%	18%	62%	0%	34	1.10
<b>Reading and Writing</b>	6%	3%	6%	6%	21%	59%	0%	34	1.10

<b>Administrative Services</b>	0%	6%	0%	9%	18%	65%	3%	34	0.90
<b>Sales Administration</b>	3%	0%	6%	6%	18%	65%	3%	34	0.90
<b>Electrical</b>	21%	0%	3%	6%	6%	62%	3%	34	0.56
<b>Applied Math</b>	6%	0%	12%	6%	3%	71%	3%	34	0.54
<b>Welding</b>	21%	0%	3%	3%	6%	68%	0%	34	0.48
<b>Automotive</b>	15%	3%	0%	6%	3%	71%	3%	34	0.40
<b>Carpentry</b>	21%	0%	6%	0%	3%	71%	0%	34	0.40
<b>Food Handling</b>	12%	3%	0%	3%	6%	74%	3%	34	0.40
<b>Electronics</b>	15%	6%	0%	0%	6%	68%	6%	34	0.38
<b>Small Engine Repair</b>	21%	3%	3%	0%	3%	71%	0%	34	0.34
<b>Machine Operation</b>	21%	3%	3%	0%	0%	71%	3%	34	0.24
<b>Other</b>	0%	0%	0%	3%	94%	3%	0%	34	0.08

### Assessment Skill and Education Gaps

The table below illustrates education attainment on Guam. This information was collected by the U.S. Census Bureau in April of 2010 for the Guam population 25 years and older. 79.4% of this population attained at least a high school diploma or equivalent. However, only 25.9% went as far as attaining an associate's degree, only 20.4% went as far as attaining a bachelor's degree, and only 5.2% went as far as attaining a graduate or professional degree. To summarize, roughly three fourths (3/4) of individuals over 25 years old lack at least an associate's degree. This number is quite alarming as these individuals may only qualify for low paying jobs and will cause further strain to our public assistance programs which are already overtaxed.

#### Guam Educational Attainment

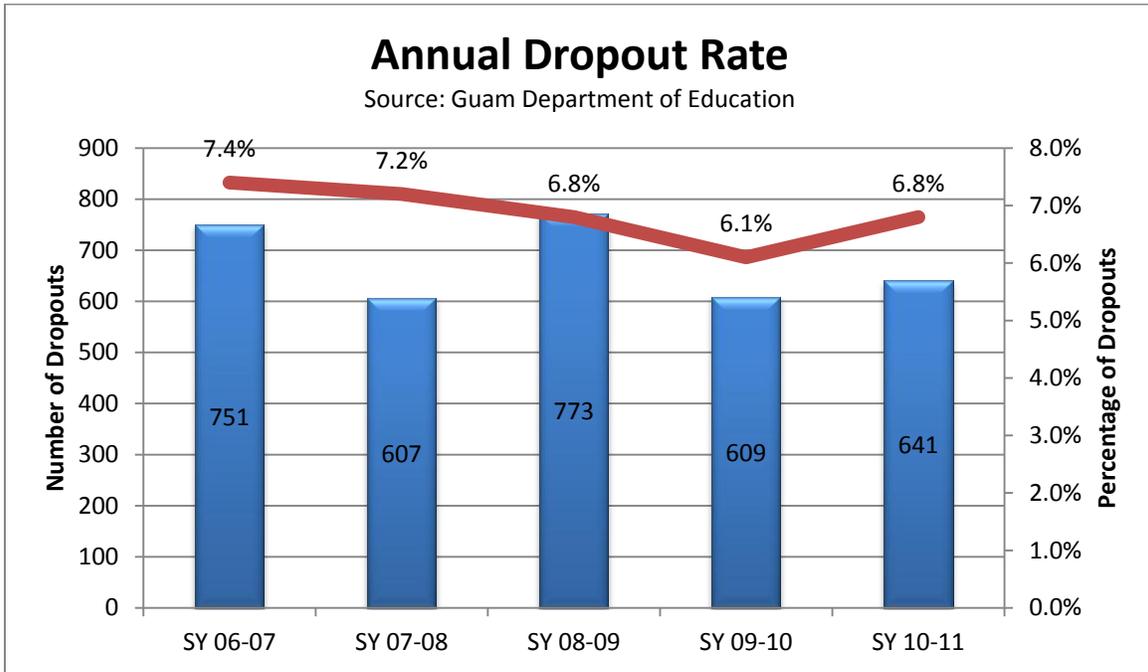
Population 25 Years and Over

Source: U.S. Census Bureau, 2010 Census Guam

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

According to the U.S. Census Bureau data, 20% of Guam's population that is 25 years or older has not attained a high school diploma or equivalent. Recall that according to the previously referenced GCC Employer Survey, 55% of respondents indicated that the minimum requirement for an entry level position at their company is a high school diploma. Closely related to this concern is the data on high school dropouts. The Annual Dropout Rate for the Guam Department of Education (GDOE) has ranged from a low of 6.1% during SY09-10 and a high of

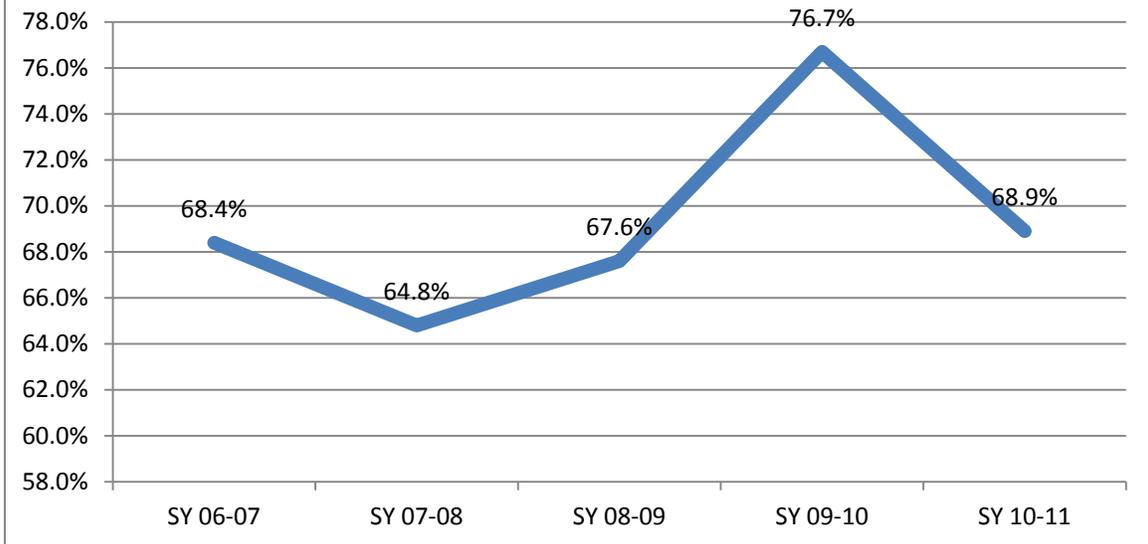
7.1% during SY06-07. This statistic represents the percentage of students who drop out through the course of the school year. A student is considered a dropout if their departure from the system is not caused by a legitimate action such as transferring to a private school or moving off-island. The table below identifies the number and percentage of students who dropped out in the last 5 school years. Although both the number and percentage of dropouts has decreased over the past 5 school years, note that the dropout rate actually increased in 2011, from 6.1% to 6.8%.



Associated with the annual dropout rate is the Cohort Graduation Rate. This identifies the percentage of students who enter high school in the ninth grade and subsequently graduate with a high school diploma. For GDOE, the Cohort Graduation Rate over the last five years has ranged from a low of 64.8% in SY07-08 to a high of 76.7% in SY09-10. The chart below depicts this information.

## Cohort Graduation Rate

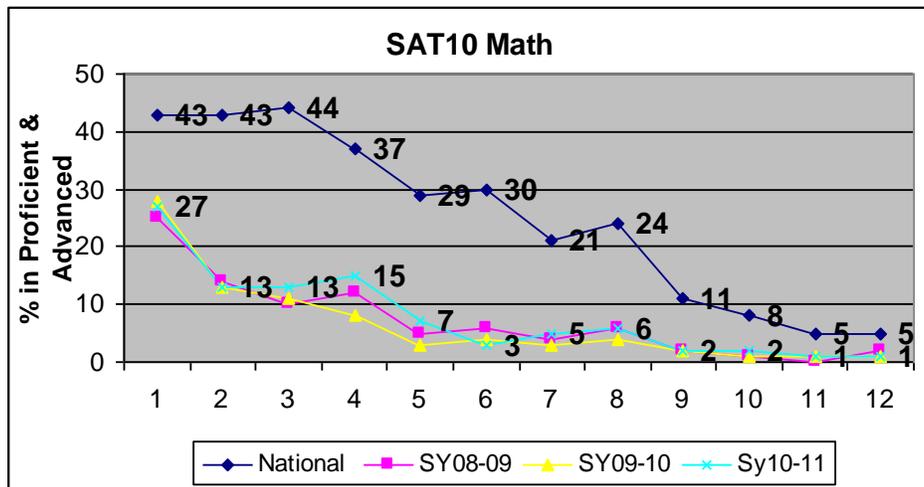
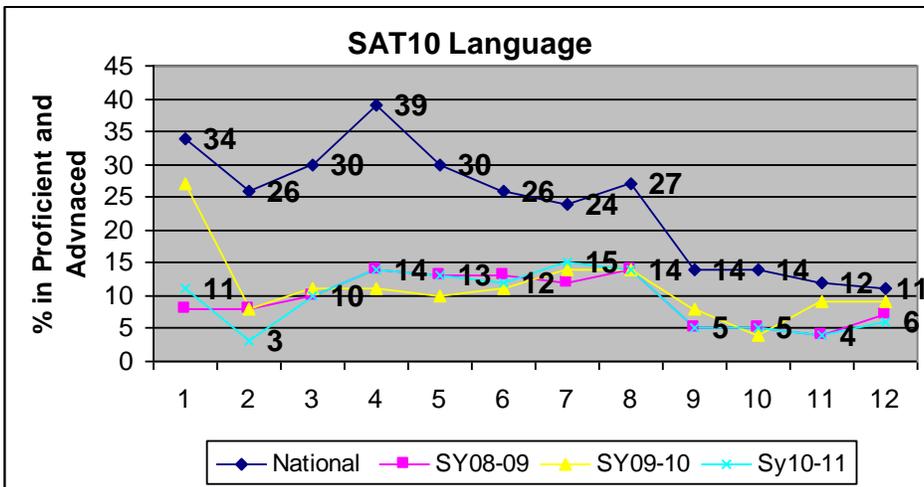
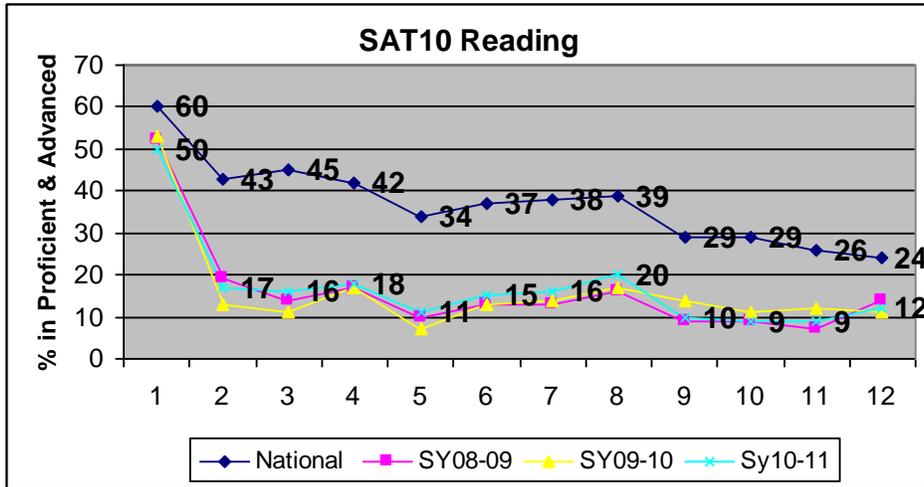
Source: Guam Department of Education



We must also consider the level of achievement attained by our high school graduates. The Guam Department of Education administers the Stanford Achievement Test- 10<sup>th</sup> Edition to all students in the 1<sup>st</sup> through 12<sup>th</sup> grades in the areas of Reading, Language, Math, Science, Social Science and Spelling. This is the official state-wide assessment used to measure student achievement and proficiency as required by Title V-A of the Federal No Child Left Behind Act and Guam Public Law 26-26.

The particular SAT10 score portrayed in the following charts and required by Guam Public Law 28-45, the Adequate Education Act, is known as the Performance Level. The Performance Level categorizes a student's performance into one of four possible categories: Below Basic, Basic, Proficient and Advanced. As required by local law, GDOE has set a goal to increase the percentage of students achieving at the proficient and advanced levels.

Over the past three school years, GDOE students have consistently scored below their national counterparts in every grade level in the areas of Reading, Language and Math. Though our data show that Guam students follow the same performance trends observed nationally (i.e. higher proficiency in 1<sup>st</sup> grade, lower proficiency in 12<sup>th</sup> grade), they nonetheless show that a substantial number of our students graduate from high school without achieving proficiency in the three foundational areas of Reading, Language and Math as measured by this standardized test. In fact, only 12% of graduates achieve proficiency in Reading, only 6% achieve proficiency in Language, and only 1% achieves proficiency in Math.



## **Challenges to Closing Skill and Education Gaps**

In summary, Guam's unemployment rate is significantly higher than the national-level, although it is expected to improve over the next five years with the unfolding of the military buildup. However, the data clearly illustrates the acute challenge that lies ahead for the Guam Workforce System. Guam's Workforce Partners and stakeholders must make significant strides in order to prepare our people for the quality, living wage jobs that become available. Our student achievement data from GDOE shows us that our graduates fall short in the "hard skills" of reading, language, and math. Employer surveys emphasize the importance of "soft skills" in the workplace such as communication, teamwork, people skills, and leadership. Apart from attainment of hard skills and soft skills, we also know that lack of access to transportation, child care, or other family responsibilities can present real challenges to completion of training and job retention.

The following Integrated Workforce Plan for the Territory of Guam lays out our strategy for dealing with each facet of the challenge. The heart of our strategy is the Statement of Work, which details the operations of the One-Stop Career Center and describes the performance measures to which we will be held accountable.

## **STATE STRATEGIES**

### **SWOT ANALYSIS**

In February of 2012 the Guam Workforce Investment Board conducted an analysis of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) of the Guam Workforce System. All key stakeholders in the Guam Workforce System were engaged in this collaborative exercise, which marked the fundamental first step towards future integrated planning efforts. The results of the SWOT analysis are attached. See Appendix A.

#### ***Work Areas (WA) Reference Section:***

WA (901-911) Program, Project Support and Administration

#### ***Work Areas included in this category:***

All Workforce Area Classifications: WA 101-110, 201-212, 301-312, 401-410

### **WA903.5 Statement of Work (SOW)**

#### **Statement of Work for WIA Programs Primary State Strategy:**

The SOW offers an opportunity to take workforce planning related to the employees and employee skill sets needed to accomplish the next generation of programming standards of which Guam is required to fulfill. Since June 2012, the GWIB established an ad-hoc team to address the development, adoption and implementation of the SOW. The GWIB Resolution 12-06 adopted the established SOW framework and recently completed aligning the elements of the SOW with the 2012-2016 Integrated State Plans. For the first time in Program Year 2012, Guam will be held accountable for the federally prescribed WIA/Wagner-Peyser performance indicators and goals and is required to report program outcomes for performance measures. Failure to meet the agreed upon performance outcomes will adversely impact future funding allocations. In light of this monumental shift to a true performance-based system and

recognizing the results of the recently completed SWOT analysis, the Guam Workforce Investment Board adopted the Statement of Work (SOW) for the WIA Adult, Dislocated Worker and Youth Programs. The SOW represents the final outcome of a special action team tasked with evaluating the request for proposal (RFP) process applied to training providers affiliated with the Agency for Human Resources Development. Historically, these training providers were contracted to provide services in line with prescribed activities under the WIA. Upon review, the action team noted that the training provider contracts had over-reached the boundaries of training providers, and had begun taking responsibilities which should, by WIA regulations, fall under the purview of case management. This detection was not intentional, but was the result of previous administrations struggling to provide services to clients with limited resources.

The result of this finding was the displacement of case manager responsibilities, and uneven service levels to the citizens of Guam. Additionally, the Board was unable to responsibly monitor the activities and services adequately with so many service providers, each being given different levels of responsibility for client services. The end result was an inability to predict service levels, funding activities or program outcomes, all of which are requirements of the WIA grant.

The SOW addresses these challenges by shifting to a case manager focused program, with clear guidelines and directions that can be effectively monitored by the Board. The SOW was based on a template from a North Carolina Regional Workforce Investment Board, yet “localized” to ensure sensitivity to unique workforce issues in Guam and Micronesia.

The SOW spells out the program outlines, case management responsibilities, and proposed outcomes. This will allow the Board an opportunity to monitor monthly expenditures and program activities, while being more flexible and proactive to the changing workforce development needs of the island. The emphasis on program outcomes also produces a paradigm shift in AHRD: from an agency which has become part of the entitlement system, to an agency devoted to training and career progression.

The SOW submitted by the Agency for Human Resources Development provides all the following information:

- Clear definitions of basic WIA elements (e.g. case management, eligibility determination, etc.)
- Program performance measures and goals
- Projected funding requirements by WIA program area
- Detailed breakdown of how services will be provided
- Program and Financial Management (e.g. responsible personnel and guidance parameters)
- WIA staff job descriptions, including minimum education and experience requirements

In tandem with the SOW, the Board adopted the creation of an Eligible Training Provider List. The Eligible Training Provider List will greatly enhance Guam’s ability to provide demand-driven occupational training. Instead of contracts with unrealistic expectations, the training providers will instead be asked to train only. An application has been created which asks them to list their qualifications to provide training as well as any diplomas or certifications they provide. Once approved by the Board, they become eligible to receive WIA clients through the AHRD case managers. The Board will no longer be constrained by time and funding-bound contractual

agreements, and will instead have the flexibility to add or delete training providers and allocate referrals based on the needs of Guam's demand-driven occupations.

While the SOW represents a radical shift from our current operational profile, the Board believes it is a vital step towards being able to reach program outcomes which are consistent with Federal guidelines and the outcomes which all other States and Territories are expected to achieve. While the initial change will be difficult, we believe that with the Board's assistance, the AHRD Director acknowledges the known challenges and look forward to transitioning to a more productive service program support. See Appendix B.

**WA 307      Public Employment Service-Guam Employment Services (GES)**

As the ultimate goal of WIA is to assist customers in obtaining and retaining employment, does your agency have a strong relationship with employers in the proposed service area that will enhance the ability of clients to gain employment leading to self-sufficiency? Explain.

*Yes, the agency has proved record of engagement with a cross spectrum of industries. Over the past four years employer partnerships have increased from 300% while placement success rate went from 1.65% in 2007 to 11.87% in 2010. Aggressive outreach over the past 4 years to industry organizations has contributed to this growth rate. The use of assessment which quantify an applicant's skill levels will be vital to increasing our relevancy within the business community and ensuring we are providing a workforce which can fit into their growing economic. A workforce skills gap analysis will be commissioned.*

**WA 405      Employee Recognition**

MagPRO Awards Program: Governor's Annual Employee Recognition Program

**Strategies for developing Guam's workforce:**

Section 665.200 (d), 20 CFR Part 665 allows for the Governor of each state to conduct evaluations in order to promote methods for continuously improving such activities to achieve high-level performance within, and high outcomes from, the statewide workforce investment area.

The Governor of Guam and the Guam Workforce Investment Board (GWIB) are working to improve the quality of services for the benefactors of our public training funds. The service improvement strategy will be designed in partnership with the public and private sector employers of our island. Developing a focus group consisting of private sector executives and entrepreneurs is critical to the evaluation project launched at every MagPRO Awards Program event. The results of the evaluations will be used to develop Guam's state strategies and identify areas of improvement on services delivered through the One-Stop Career Center (OSCC).

The MagPRO Awards Program is a government-wide employee recognition program within the Executive Branch of the government of Guam. It is the highest and most competitive employee awards program bestowed by the Governor of Guam, which showcases the outstanding employees and programs of the government of Guam; also identified as one of the largest workforce on Guam.

The recognition and competition spans over 40 departments and agencies, and 55 occupational groups ranging from clerical, labor, trades, professional and technical positions. The various awards reflect individual and group performance, customer service, valor, cost savings, integrity, community service and volunteerism, and sports.

The MagPRO Awards Program is an exemplary program. The Governor and the GWIB shall develop a program that will build the capacity of the One-Stop Career Center staff and recognizes the best practices resulting from the performance of the OSCC staff.

## **CROSS-PROGRAM STRATEGIES**

A concerted effort will be made to invite more participation within the one-stop for faith based and community based organizations based upon their service delivery models. This includes program alignment with the Serve Guam! Commission Strategic Plan.

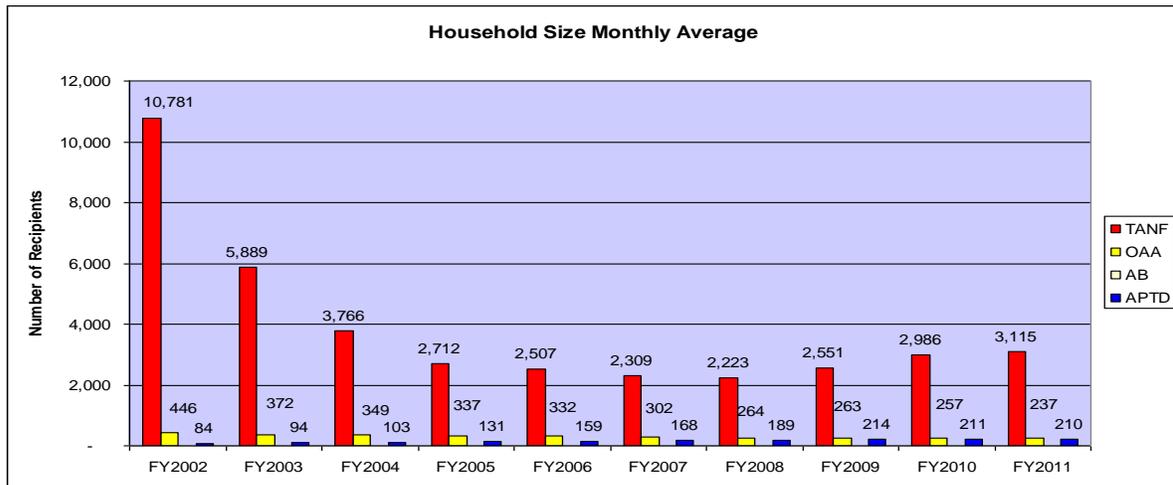
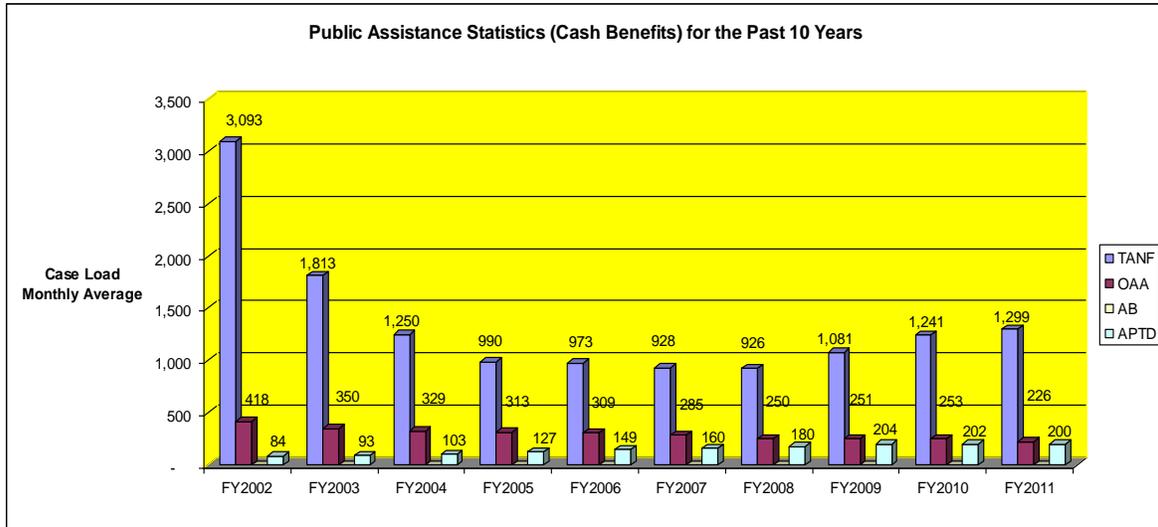
### **Partnerships**

One way to address this is to insert under a unification strategy approach the development of a Plan of Work related to common programming areas that could be leveraged through MOU's, programs. This is further reinforced through reviewing and collaborating on helping address the resource needs as identified in their strategic plans. While the GWIB is represented on the State Rehabilitation Council, the work continues to align and fold projects carried and supported through the OSCC structure.

For programs with the Department of Public Health and Social Services (DPHSS), selected profiles of workforce analysis include but are not limited to the following:

The Public Assistance Benefits, more specifically the Cash Assistance, has decreased through the years. In FY2002, the total case load was at 3,093 and decreased dramatically through FY2008 and increased slightly from FY2009. The dramatic decrease can be attributed to the Personal Responsibility and Work Reconciliation Act of 1996 which instilled a 60 month timeframe on the receipt of cash assistance which shortened the lifespan of an adult with dependent children being able to receive cash benefits. In addition, a family cap was implemented in which additional children after the first child is not eligible for additional cash assistance. This is demonstrated on table 2 that displays the monthly average household size.

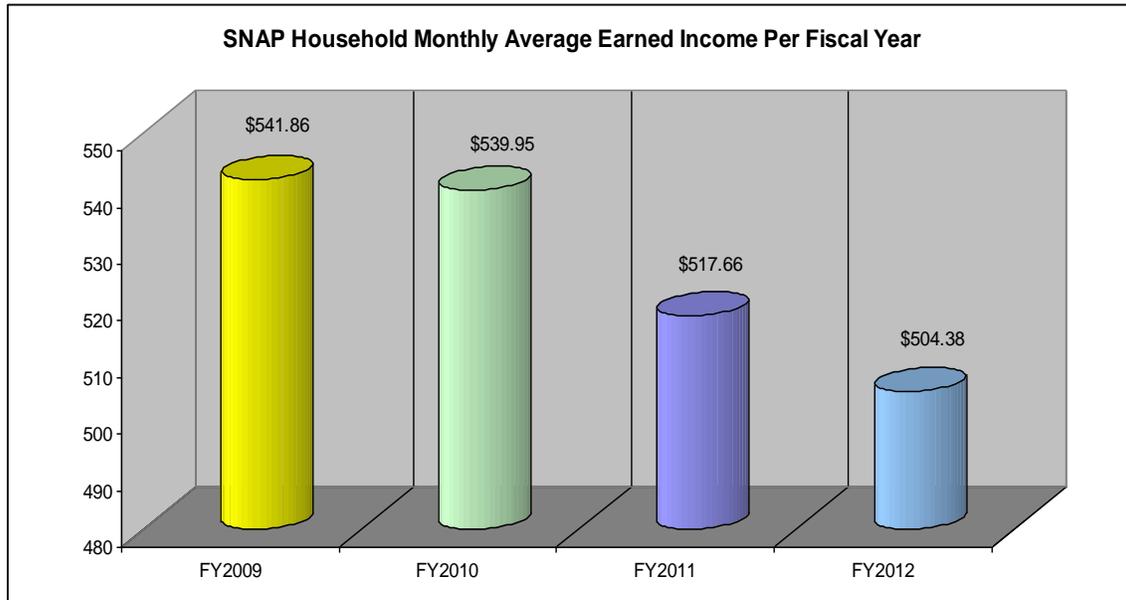
Recipients receiving Old Age Assistance (OAA) has decreased steadily through the years. Individuals receiving Aide to the Blind (AB) have remained steady for the past 10 years with a very minimal increase of 2 cases in the past couple of years. However, we have seen an increase in cases approved for the Aid to the Permanently and Totally Disabled (APTD) since 2002. Monthly average is now at 200 cases versus 84 in 2002.



The following chart provides a descriptive view of a household's monthly earned income of those receiving Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps. Data indicates for the past 3-4 years a decrease in income due to a variety of factors which includes but is not limited to:

1. Change in process, where SNAP households would report changes every 6 months.
2. Increase of unemployment rate since 2009.
3. Employed SNAP recipients choosing to reduce work hours in order to remain eligible for SNAP benefits so that their family does not go hungry.

4. Unreported income by SNAP households.
5. Company layoffs or reduction of work hours.



### **PROJECT “H.A.T.S.A.” TRAINING PROGRAM**

One of the examples of such partnership is the relationship between AHRD, DPHSS, GCC, Private sector business partners. In January 2011, collaborative discussions began in providing educational and hands on training for TANF participants to improve or learn new skills in the construction trades industry. A “fast track” training program was created to improve employability of TANF clients by providing resources for career and technical training administered at GCC. Participants enrolled in this program will earn 17 college credits and a National Career Readiness Certificate (NCRC) (keytrain) that is recognized by employers nationally, and most importantly internship with a private/federal contractor arranged by GCC with the goal/outcome of permanent employment.

This fast track program is called “Project HATSA” was implemented in January 2012. The term H.A.T.S.A. is the acronym for Helping Achieve TANF Success through Actions derived from the Chamorro language which means to “raise up, build or build up.” The concept was to “build” the skills or lay the foundation for TANF recipients that would increase their marketability in the private sector. The goal was to enroll a total 68 participants between the months of January 2012 thru December 2012 (average of 17 participants per cycle (4 cycles)). Participants were required to attend a full day of classes to include practical application to the new skill sets learned. As a result, the skills and education obtained through the program opens up a new door of opportunities and perspectives in becoming a business owner in one or all of the various trades. As a matter of fact, these skill sets can also be applied to their daily lives.

One of the major factors in making this project a reality was the leveraging of funding. While the TANF program funded the bulk of the training program and other support services (such as transportation, childcare, counseling) AHRD provided funding for support services and access to the military installations on the island. Before the commencement of each cycle, a Human

Resources Company provided a weeklong of work readiness workshops that included topics of resume writing, interviewing techniques, guest speakers from each of the various trades, financial, etc. The Private businesses provided their time and mentorship by allowing the participants to intern with their respective companies once they have completed their academic courses.

The Guam Community College provided the academic structure, instructors/support staff, facility and the computer stations for the participants to utilize key train in order to obtain a National Career Readiness Certificate (NCRC) by the end of the cycle.

### **LATTE (Leveraging Assistance Towards TANF Engagement) Orientation**

The purpose of LATTE was to provide TANF clients an overview of program requirements as a recipient of TANF before they begin a work activity.

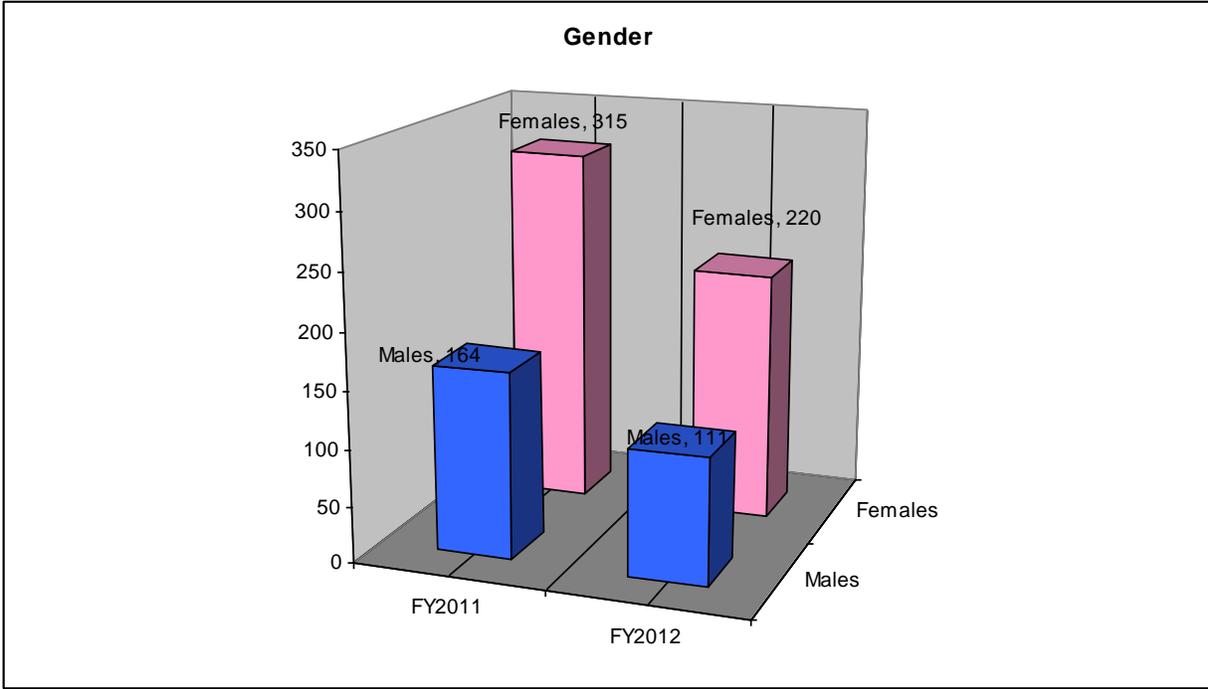
The Department of Public Health and Social Services (DPHSS) began conducting the orientation at the Work Programs Program Section. But the room would not suffice more than 20 clients. We then met with OSCC and began conducting the orientation at the DOL 3<sup>rd</sup> Floor. DOL/OSCC staff also present or talk with our clients regarding their services and what they can offer. Clients are also able to take the keytrain assessment test at OSCC to obtain their basic level and areas that they need to improve or strengthen. This new process allowed DPHSS to engage clients as early as their 2<sup>nd</sup> month on TANF.

Another accomplishment of LATTE is the capturing of statistical data through the distribution and collection of a pre and post survey. DPHSS are able to capture data such as:

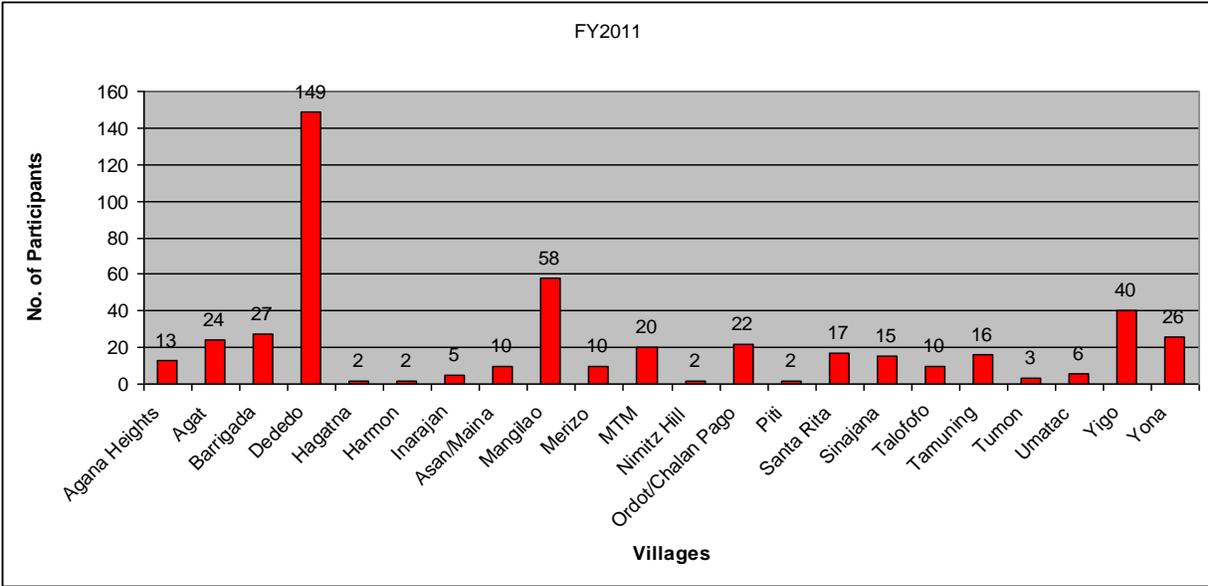
- ◆ Gender
- ◆ Village
- ◆ Ethnicity
- ◆ Age Group
- ◆ Receiving TANF and SNAP
- ◆ Registered with OSCC
- ◆ Those with a HS Diploma or GED
- ◆ Jobs of Interest from Clients
- ◆ Client comments regarding ways the orientation might be improved and ways that services at OSCC might be improved as well.

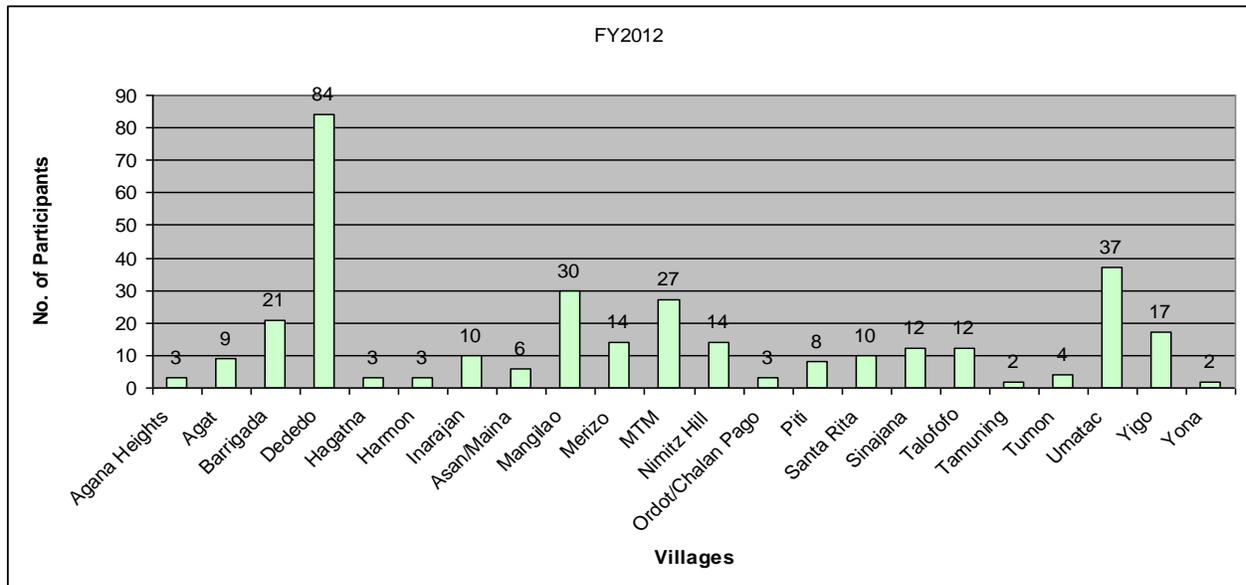
This statistical data allowed DPHSS to create a profile of those that attended the orientation. Data from October 2010 – September 2011 (FY2011) and October 2011 - March 2012 (Quarter 1 and 2 of FY2012) is demonstrated in the tables below:

- The LATTE orientation participants comprise majority of women who attended the orientation which indicates a high number of single parents. 60% of the attendees were women and 40% were male.

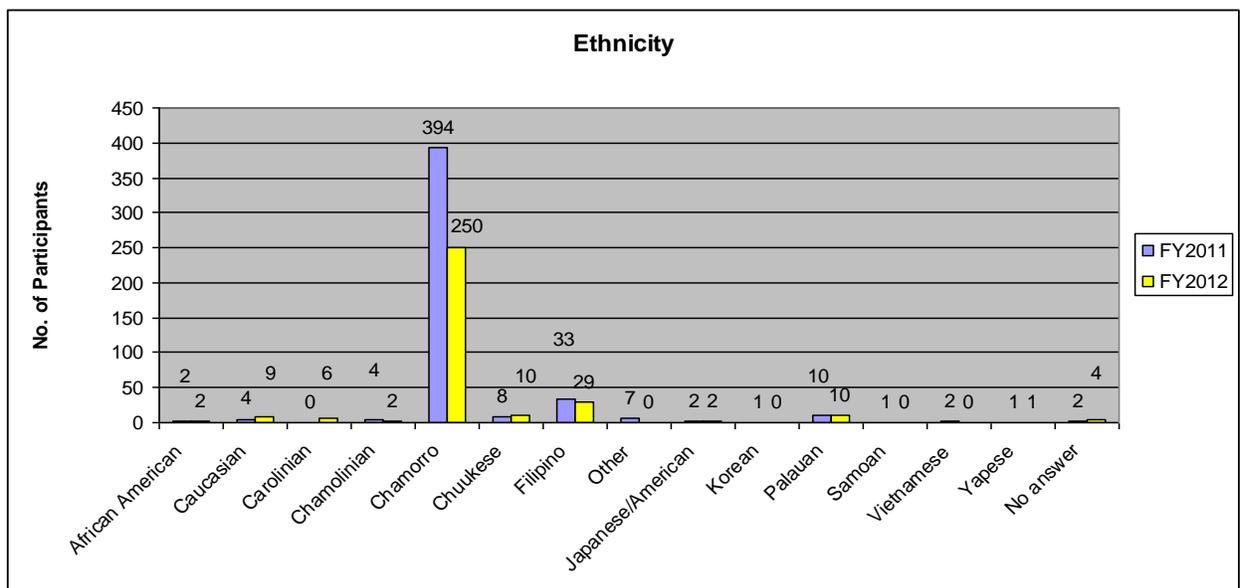


- In Comparison between FY2011 and FY2012, majority of the attendees are from the northern village of Dededo which is expected since Dededo has the largest population.



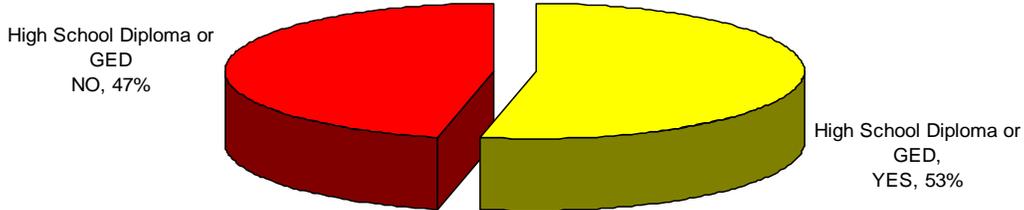


- The majority of the participants who attended the LATTE Orientation are primarily Chamorro and secondly of Filipino descent in FY 2011 and FY 2012.

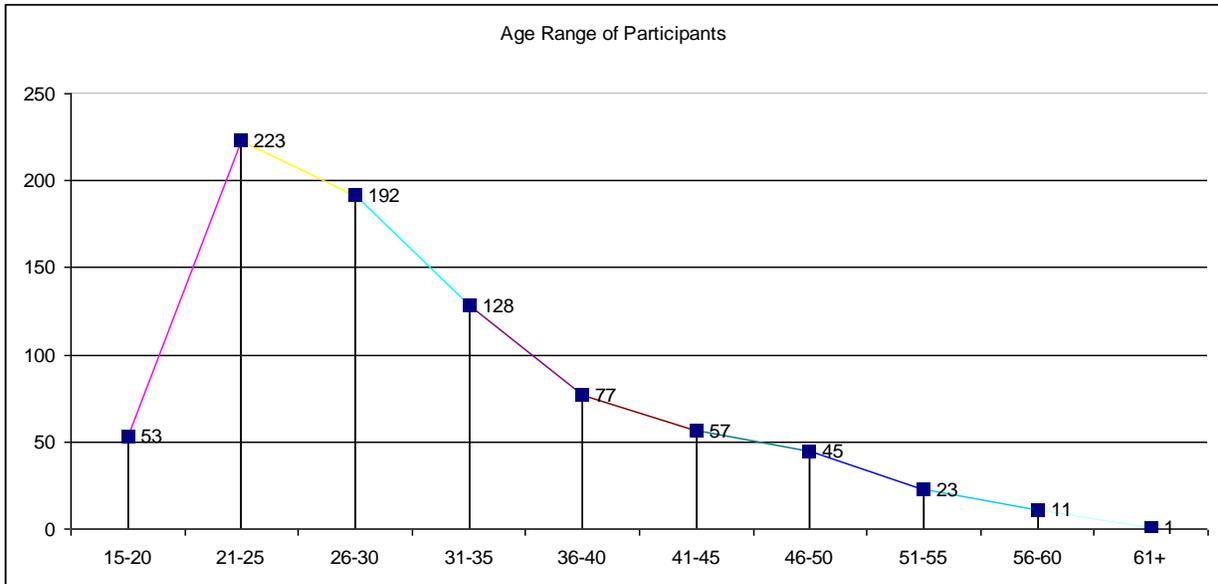


- In FY 2011 (October 2010 – September 2011) and Quarters 1 and 2 of FY2012. Majority (53%) of the attendees achieved a High School Diploma or G.E.D. while 47% did not complete their high school education. The differentiation between the two fiscal years does not present a great variance, but does indicate that perhaps majority of the TANF population are without a high school diploma. The lack of such credentials presents a barrier to employment and the pursuit of a lifetime career in a field that pays high wages or salaries.

October 2010 - March 2012



- It is also demonstrated by the table below the overall age range of the participants who attended LATTE Orientation between October 2010 and March 2012 and whom may be required to participate in the JOBS Program as a condition to continue receiving cash benefits were between the ages of 21 and 30.



## LEVERAGING RESOURCES

### **Key Strategic Partner: Department of Public Health and Social Services**

The Department of Public Health and Social Services operates two workforce-related programs for those receiving public assistance: the Supplemental Nutrition Assistance Program (SNAP), previously referred to as Food Stamps, and Temporary Assistance to Needy Families (TANF).

### **SNAP Employment and Training Program**

The Department of Public Health and Social Services (DPHSS), Division of Public Welfare (DPW), continues to implement the Supplemental Nutrition Assistance Program (SNAP) Guam Employment and Training Program (GETP) in coordination with the Agency for Human Resource Development (AHRD), the Department of Labor (DOL), the One-Stop Career Center (OSCC), and Guam Community College (GCC). The program provides free referral services, employment and training opportunities for able-bodied Supplemental Nutrition Assistance Program (SNAP) recipients to become successful in the open job market. It enables potentially employable persons to improve their financial situations, minimizing their present and future need for assistance. Participants in GETP are also eligible to receive reimbursements for transportation and dependent care expenses incurred while participating in the program.

Guam's Employment and Training Program (GETP) remains a voluntary participation program at the department. GETP will enhance services available to voluntary participants to include a variety of allowable work activities offered through the DOL, AHRD, OSCC, GCC and other training programs. Some of these training programs include, but not limited to the Guam Trades Academy, Marianas Training Center, etc. These program components are designed to provide meaningful opportunities to facilitate and enhance the employability of individual GETP participants include:

- Work Experience (WX)
  - a. Community Work Experience Program (CWEP)
  - b. Work Experience Activity (WE)
- Apprenticeship (AP)
- On the Job Training (OJT)
  - a. Guam Transportation Program (GTP)
- Workforce Investment Act (WIA)
- Self-Initiated Work Placement (SE)
- Vocational Education Training (VOC ED)
- Job Search (JS)
- Job Readiness Assistance (JRA)
- Institutional / Classroom Training (IT)
- Adult Education (AE)

In FY 2012, the Guam Employment and Training Program will continue to provide Job Retention Services for those participants who have found unsubsidized employment **and** are working beyond 30 hours a week, consistently for a month. The participants will receive support services such as transportation and child care assistance for no more than 90 calendar days from the date the participant began working beyond 30 hours a week. Therefore, job retention services will not be available after the 90<sup>th</sup> day because they will be considered as gainfully employed. Participants engaged in unsubsidized employment, who continue to need child care services will transition to the Child Care Development Fund Program (CCDF) for such assistance as long as: 1) they meet CCDF Eligibility requirements; 2) CCDF Funding is available and 3) CCDF program is accepting new or reopen applications.

Individuals may be placed in more than one work or non-work component simultaneously. Sequencing of components affects these individuals, with the work component taking priority over the non-work component. The assigned component will be based on the recipient's employment/occupational goal identified at the initial assessment. Work Programs Section (WPS) staff have the option to use the Guam Department of Labor O\*Net online tool to help staff identify skills and level of training needed to be acquired in order for the participant to meet their employment/occupational goal.

### **DPHSS Workforce Development System**

Title I of the Workforce Investment Act of 1998 (WIA) requires each local workforce investment area to establish a One-Stop system for the delivery of certain Federal workforce development services. Guam entities responsible for the administration of separate Federal workforce investment, educational, and other human resource programs, including the SNAP, GETP and the TANF Work Programs, created a seamless delivery system enhancing access to services and improved employment outcomes for individuals receiving those services. A comprehensive physical center (referred to as One-Stop Career Center) provides core services and access to other activities carried out by the partners. These entities entered into a memorandum of understanding with the Local Workforce Investment Board regarding the operation of the One-Stop system.

The collaboration and cooperation between WPS and OSCC will assist in the identification of participants in various work and non-work components outside of WPS. Most importantly, the goal is to improve collaboration between OSCC and WPS by streamlining services to increase the employability of SNAP recipients.

### **Overall Organizational Responsibilities**

Work Programs Section (WPS) is responsible for administering GETP and will be responsible for the following functions: providing written, face-to-face, and telephonic or email notification to all referred voluntary (ABAWDs or non-ABAWDs) participants as to their appointment for assessment; coordinating and monitoring participation. All SNAP applicants who are required to work register, will be asked by the Bureau of Economic Security (BES) Eligibility Staff (ES) if they would like to participate in the GETP program. If an applicant expresses interest, BES ES will advise participant to contact or visit a staff at the WPS for assessment.

WPS has the responsibility of conducting initial assessment for all voluntary participants. WPS will directly provide services that include participant assessments, placements, monitoring, tracking, and coordination between DOL/OSCC, AHRD, and GCC. There will be no cost incurred by GETP as a result of inter-agency coordination between the agencies. The existing agreement with DOL, AHRD and GCC will be implemented to continue to coordinate an island-wide work force development effort in assisting the island's population who needs employment services.

Department of Labor/One-Stop Career Center (DOL/OSCC) All voluntary GETP work participants will be referred to DOL/OSCC to receive services as provided to the public at large:

A full assessment shall be made of all applications to determine occupational qualifications and expectations and training and other needs. This will include identifying dislocated workers, economically disadvantaged youths, and particularly those within these groups with literacy problems and other employment barriers who may be assisted by other programs, particularly those offered by WIA. Occupational classifications from the Dictionary of Occupational Titles (DOT) shall be assigned; and all pertinent data shall be recorded to facilitate screening and referrals to jobs or other services such as WIA services.

Applicants shall be provided information on Employment Services and other information covering educational resources, career/vocational information, labor market information, self-assessment, resume preparation, etc. and counseling for occupational guidance as needed. They may be referred to jobs currently available or to employers for special consideration in the absence of any suitable listed opening ("job development"), or referred to other agencies or resources.

Agency for Human Resources Development (AHRD) AHRD provides job training to economically disadvantaged persons including GETP volunteer work participants referred by WPS. Participant performance shall be monitored by AHRD staff who will report all activities to WPS monthly. AHRD implements the JE component and the IT component.

AHRD provides monitory and supervised testing and training in basic, technical and occupational skills and/or job placement for registrants referred by WPS. Referrals to GCC shall be made for those who may require intensive training in specialty areas. Participant performance shall be monitored by AHRD staff who will report all activities to WPS monthly.

Guam Community College (GCC) GCC provides an Apprenticeship Program (AP) for registrants targeted for intensive training in the hotel industry, construction, and other service industries. Participants requesting the AP but who do not meet the basic requirements are placed into the Pre-Apprenticeship Program that consists of Institutional Training. Upon completion, participants are sequenced into the AP. A follow-up on each referral will be made by the Apprenticeship and Training Program staff of GCC and will make appropriate reports to AHRD.

GCC is the only Adult Education Agency (AEA) for Guam. AEA cooperates with other divisions of the College to provide vocational and basic/remedial education, counseling, and training to GETP participants both under service provider contracts with AHRD and DPHSS referrals. The result of AEA is increased job and living skills and enhanced self-esteem.

## **Contractual Arrangements**

The existing non-financial agreement between the Guam Workforce Investment Board and the Guam One-Stop Career Center Partners will be implemented to continue the coordination of an island-wide workforce development effort in assisting the island's population needing employment services.

DPHSS will provide services to all GETP work registrants such as assessment for employability, determination of component placement, counseling, and referral services to other employment and training agencies.

The other agencies will provide their mandated services, such as job development activities, testing or job placements, in accordance with their available training and employment programs, as referred and at no cost by DPHSS.

The Department of Public Health JOBS and GETP Programs will provide support services such as transportation, ancillary reimbursement, child care assistance to include transitional support services should public assistance benefit be terminated due to income, while the Department of Labor or AHRD engages the client in an allowable work activity. If a client is engaged in any of WIA's work activities and AHRD continues to provide training, the client is referred to WPS provided they are a current TANF or SNAP recipient.

## **Temporary Assistance to Needy Families**

This state plan was developed in accordance with the Personal Responsibility and Work Reconciliation Act of 1996 (Public Law 104-193) and the 45 CFR Part 260, et al. TANF; Final Rule.

The Division of Public Welfare within the Guam Department of Public Health and Social Services is responsible for administering the Temporary Assistance for Needy Families (TANF) Program. Guam will accomplish this by implementing a program which conforms to the provisions of Guam's Public Assistance programs as originally funded under Title IV-A of the Social Security Act (Aid to Families with Dependent Children, Old Age Assistance, Aid to the Blind, Aid to Permanently and Totally Disabled). Guam's TANF program will continue to comply with the TANF provisions mandated by the U.S. Public Law 104-193 and the 45 CFR Part 260, et. al. TANF; Final Rule.

The goals of the Guam Temporary Assistance for Needy Families (TANF) Program are to move families to self-sufficiency (to include employment and receipt of child support) within limited time frames; reduce the incidence of out-of-wedlock births with emphasis on teen births and to improve the job skills and retention rate of participants who enter the work force.

Guam will administer a program which serves the island in a uniform manner, provides benefits to needy families with (or expecting) children and provides parents and needy relative caregivers with job preparation, work opportunities and support services to enable them to leave the program and become self-sufficient.

## **TANF Assessments**

Families and individuals needing temporary assistance will be assessed to identify financial needs. Benefits will be granted only after an applicant meets the financial and non-financial eligibility criteria. If the applicant meets the work eligible definition, the applicant will be required to work register, during the time of interview and renewal, at the Bureau of Economic Security with the applicant's assigned Eligibility Specialist in order to meet the eligibility criteria. The work eligible individual will then be concurrently referred to the One Stop Career Center, Guam One Stop Career System State Partners for further assessment, as needed-for work participation, unless exempt.

The Work Programs Section within the Department of Public Health and Social Services currently has a Memorandum of Understanding (MOU) with the Guam One Stop Career Center Core Partners. This MOU formulated the One Stop Career Center for employment services where the agencies network services for the economically and educationally disadvantaged individuals. These services focus on developing economic self-sufficiency. The Work Programs Section will continue to be responsible to assess, evaluate and review existing resources to improve program services.

The Child Protective Services Section within the Guam Department of Public Health and Social Services will continue its program to provide intervention and support services for children who are victims of abuse and neglect.

## **DPHSS – TANF Program**

As part of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, the TANF program is designed to move recipients into work and self-sufficiency. The TANF has four main program purposes that must be achieved:

1. Provide assistance to needy families so that the children may be cared for in their own homes or in the homes of relatives;
2. To end the dependence of needy parents on government benefits by promoting job preparation, work and marriage;
3. To prevent and reduce the incidence of out-of-wedlock pregnancies and established annual numerical goals for preventing and reducing incidence of these pregnancies; and
4. To encourage the formation and maintenance of two-parent families.

PRWORA requires that each state must meet the work participation rate of 50% of TANF work eligible individuals and 90% of the two parent households whom must be in an allowable work component. One of the desired outcomes is that 40%-90% of TANF recipients are provided the opportunity to engage in AHRD's Work Experience Program (WE) or On-the-Job Training (OJT).

## **DPHSS Integration of Human Capital Resources and Data Sharing Mechanisms**

Resources for both funding and human capital have been scarce for several years. One of the strategies that was important was to improve inter-agency data sharing and communications between DPHSS and Department of Labor/OSCC/AHRD. This was accomplished by the following:

- Established mechanism for Data Sharing on a quarterly basis
- Routine monthly meetings to identify gaps, streamline services, identify roles, etc.
- Formation of a Rapid Response Team (Team member)
- Increased involvement as a workforce Partner for Mini-Job Fairs for special populations (i.e. Ex-Offenders, persons with disabilities)
- Training conducted by PCIII to community and clients in dealing with Suicide on Guam.
- JOBS Staff collocated at least once a week at the OSCC.
- Streamlined manual administrative TANF work referral process from 10 steps to 3.
- Implementation of Project LATTE (Leveraging Assistance towards TANF Engagement) to introduce the program to clients as well as collection of data on:
  - 1) Pre and Post surveys conducted during orientation on Career and job interest
  - 2) Program Expectations, requirements, penalties, etc.
  - 3) Educational level

### **Key Strategic Partner: Guam Department of Education**

The Guam Department of Education administers at least (2) employment and training-related programs that have a significant impact on workforce development. These are the Science, Technology, Engineering and Math (STEM) Program, and the Career and Technical Education (CTE) Program.

The GDOE plans and activities tie directly to the Governor's IMAGINE initiative. Aligning workforce, education and economic development policies is a top priority of the Governor. This reiterates how education and economy are linked to the workforce that the classroom creates, and that builds the economy.

Improvements in the GDOE system will begin addressing the challenges in drop-out rates and student achievement. Increasing student graduation and preparation for college and careers are an important step to building a stronger workforce and economy.

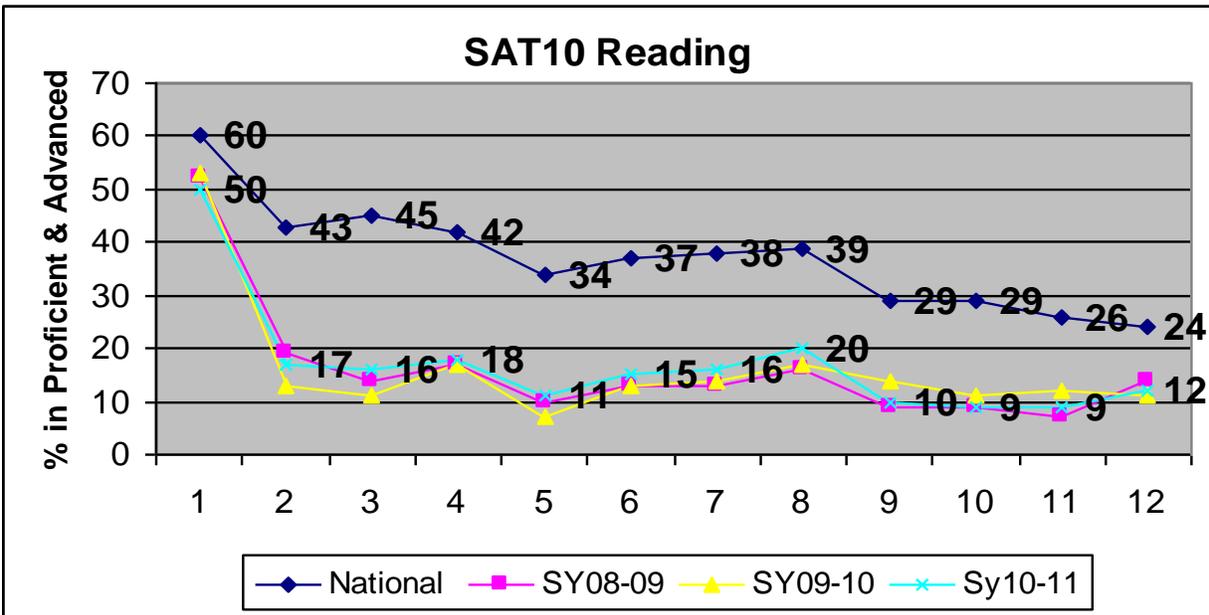
### **Student Achievement Data, Dropout Rates, Cohort Graduation Rates**

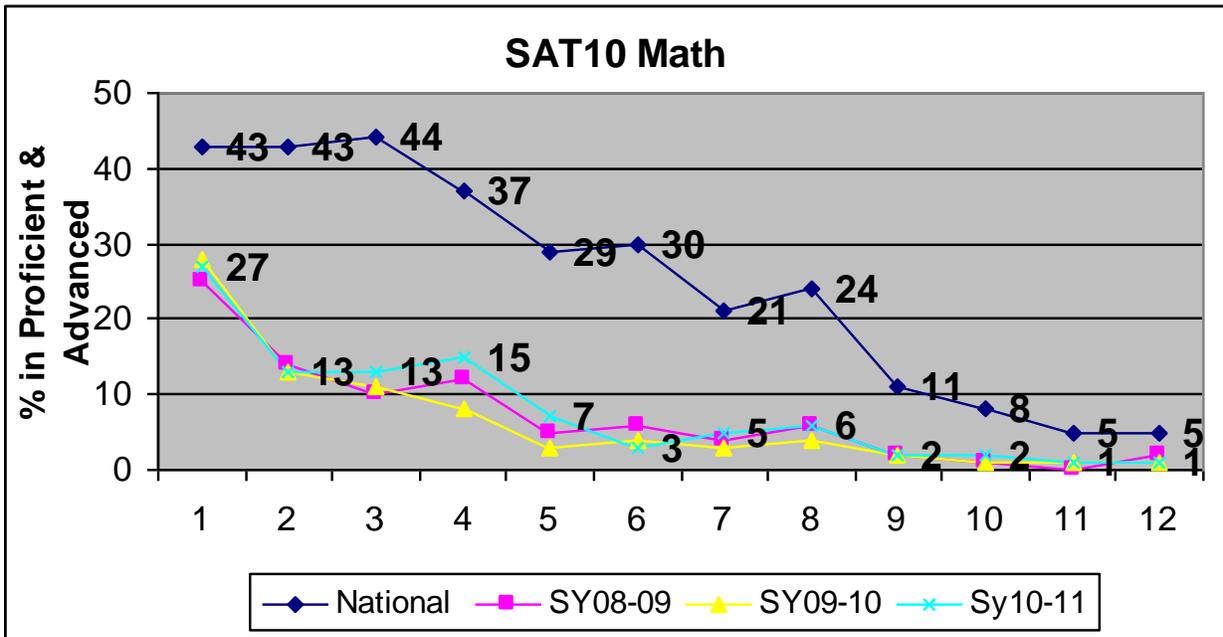
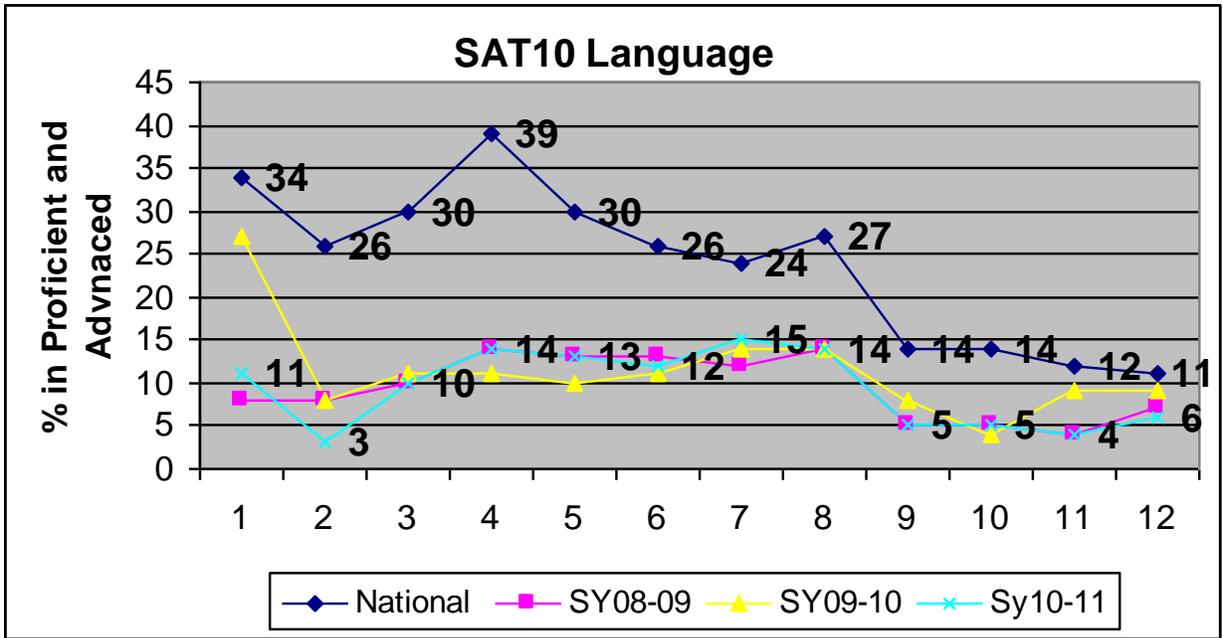
The Guam Department of Education administers the Stanford Achievement Test- 10<sup>th</sup> Edition to all students in the 1<sup>st</sup> through 12<sup>th</sup> grades in the areas of Reading, Language, Math, Science, Social Science and Spelling. As the official state-wide assessment, this is the official assessment used to measure student achievement and proficiency in Reading, Language and Math as required by Title V-A of the Federal No Child Left Behind Act and Guam Public Law 26-26.

As with many standardized tests, there are many different scores that could be reported to meet the needs of different analysis. The particular score from the SAT10 is the Performance Level as required by Guam Public Law 28-45, the Adequate Education Act. This score categorizes a

student's performance into one of four possible categories: Below Basic, Basic, Proficient and Advanced. As required by local law, the student achievement goal for the department is to increase the percentage of students achieving at the proficient and advanced levels.

The following charts show that over the past three school years, GDOE students have consistently scored below their national counterparts in every grade level in Reading, Language and Math. Though our data show that Guam students follow the same performance trends, they nonetheless show that a substantial number of our students graduate from high school without achieving proficiency in the three foundational areas of Reading, Language and Math as measured by this standardized test.





The annual dropout rate for the GDOE has ranged from a low of 6.1% during SY09-10 and a high of 7.1% during SY06-07. This statistic represents the percentage of students who drop out through the course of the school year. In summary, a student is considered a dropout if their departure from the system is not caused by a legitimate action such as transferring to a private school or moving off-island. The table below identifies the number and percentage of students who dropped out in the last 5 years.

SY06-07		SY07-08		SY08-09		SY09-10		SY10-11	
Number	%								
751	7.4%	607	7.2%	773	6.8%	609	6.1%	641	6.8%

Associated with the annual dropout rate is the Cohort Graduation Rate. This identifies the percentage of students who enter high school in the ninth grade and subsequently graduates with a high school diploma. For the GDOE, this number ranges in the last five years from a low of 64.8% in SY07-08 to a high of 76.7% in SY09-10. The table below depicts this information.

SY06-07	SY07-08	SY08-09	SY09-10	SY10-11
68.4%	64.8%	67.6%	76.7%	68.9%

## DOE PROGRAMS AND INITIATIVES

### Common Core State Standards and Career and Technical Education (CTE)

The Guam Education Board, along with 46 states and 4 territories, adopted the Common Core State Standards in English/Language Arts and Math. As an initiative lead by the states via the National Governors Association and the Council of Chief State School Officers, the Common Core State Standards were meant to provide states with a common set of clear, coherent, and rigorous standards that are geared toward ensuring students are ready for college or a career of their choice. Along with these standards, states have formed two consortia who are currently working on high quality assessments to help states monitor and determine student achievement of these standards throughout and at the end of each year.

The GDOE has put together a timeline that has the Department fully implementing the Standards during School Year 2014-15, in line with their lease of the national assessments and the implementation of the Guam Career and Technical Education Law otherwise known as the College and Career Readiness Act, or CCaRe Act (P.L. 31-156). In summary, this timeline involves intense and ongoing professional development for teachers in interpreting and understanding the Standards and the identification of areas of need to address and prepared for the changes required during the first year. During this year, as part of the training, schools will be also provided with an opportunity to receiving training in Career and Technical Education to help generate greater awareness and to help prepare them for the implementation of the law.

The second year involves having the teachers actively and systematically incorporate the Standards into their classroom lessons and develop classroom assessments. With regards to CTE, the high schools should already be preparing for the unification of the two existing tracks of the College Path and Career Path into one integrated Career and Technical Education track for all students.

The third year will involve the full implementation of the Standards and the CTE unified track for high school. As noted, this will also include the use of the national assessments available to states to use for the Standards.

## **Science, Technology, Engineering, and Math (STEM) Program**

### Accomplishments

The goals of the Guam Department of Education's Project STEM are threefold: 1) To prepare students for professional and technical careers in Science, Technology, Engineering and Mathematics; 2) To improve student achievement in Math and Science through innovative curriculum and teaching strategies that provide students opportunities to put theoretical concepts into practice and 3) To cultivate interest in Math, Science, and Technology among students who are socio-economically disadvantaged and/or are linguistically/culturally diverse.

During the SY2010-2011 STEM Project Implementation, several accomplishments were carried out to address the Project STEM Objectives. First, the project was able to complete the 2011 STEM Assessment with the University of Guam's College of Natural and Life Sciences in the Spring of 2011. Secondly, thirty-nine (39) teachers from the STEM Schools, which included George Washington High School, Untalan Middle School, Agana Heights Elementary School, and Price Elementary School, completed the 2011 Spring and Summer STEM Academy. Administrators from the aforementioned schools completed the 2011 STEM Training in September 2011. Additionally, the 2011 STEM External Evaluation was conducted by Pacific Resources for Education and Learning during September, 2011.

Other accomplishments included the completion of monthly meetings with STEM Schools to ensure that the goals and objectives of the STEM Project were met. Also, the 2011 STEM Curriculum Modules was completed during September 2011. Lastly, the procurement and distribution of STEM resources such as supplies, materials and equipment for the STEM Schools is currently ongoing.

### Strengths

#### **2011 STEM Academy**

One of the strengths from the STEM Project, which addressed the STEM Project No. 2 "Provision of continuous professional development for elementary and secondary science and math teachers and administrators in Advanced Placement Programs courses and in areas such as student data analysis, job-embedded coaching and/or mentoring support and research-based practices." was the opportunity to provide participating teachers with rigorous STEM Curriculum Professional Development through the 2011 Spring and Summer STEM Academy. The STEM Curriculum was aimed towards teaching students in the elementary and secondary level rigorous STEM curriculum that combined experiential project-based learning with a standards-based, applied science and math curriculum.

The Guam STEM Academy provided Professional Development in Mathematics, Science and Technology to approximately thirty-nine (39) teachers who underwent sixty (90) hours of coursework. Additionally, school administrators also completed training of the STEM Curriculum. The high quality professional development training will allow teachers and school

administrators to implement the STEM Curriculum and prepare students for post-secondary education, thus impacting an estimated 9,000 students within the Department of Education schools. The training components included intense training in the following areas: Mathematics, Science, and Technology. The District will continue to ensure the connection between the STEM Professional Development and the instructional strategies for the Advanced Placement courses in the STEM high school.

There continues to be ongoing meetings to address Pre-Advanced Placement (Pre-AP) courses in Science and Math to be introduced at the middle school level. Furthermore, the development of the proposed courses for the middle school include: Biology, Physical Science and Math.

### **District and School Collaboration**

An additional strength for the STEM Project is the established communication among the district office and the schools. This addresses STEM Objective No. 3 “Provision of continuous professional development for elementary and secondary science and math teachers and administrators in Advanced Placement Programs courses and in areas such as student data analysis, job-embedded coaching and/or mentoring support and research-based practices.”

The periodic monthly meetings with the District Office and the STEM Schools were held to ensure that the goals and objectives of the STEM Project were met. The agenda of the monthly meetings included progress on the STEM implementation activities such as professional development for teachers and school administrators, STEM Resources and the STEM Curriculum and Evaluation.

### **Community Partnership**

Finally, community partnership was evident throughout the STEM Project implementation, and many members of the community were eager to assist the schools with technical support. During the STEM Project, the Guam STEM Academy was facilitated in partnership with the University of Guam’s College of Life Sciences. A series of sessions in the area of Mathematics, Science and Technology were provided to elementary, middle, and high school teachers who will then implement the STEM curriculum beginning in School Year 2011-2012. Through this community partnership, the need to expand the program among the Guam Department of Education and the University of Guam locally, regionally and nationally is more evident. Additionally, through the introduction of the STEM Curriculum, students attending George Washington High School were able to compete nationally in the 2011 Real World Design Challenge which was sponsored by the Federal Aviation Administration.

### **Challenges**

Participating STEM teachers have indicated that obtaining adequate resources for the classroom poses a major challenge to implementing the STEM curriculum. District program personnel have diligently addressed this concern through the continued follow up on the procurement of the supplies, materials and equipment needed for successful implementation. The availability of resources made available to Guam because of its distance from the U.S. mainland continues to pose as an additional challenge. When procuring equipment and resource materials, vendors who are not aware of Guam’s status as a U.S. protectorate proves to be a hurdle that must be overcome in order to procure quality materials and resources in a timely manner.

## Improvements

Through the implementation of the STEM Project over the last year, the participating STEM Schools: George Washington High School, Untalan Middle School, Price Elementary School and Agana Heights Elementary School have been supported with rigorous science, math and technology trainings which in turn will impact the instructional approach for the district's K-12 Content Standards and Performance Indicators. Additionally, the participating STEM teachers will continue to share their knowledge about the effective teaching strategies to further expand the STEM Curriculum within the school district. Further, the additional resources to include supplies, materials and equipment will allow the STEM teachers with the latest instructional resources for classroom improvement.

<u>Objectives</u>	<u>Activities</u>	<u>Status</u>
1. Develop rigorous STEM middle and high school curriculum modules and expand on existing AP Program modules that are aligned with the DOE Content Standards and Performance Indicators.	<ul style="list-style-type: none"> <li>• Contract consultant to facilitate the development of Project STEM middle and high school curriculum standards and modules.</li> <li>• Identify teachers and curriculum specialists for the development of the STEM standards and curriculum modules.</li> <li>• Develop STEM middle and high school curriculum modules.</li> <li>• Obtain approval from GEPB for full implementation of STEM Curriculum.</li> <li>• Implement STEM middle and high school curriculum modules in the pilot schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Contract for Assessment consultant approved and signed by Governor on 2/4/11; Notice to Proceed effective 2/7/11.</li> <li>• A total of 32 GDOE teachers and 3 curriculum specialists were identified to attend the STEM Academy at the University of Guam.</li> <li>• A Comprehensive Needs Assessment Report was submitted by the assessment consultant on 3/21/11.</li> <li>• Development of the STEM curricula for Science, Technology, and Math involving standards-based curriculum aligned with GDOE's Content Standards, Performance Indicators, and curriculum Modules for K-12.</li> <li>• Implementation of STEM Curriculum commenced during Fall Semester of SY2011-2012.</li> </ul>
2. Provide continuous professional development for elementary and secondary science and math teachers and administrators in AP courses including student data analysis,	Contract individual/group to design and carry out Project STEM Training Academy program to include training for Advance Placement Program Courses.	<ul style="list-style-type: none"> <li>• Five trainers were identified and contracted for Project STEM Training Academy in Spring 2011.</li> <li>• Technology training component began on April 4, 2011; and training for Science and Math started on May 9, 2011. All</li> </ul>

job-embedded coaching and/or mentoring support and research-based practices so that the number of teacher who are highly qualified to teach those content areas will increase by at least 50% at the end of SY 2010 and 2011.

training components were completed in June, 2011.

- 3. Provide instructional supplies, materials, equipment and modernized learning facilities that meet the STEM curricular requirements.

  - Identify necessary supplies and equipment for laboratories in the identified pilot middle and high schools.
  - Begin procuring all necessary equipment, supplies and, if necessary, retrofit laboratories in the identified high schools.
- 4. Develop partnerships with parents, University of Guam, Guam Community College and members of the Guam Chamber of Commerce to support the design of the professional certification program through mentoring, job shadowing, and project-based learning.

  - Develop procedures for student mentoring, job shadowing, and internship.
  - Develop a resource binder of project-based lessons.
- 5. Given full implementation of

  - Fully implement Project STEM in identified elementary, middle, and high schools.
  - Requisitions for STEM supplies, materials, and equipment have been entered into the MUNIS. Requisitions have been converted into Purchase Orders for some, but not all, supplies and equipment.
  - The retrofitting of the identified laboratories is anticipated to commence in Summer 2012 and be completed in the Fall of 2012.
  - Monthly collaboration and consultation with community partners, such as the University of Guam, is currently ongoing to in an effort to prepare students for career fields in the areas of science, technology, engineering, and mathematics. The next step would involve partnering with private community organizations such as architectural/engineering firms, research companies, and medical organizations.
  - Invitation to participate in the Reach World National Competition was highly encouraged and the identified STEM high school will be participating in the 2011 competition.
  - The University of Guam, in collaboration with the University

Project STEM, high schools. students will increase their academic achievement in science and math by at least ten percentage points at the end of the implementation year.

of Hawaii, conducted seminars and a site visit to an education system implementing STEM-like curriculum. Four educators/administrators from the identified STEM middle school, Untalan Middle, and two GDOE program personnel were able to participate in this activity. This working session provided the Guam STEM team with opportunities to engage in both STEM classroom observations, as well as, participate in seminars specific to the STEM Program.

6. Conduct formative and summative assessment of Project STEM.

- Contract consultant for formative and summative program design and evaluation.
- Conduct the evaluation.

- The identified STEM pilot schools started the implementation of the STEM curriculum at the onset of SY 2011-2012.
- The consultant for the formative and summative program design and evaluation was identified as Pacific Resources for Education and Learning (PREL).
- Formative evaluations were conducted throughout the duration of the STEM Training Academy and the initial implementation of the STEM curriculum into the classrooms.
- The summative evaluation of the STEM program was completed by (PREL) and submitted to the Division of Curriculum and Instruction on September 28, 2011.

## Career and Technical Education (CTE)

WA 308.1

Every child receiving an adequate education is not enough. What we need is a rigorous and relevant education that starts in the classroom, and this begins with adopting a CTE system that works for Guam. A model that works and is sanctioned by the U.S. Secretary of Education is Career and Technical Education (CTE). On Guam, and as with many school districts in the nation, there is a critical need for high school reform that integrates CTE throughout the curriculum.

Guam needs to create career-ready students who can adapt well into the workforce, and graduates need the jobs. This transformation can be achieved through a Career and Technical Education (CTE) system, and current initiatives at the GDOE reflects these efforts to include the implementation of the College and Career Readiness Act, or CCaRe Act (P.L. 31-156).

According to the Association of Career Technical Education (ACTE), CTE prepares youth from their early years to develop awareness, a sense of direction, and immersion in career options. Schools need to provide students with the courses and skills necessary to excel in their future occupations and this includes all English, Science, Math and Technology classes. Teachers at all levels need professional development support to make this happen. With schools and industries working together, students can navigate their career path early to better prepare themselves for the highly competitive and demanding job market.

**Key Strategic Partner: Regional Workforce Development Council/Pacific Workforce Investment Workgroup (RWDC/PWIW)**



The goal of the RWDC is to provide the much needed regional guidance and development of a regional workforce strategic plan. Globalization has forced change in every region and impacted every aspect of our economy. This will force change unseen during modern times for Micronesia. To remain competitive and meet the challenges ahead, the region must shift from varying challenges to transformative opportunities.

Transformative opportunities will require increased partnerships with the Pacific community—businesses, researchers, entrepreneurs, government entities and citizens. As our regional communities and cultures change, our governments, institutions and our partnerships must change to remain relevant. A regional workforce development strategic partnership is critical for the growth and sustainability of the region’s economy and values the importance of shared accountability, collaboration, responsibility and increased engagement around talent development.

The PWIW serves as the advisory panel for the RWDC. The PWIW is comprised of various technical workgroups representing the region and includes both government and private sector representation and other related workforce development stakeholders. The workgroup contributed towards developing the RWDC governing guidelines for program development. This panel helps to align the key elements making up workforce development connecting vocational education, training programs, leveraging resources, addressing demand-driven occupations and promoting collaboration across education and business and industry (economic development).

As part of the GWIB's continuing commitment to a regional workforce strategy, the GWIB together with the work efforts of the RWDC/PWIW members provide the basis for a parallel GWIB version to that of the U.S. Dept. of Labor-Employment and Training Administration (U.S. DOL-ETA) Workforce Innovation Regional Economic Development (WIRED) initiative. The GWIB since 2004 continues to invest in appropriate conference and related workforce venues and development strategies (inclusive of various workforce and industry sponsored seminars, clinics, forums and events) with various collaborators and partners. Building on established Workforce Innovation Regional Economic Development (WIRED) principles and Strategic Doing!, the Pacific Workforce Investment Workgroup (PWIW) and Regional Workforce Development Council (RWDC) delegates continue to hold their technical meetings in the region. WA 403 Regional Workforce Development – Micronesia Works 5-year Strategic Plan – See Appendix

### **POLICY ALIGNMENT**

#### **WA 302 OSCC Partnerships**

The Guam Workforce Investment Board (GWIB) has in place assurances and resolutions that guide the implementation and coordination of the programs and activities in the One-Stop Career Center.

### **DESIRED OUTCOMES**

The GWIB body remains sensitive to the national reporting requirements trend and recognizes the need to develop Guam's performance measures standards, as this is an expected requirement going forward. In the past, Guam was exempt from this requirement. The GWIB during this planning round, preserves Guam's workforce interest to include in its governance strategy, a specific action plan calling for the establishment of a performance measures technical workgroup to evaluate and develop the recommended negotiated performance goal levels reflective of the best available workforce data. This will be developed within the first 6-months of year 1 of the state plan and will be the basis of the performance indicators, measures and desired workforce outcomes for Guam.

### **WIA/W-P PERFORMANCE INDICATORS AND GOALS**

In the existing state plan, Guam was not required to report performance measures. However, effective July 2012 future WIA funding for Guam requires the establishment of performance measures. WIA/W-P Performance Indicators and goals are currently being discussed and negotiated with the U.S. Department of Labor E.T.A. San Francisco, CA.

The following table provides the specific quantitative targets for the desired outcomes of the Workforce Investment Act and Wagner-Peyser programs.

<b>WIA Requirement at Section 136(b)</b>	<b>Previous Year Performance</b>	<b>Current Year Performance Goal</b>
<b>Adults:</b>		
<b>Entered Employment Rate</b>	Not Applicable	30%
<b>Employment Retention Rate</b>		70%
<b>Average Six-Months Earnings</b>	Not Applicable	\$15,080
<b>Dislocated Workers:</b>		
<b>Entered Employment Rate</b>	Not Applicable	35%
<b>Employment Retention Rate</b>	Not Applicable	75%
<b>Average Six-Months Earnings</b>	Not Applicable	\$18,720
<b>Youth Common Measures:</b>		
<b>Placement in Employment or Education</b>	Not Applicable	30%
<b>Attainment of a Degree or Certificate</b>	Not Applicable	56%
<b>Literacy and Numeracy Gains</b>	Not Applicable	40%
<b>Customer Satisfaction:</b>		
<b>Participant Customer Satisfaction</b>	Not Applicable	
<b>Employer Customer Satisfaction</b>	Not Applicable	
<b>Additional State-Established Measures</b>		Not Available

<b>W-P Requirement at Section 13(a)</b>	<b>Previous Year Performance</b>	<b>Current Year Performance Goal</b>
<b>Entered Employment Rate</b>	58%	**60%
<b>Employment Retention Rate</b>	72%	**76%
<b>Average Six-Months Earnings</b>	\$7.25/hr	\$7.25/hr

## **II. STATE OPERATIONAL PLAN**

### **Overview of the Guam Workforce System**

#### **HIRE LOCAL Plan of Action**

The HIRE LOCAL message emphasizes a community-based approach that makes the most sense and fitting for an island economy. Rebuilding the workforce infrastructure and investing in HIRE LOCAL innovations can make the economy stronger than ever before. The GWIB continues to source innovative and transformative workforce solutions appropriate for Guam and

the region. The GWIB presents the following recommended goal areas as the HIRE LOCAL Roadmap for Guam's workforce development. This includes the corresponding strategies and where appropriate, the inclusion of carryover plans of work initiatives.

Staying the course as envisioned in the imagine Guam requires reforms on many fronts related to the business of strengthening Guam's human capital and redefining the 'HIRE LOCAL' frame of reference. In this document, the proposed plan of action builds on past program references that carries forward relevant goal areas with greater decision making allowances in existing and continuous future workforce structures.

### **HIRE LOCAL Strategic Goal Areas**

A 'HIRE LOCAL' strategy builds on increased leveraging of all WIA resources while promoting both a systems approach and increasing accountability. The GWIB's Plan of Action provisions seeks to incorporate Hire local provisions into appropriate training agreements and programs. This is supported by the retooling of the GWIB programming references under a workforce area (WA) classification system. The WA reference represents WIA program references. This aligns well with the interim GWIB/AHRD Statement of Work (SOW). The GWIB SOW represents the latest requirement for Guam's workforce system. The SOW provides the much-needed alignment to the national standards of performance measures and defined outcomes with the expectation of closing the known gaps and threats partially described in the GWIB's SWOT analysis. While the HIRE LOCAL carries the existing relevant transformation plans of work, the 2012-2016 Guam Integrated Workforce Plan reestablishes and aligns the GWIB strategic goals.

The Workforce Investment Act (WIA) of 1998 reformed job training programs and created a comprehensive workforce investment system. Through the regulation of the WIA, the US Department of Labor Employment and Training Administration (USDOL/ETA) has implemented major reforms of the nation's workforce investment systems that increase participant employment, job retention, wage earnings, occupational skill attainment, and as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Key components of this reform include streamlining services through a One-Stop service delivery system, empowering individuals through information and access to training resources, providing universal access to core services, increasing accountability for results, ensuring a strong role for the Guam Workforce Investment Board and the private sector in the workforce investment system, facilitating state and local programming flexibility, and improving youth programs.

Guam's Workforce System is supported by a collaborative network of partners from the public, private, and non-profit sectors. This broad partnership was designed to accomplish several objectives:

- 1) **To maximize leveraging of resources:** It is essential that local, federal, and private resources are optimized to the extent possible. By working closely together the Partners will reduce inefficiencies, duplication of programming, and increase the impact of our collective efforts.
- 2) **To promote strategic alignment:** It is no longer acceptable for Workforce Partners to create their strategic plans in a vacuum. Crafting of programs, policies, and funding plans must be a collective, multilateral endeavor in order to produce significant results.

- 3) **To deliver “demand-driven” services:** A demand-driven service delivery model uses economic data and employer dialogue to tailor training and services towards skilled jobs in high-growth, high-demand industries. Service providers must be knowledgeable of high-growth industries and the options that exist for channeling participants into these quality jobs. The industries which have been identified as having a demand for skilled workers today and over the next several years are Service, Health, Construction, Education, Manufacturing and Information Technology<sup>3</sup>.

**Strategic Goal 1:** Increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment.

**Strategic Goal 2:** Provide useful and timely data and reports on economic and workforce development.

**Strategic Goal 3:** Provide an effective and integrated workforce learning continuum or system to promote lifelong learning and align regional economies (linking GDOE, AHRD/DOL, GCC and UOG).

**Strategic Goal 4:** Increase Economic Opportunities for Guam residents through authentic partnerships and collaboration with businesses, federal government entities, NGOs, and faith-based communities.

**Strategic Goal 5:** Provide the people of Guam a Workforce Investment System that is easy to access, navigate and assess.

***Work Areas (WA) Reference Sections:***

Youth Training Programs, Adult Training Programs, Workforce Policy and Governance, Workforce Initiatives; Programs and Projects Support and Administration

For decades now, Guam’s economy has been dependent upon two primary sectors - tourism and the military. While both sectors have provided jobs and prosperity for many families on Guam, more must be done to grow these industries while encouraging the growth of new industries. This is essential if we are to create a strong, vibrant and sustainable future. The Energy industry, which will create new jobs on Guam, along with the existent Manufacturing industry, and the introduction of e-commerce, are to be added to the high growth, high demand occupations over the next decade. The Agricultural industry is being looked at as a sustainable and viable industry, to encourage farmers and growers to plant and grow local and lessen the dependence of importing hundreds of tons of agricultural products into Guam.

The Agency for Human Resources Development (AHRD) is the official recipient of WIA Title I funding, and therefore the primary agency responsible for administration of WIA programs. As a single state with no local areas; the distribution of WIA Title IB funds available for Program Year 2012 will be in line with the Workforce Investment Act required allocations for statewide activities, rapid response activities, administration, and program costs.

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<sup>3</sup> Guam’s Workforce Strategic Plan, Modification July 01, 2007 – June 30, 2009, pg. 124

The Guam Workforce Investment Board’s primary objective is to maximize funds to realize the return on investment on state and federal training funds for the residents of Guam. In June of 2012, Guam Workforce Investment Board Resolution No. 12-06 adopted the established Statement of Work (SOW) framework and recently completed aligning the elements of the SOW with the 2012-2016 Integrated State Plans. For the first time in Program Year 2012, Guam will be held accountable for the federally prescribed WIA/Wagner-Peyser performance indicators and goals and is required to report program outcomes for performance measures. Failure to meet the agreed upon performance outcomes will adversely impact future funding allocations. In light of this monumental shift to a true performance-based system and recognizing the results of the recently completed SWOT analysis, the Guam Workforce Investment Board adopted the *Statement of Work (SOW) for the WIA Adult, Dislocated Worker and Youth Programs*.

<b>PLANNED SERVICE LEVELS FOR PROGRAM YEAR 2012</b>			
<b>Service Levels</b>	<b>Youth</b>	<b>Adult</b>	<b>Dislocated Worker</b>
Total Number Receiving Intensive Services	40	50	50
Total Number Enrolled In Training	160	200	200
Total Number of Participants Served	200 In School: 120 Out-of-School: 80	250	250
Total Number of OJT Contracts	To Be Determined	To Be Determined	To Be Determined
Total Number of Placed in Unsubsidized Employment	60	75	87
Total Number Exited	60	75	87

AHRD works closely with the network of One Stop Career Center (OSCC) partners referenced below, and the activities of the entire network are overseen by the Guam Workforce Investment Board to ensure that the state is executing the Federal WIA mandates.

<b>Guam Workforce System Partners</b>	
<ul style="list-style-type: none"> <li>• Agency for Human Resources Development</li> <li>• Guam Department of Labor</li> <li>• Guam Department of Youth Affairs</li> <li>• Guam Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Integrated Services for Individuals with Disabilities, Division of Vocational Rehabilitation</li> <li>• Guam Housing and Urban Renewal Authority</li> <li>• Department of Public Health and Social Services</li> <li>• Veteran’s Affairs Office</li> <li>• Industry Representatives (GCA, GHRA)</li> <li>• Non-Governmental Organizations (NGOs), and Faith-Based Organization(s) <ul style="list-style-type: none"> <li>○ Guam Contractors Association</li> </ul> </li> </ul>

### Guam Workforce System Partners

- Guam Community College
- University of Guam
- Society for Human Resources Management
- Micronesian Youth Services Network
- Pacific Workforce Investment Workgroup/Regional Workforce Development Council (PWIW/RWDC)
- Guam Hotel and Restaurant Association
- Guam Trades Academy
- Center for Micronesian Empowerment
- Secretariat of the Pacific Community

The Guam Workforce System provides the framework for an integrated reporting system. Data across all programs is available for reporting and analysis. GDOL/AHRD is making progress by identifying and automating program reporting requirements to provide program managers the tools for informed decision making.

Guam's Workforce System (GWS) has embarked on a major effort to plan the island's workforce future aligned with the new State Integrated Workforce Plan Requirements. In an effort to leverage resources and maintain better accountability with programs, the strategies set in place to align and support the programs are:

- An Integrated and Leveraged One-Stop Career Center - Each of the One Stop Career Center partners, contributes to programs through a Memorandum of Understanding, or may contribute "in-kind" services that are mutually beneficial to other contributing partners, service providers, and primarily, the participants. Operating out of the only One Stop Career Center on Guam, the staff are able to streamline services and provide holistic approaches in serving the same client, therefore, eliminating duplicated services; sharing administrative costs and becoming more efficient and effective.
- An Integrated Reporting System - The strategy to implement this system will improve the management and the accountability of programs supported by Federal funding for Guam's Workforce Investment System. An integrated workforce reporting system provides the mandate, the direction and overall framework for workforce programming and timely reporting and a credible information system through the Pacific WISPR framework and is consistent with the intergovernmental partnership and programming structure of the Federal DOL ETA.

At the Pacific Workforce Directors' meeting held on February 3-5, 2009, in Honolulu, Hawaii, the workgroup adopted Resolution 09-001 recognizing the need to promote practical regional workforce initiatives and building stronger collaboration across all key public and private sector partners that is essential to support the ideal regional training system. Four actionable strategies were adopted to include specific recommendations for all collaborators, Federal partners, local, state and regional organizations to consider. One of the actionable strategies approved was No. 2. Pacific Directors' meeting discussed options for providing technical assistance to develop a data action plan that evolves the Pacific Workforce Investment Streamlined Performance Reporting (WISPR) framework for data capacity development.

At the June 2-4, 2010 meeting, also held in Hawaii, participation included members from Guam, the Commonwealth of the Northern Mariana Islands (CNMI), Republic of Palau and American Samoa, Federal officials from the Hawaii-Outer Pacific Office of Apprenticeship and Veterans Employment and Training Service.

The Pacific Workforce Directors' workgroup values the many workforce training, technical and networking opportunities to nurture and guide a collective talent development agenda specific to its programming requirements sensitive to its community and regional needs.

The Pacific Directors' 2010 meeting provided a forum to share best practices, successes and milestones as well as an opportunity to address technical issues and program concerns with our Federal partners and workgroup collaborators. To request that the Pacific Directors' and the MCES-RWDC submit a request to the US DOL ETA Assistant Secretary Jane Oates for direct consideration, assistance and endorsement of the Guam Job Corps Satellite Center. This is intended to serve as part of the start points for a regional apprenticeship specific to youth pre-apprenticeship recruitment.

Resolution 2010-001 adopted by the workgroup contained several actionable strategies:

- To continue to support and evolve the Pacific Directors' commitment and investments toward regional comprehensive talent development data platform system and to establish realistic data priorities specific to a regional labor market information and the workgroup related to reporting workforce outcomes and technical capacity. This includes continuous investments in data capacity development of the jurisdictions.
- To support new workforce development initiatives in the RWDC priority areas to include Science, Technology, Engineering, Agriculture, and Math (STEAM), Alternative Energy, and Green Jobs programming.
- Related to the National Defense Authorization Act (NDAA), the Pacific Directors' recommend through the MCES-RWDC, the endorsement of the NDAA recruitment requirements for contractors and to expand the scope of the NDAA recruitment strategies to include the MCES-RWDC region (Guam, CNMI, FSM, the Republic of Palau and American Samoa). The RWDC through its council workforce structures will work collaboratively to meet where appropriate, NDAA compliance and to ensure that the initiatives of the MCES "Micronesia Works!" and participating collaborators are supported.
- Collaboration with Faith-based and community organizations - The GWIB continues to collaborate and partner with Non-Government Organizations (NGOs) as part of the demand driven delivery system. GWIB involvement includes partnerships in conferences and workshops with the following organizations: Micronesian Youth Services Network (MYSN); Society for Human Resource Management (SHRM); Center for Micronesian Empowerment (CME); Guam Contractors Association; Veterans Affairs; Pacific Workforce Investment Workgroup/Regional Workforce Development Council (PWIW/RWDC); Sanctuary, Inc.;

Micronesian Youth Services Network (MYSN): On July 30, 2009, the Guam Workforce Investment Board adopted Resolution No. 08-14:

WHEREAS, the Guam Workforce Investment Board (GWIB) has identified supporting increased economic opportunities for Guam residents in collaboration with non-governmental organizations as a strategic goal of the Transformation Plans of Work. The Board, in its review, recognizes the efforts of the Micronesian Youth Services Network (MYSN) as a non-governmental organization committed to improving youth and family services in the Micronesian region.

Now therefore be it resolved, that the Guam Workforce Investment Board hereby endorse the partnership between the Guam Department of Labor/Agency for Human Resources Development and the Micronesian Youth Services Network to align the MYSN and Workforce Investment Act Programs and support youth service providers.

### **ONE-STOP CAREER CENTER**

The One-Stop Career Center (OSCC) in accordance with the Workforce Investment Act of 1998 is operated and staffed by the Agency for Human Resource Development and mandated partners staffing. The OSCC serves as the centralized resource center where various federally funded education, training, and social programs are cohesively coordinated for the benefit of students, job seekers, and employers.

The Agency for Human Resources Development entered into a work agreement in November 2010 with the University of Guam to develop a comprehensive Marketing and Outreach Plan for the Guam Workforce Investment System. The overall objective of the plan is to re-introduce the OSCC to the public and private sectors; educate employers and job-seekers about the services available at OSCC; and to educate employers and the public about labor regulations. Highlights of the plan include:

- To develop a comprehensive Marketing and Outreach Plan for the Workforce Investment System and other programs that serve the public;
- To conduct appropriate research to include employer focus groups or surveys that provide data and information necessary to promote the island's Workforce Investment System;
- To incorporate the defining characteristics of Guam's Workforce Investment System with emphasis on the "One-Stop Career Center System";
- To develop and island-wide Marketing and Outreach plan that enhances existing branding efforts;
- To develop marketing and outreach messages targeting business professionals to increase the awareness of workforce training programs and education of labor regulations leveraged through the One-Stop Career Center; focusing on the "Hire Local" strategy;
- To provide to the best extent possible, avail of other government institutions, such as the Public Broadcasting System (KGTF) to collaborate and assist in the production and preparation of the Marketing and Outreach Program.

Pursuant to TEGL 21-11, Change 1, Guam intends to include the American Job Center Branding to be aligned to the Marketing and Branding work in progress as new development. (Sub WA 407.1 Marketing Outreach Plan).

**Organization**

The OSCC graph is shown with both internal and external partners:



The One-Stop Career Center is located in the GCIC building in Hagatna.

**ONE-STOP CAREER CENTER**  
Education - Economic Development - Employment

*As an unemployed mother of four, it was very hard to make ends meet. With the help of the One-Stop Career Center, I was able to get training, education, and job placement through the Work Experience Program. Now I have a steady paycheck and an opportunity to create a more comfortable life for my kids!*

*Bobbie Jean Merano, Administrative Office Assistant*

*Dave Macapinlac, Micronesia Self Help Housing Corporation*

**HIRE LOCAL**

One-Stop Career Center  
1st Floor, GCIC Building, Hagatna  
(671) 475-7000/1  
Hours of Operation: M-F from 8am to 5pm

Paid for with federal funds by the Agency for Human Resources Development

The OSCC provides a wide range of services which are summarized in the following table:

### Services Provided by the One-Stop Career Center

#### Core A: Self Service

- Intake and orientation
- Resource library: access to computers, internet, copy machine, fax machine
- ONET Manual
- Labor market information
- Program informational brochures
- Financial aid (education) forms
- Searches for jobs and training
- Access to job banks or listings of available jobs
- Additional partner information: Fair Employment Practice Office, Wage and Hour Division, Workers Compensation Commission, Bureau of Women’s Affairs, Division of Occupational Safety and Health, Alien Labor Processing Division, OSHA On-site Consultation.

#### Core B: Assisted Services

- Work skills orientation
- Resume development
- Interview techniques
- Initial assessment of skills and needs
- Eligibility determination and referral to partner programs and services
- Job search / referral / placement assistance
- Customer follow-up



#### Intensive Services

- More comprehensive assessments
- Development of a Career Strategy Plan (CSP)
- Identification of barriers to completing secondary education and/or employment
- Comprehensive guidance and counseling
- Job development to match clients with local employers
- Referrals to partner programs and inter-agency services
- Paid and unpaid work experiences
- Occupational skills training
- Leadership development opportunities
- Follow up services for not less than 12 months

#### Additional Services

- “Supportive” services that increase a participant’s chances of successful program completion, such as transportation, childcare, dependent care, housing, and needs-related payments.
- “Rapid Response” services at the employment site for employers and workers who are expected to lose their jobs as a result of company closures or mass layoffs.
- Outreach activities, community engagements, public forums, and target-audience presentations.

## GUAM WORKFORCE INVESTMENT BOARD

The Guam Workforce Investment Board (GWIB) is tasked with the oversight and guidance of WIA activities in Guam. The Board, appointed by the Governor of Guam, monitors the fiscal and programmatic activities of the Agency for Human Resources Development (AHRD), which is the recipient of WIA Title I funding in Guam. The Board is also responsible for ensuring the optimum use of resources across all stakeholders in the Guam Workforce System.

The GWIB is composed of a diverse group of members hailing from the public, private and non-profit sectors. Executive officers from each of the Guam Workforce System Partners serve on the GWIB, thereby ensuring that key interests are properly represented. In order to effectively carry out the WIA mandates, the GWIB has established the following special committees: 1) Executive Committee; 2) Planning and Coordination Committee; 3) Monitoring and Oversight Committee; 4) Finance and Technology Committee; and 5) Youth Affairs Committee. The primary objective of the committees is to allow for comprehensive discussion and preparation of action items to be formally evaluated by the GWIB. Each of the committees meets once per month prior to the standing monthly meeting of the full GWIB, which occurs on the last Thursday of each month.

The GWIB is also represented on the State Rehabilitation Council (SRC) and actively participates in all SRC planning meetings, regular council meetings and programming efforts. This includes alignment of the GWIB workforce planning interests with the SRC's strategic plan. Additionally, the VocRehab interest is represented on the GWIB board by the appointed agency director, the Department of Integrated Services for Individuals with Disabilities (DISID), Division of Vocational Rehabilitation. This includes active staffing provided by DISID of the OSCC center.

<b>Guam Workforce Investment Board</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>James Martinez</b>	Chairman of the Board	President, Guam Contractors Association
<b>Maria Connelley</b>	Vice-Chair of the Board	Vice President, Guam Shipyard
<b>Siska Hutapea, MAI, MRE</b>	Vice-Chair, Finance and Technology	President, Cornerstone Valuation Guam, Inc.
<b>Maria Eugenia Leon Guerrero, MBA</b>	Chair, Finance and Technology	Lean Six Sigma Champion and Strategic Planning Officer Bank of Guam
<b>Marie Lizama</b>	Co-Chair, Monitoring and Oversight	Sales Manager, Delta Air Lines
<b>Jina Rojas</b>	Chair, Monitoring and Oversight	Vice President, Slotnick Enterprises, Inc.
<b>Grace Donaldson</b>	Member	General Manager, Pacific Human Resource Services, Inc.
<b>John Pangelinan</b>	Member	Vice President, MVP Enterprises
<b>Alfredo Antolin</b>	Member	Director, Agency for Human Resources Development
<b>George Santos</b>	Member	Director, Guam Department of Labor

<b>Guam Workforce Investment Board</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Dr. Robert Underwood</b>	Member	President, University of Guam
<b>Peter Barcinas</b>	Chair, Planning and Coordinating	Program Leader for Economic and Community Systems, University of Guam
<b>Mary Okada, Ed.D.</b>	Co-Chair, Planning and Coordinating	President and CEO, Guam Community College
<b>Victor Rodgers</b>	Co-Chair, Youth Affairs	Assistant Director for Continuing Education and Workforce Development, Guam Community College
<b>John Unpingco, Esq.</b>	Member	Administrator, Guam Veterans Affairs Office
<b>Jon Fernandez</b>	Member	Superintendent, Guam Department of Education
<b>Benito Servino</b>	Member	Director, Department of Integrated Services for Individuals with Disabilities
<b>James Gillan, MS, HSA</b>	Member	Director, Department of Public Health and Social Services
<b>Christine San Nicolas, BSW, MPA</b>	Member	Social Services Supervisor, Department of Public Health and Social Services
<b>Ray Topasna</b>	Member	Director, Guam Housing and Urban Renewal Authority
<b>Adonis Mendiola</b>	Chair, Youth Affairs	Director, Department of Youth Affairs
<b>Karl Pangelinan</b>	Member	Director, Guam Economic Development Authority
<b>Shirley “Sam” Mabini, Ph.D.</b>	Member	Senator, 31 <sup>st</sup> Guam Legislature
<b>Rory Respicio</b>	Member	Senator, 31 <sup>st</sup> Guam Legislature

## **DEVELOPMENT OF THE STATE INTEGRATED WORKFORCE PLAN FOR WIA/W-P**

An ad-hoc *State Plan Action Team* was formed to oversee the development, review, and approval of the State Integrated Workforce Plan. The State Plan Action Team was a collaborative group made up of members of the GWIB, AHRD, and Guam DOL. The Team was committed to engaging all Guam Workforce Partners in order to craft an effective and viable plan.

<b>State Plan Action Team</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Peter Barcinas</b>	Chair	University of Guam
<b>Maria Eugenia Leon Guerrero, MBA</b>	Co-Chair	Bank of Guam
<b>James Martinez</b>	Member	Guam Contractors Association
<b>Maria Connelley</b>	Member	Guam Shipyard

<b>State Plan Action Team</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Alfredo Antolin</b>	Member	Agency for Human Resources Development
<b>George Santos</b>	Member	Guam Department of Labor
<b>Grace Donaldson</b>	Member	Pacific Human Resource Services, Inc.
<b>Shirley “Sam” Mabini, Ph.D.</b>	Member	31 <sup>st</sup> Guam Legislature
<b>Christine San Nicolas, BSW, MPA</b>	Member	Department of Public Health and Social Services
<b>Martha Rubic, MBA</b>	Member	Planning Division, AHRD
<b>Joleen Santos</b>	Member	Agency for Human Resources Development
<b>Phyllis Topasna</b>	Member	Apprenticeship Program, GDOL
<b>Gerard Limtiaco</b>	Member	Bureau of Labor Statistics, GDOL
<b>Ryan Topasna</b>	Member	Systems and Programming, AHRD
<b>Karen Taitano</b>	Member	One-Stop Career Center, AHRD
<b>Frances Bell</b>	Member	One-Stop Career Center, AHRD
<b>Catalina Cruz</b>	Member	Guam Employment Services, GDOL
<b>Ruth Leon Guerrero</b>	Member	Bureau of Women’s Affairs, GDOL/AHRD

The GWIB determined that in order to ensure adequate stakeholder engagement in development of the State Integrated Workforce Plan, it was necessary to request the optional extension of the submission of deadline to September 15, 2012. Initial content was developed and reviewed by the members of the State Plan Action Team. On July 18, 2012 the Draft State Integrated Workforce Plan was released for public review and comment.

The State Plan Action Team identified a number of critical “Perspectives” to be included in the State Integrated Workforce Plan. For each identified perspective, the State Plan Action Team nominated a corresponding “Perspective Owner” to review the Draft State Plan during the public comment period and certify that their assigned perspective is adequately represented. Perspective Owners were selected based on their expertise in their respective fields.

The following table provides an overview of the process undertaken to complete the State Integrated Workforce Plan.

<b>Timeline for Development of the Integrated Workforce Plan for WIA/Wagner-Peyser</b>		
<b>Task Description</b>	<b>Completion Date</b>	<b>Resource Name</b>
<b>Extension Request Letter to US DOL/ETA</b>		
Draft Extension Request	3/26/2012	AHRD Staff
GWIB Action: Approve Extension Request	3/27/2012	GWIB
Submit Extension Request	3/29/2012	Governor Eddie Baza Calvo
<b>Information Gathering</b>		
Program Briefing Series – Draft Request Memo and Briefing Template	4/10/2012	State Plan Action Team
Program Briefing Series – Develop	5/7/2012	Program Administrators

### Timeline for Development of the Integrated Workforce Plan for WIA/Wagner-Peyser

Task Description	Completion Date	Resource Name
Program Briefing Series – Deliver	5/8/2012	Program Administrators
Obtain Workforce Partner Strategic Plans and Summaries of Recent Conference Proceedings	4/9/2012	AHRD Staff
<b>Initial Development</b>	6/26/2012	State Plan Action Team
<b>Internal Review</b>	7/17/2012	State Plan Action Team
<b>External Review / Public Comment Period</b>	7/18-8/15/2012	
Request Print Ad in Marianas Variety	07/18/12	AHRD Staff
Provide Draft Plan to Workforce Partners	7/18/12	AHRD Director
Post Initial 1 <sup>st</sup> Draft Plan on AHRD Website	7/18/12	AHRD Director
Post Version 2 Draft Plan on AHRD Website	7/31/12	AHRD Director
Post Version 3 Draft Plan on AHRD Website	8/7/12	AHRD Director
Post Version 4 Draft Plan on AHRD Website	8/13/12	AHRD Director
Provide Draft Plan to all Mayor’s Offices	8/01/12	AHRD Director
Provide Links to Draft Plan from Workforce Partner Websites	8/03/12	Workforce Partner Directors
Public Hearing – AHRD 3 <sup>rd</sup> Floor Conference Room	8/22/12	AHRD Staff
Public Hearing – Hold Event	8/22/12	GWIB, AHRD, DOL
Review Draft and Provide Feedback	8/24/12	Perspective Owners, Public
<b>Final Steps</b>		
Compile Public Comments	8/21/2012	State Plan Action Team
GWIB Action: Approve Integrated State Workforce Plan	9/14/2012	GWIB
Governor Action: Approve Integrated State Workforce Plan	9/17/2012	Governor Eddie Baza Calvo
Submit Integrated State Workforce Plan to US DOL/ETA	9/17/2012	Governor Eddie Baza Calvo

**Strategic Goal 1: Increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment.**

This goal area seeks to establish the right mix of GWIB and OSCC ‘HIRE LOCAL’ partnerships to increase local participation in Guam’s demand driven sectors as the GWIB’s lead strategic effort to retain and create local jobs. Creating and sustaining the right climate for skill attainment and development requires addressing existing and future workforce concerns that can be realized through an enhanced collaborative One-Stop Center system. This includes the lead initiative of developing the appropriate Local Worker Hiring baseline to be developed by the GWIB and partners within year one of this 5-year planning period. This follows a similar legislation requiring government agencies to ensure that the agency workforce meets the 2% hiring requirement must include individuals with a disability.

## **WA 301-312 Workforce Policy and Governance**

### ***Work Areas included in this category:***

WA 201-212, WA 302, WA 401-403, WA 406-407, WA 903-905, WA 909, WA 911

## **WA 407 Marketing and Outreach**

### **Sub WA 407.1 Marketing Outreach Plan**

Focus group  
Workforce Surveys  
Workforce Information and Resources  
Social Media  
Web Page

### **Sub WA 407.2 Community-based: Mayor's Council Movement**

Mini-Satellite OSCC Sites  
Support on-site Workforce Resource Information  
Bulletin Boards and Workforce Brochures  
Community based job fairs

As part of the Marketing and Outreach Plan, the Mayors' Council Movement focuses on partnering with village mayors to identify individuals in their respective villages with barriers that may be eligible for services at the One-Stop Career Center. As stipulated in Guam's Workforce Strategic Plan, mini



One-Stop Satellite Centers at the village level provides an opportunity for residents in the community to avail of services at the convenience of their village mayor's office.

### **WA 407.1A Objectives:**

- WA 407.1A1 Have a current Marketing and Branding OSCC Outreach Plan
- WA 407.1A2 Increased Collaboration with Employers
- WA 407.1A3 Workforce Conference Sponsorships

### **WA 407.1B Actionable Strategies:**

- WA 407.1B1 Conference Sponsorship in accordance with GWIB policies
- WA 407.1B2 Updates to Brochures and Workforce Information Series
- WA 407.1B3 Job Fairs

### **WA 407.1C Outcome Indicators:**

- WA 407.1C1 Increased awareness to the community of employment and training programs available at the OSCC;
- WA 407.1C2 OSCC Satellite Centers at village mayor's office to orientate village residents about eligibility for various partner programs/services;
- WA 407.1C3 Increased partnerships with private sector employers to "Hire Local";
- WA 407.1C4 Increased number of referrals to eligible training providers.

## **WA 901-911 Program, Project Support and Administration**

### ***Work Areas included in this category:***

All Workforce Area Classifications: WA 101-110, 201-212, 301-312, 401-410

### **WA903.5 Statement of Work (SOW)**

#### **STATEMENT of Work for WIA Programs Primary State Strategy:**

The SOW offers an opportunity to take workforce planning related to the employees and employee skill sets needed to accomplish the next generation of programming standards of which Guam is required to fulfill. Since June, 2012, the GWIB established an ad-hoc team to address the development, adoption and implementation of the SOW. The GWIB Resolution 12-06 adopted the established SOW framework and recently completed aligning the elements of the SOW with the 2012-2015 Integrated State Plans. For the first time in Program Year 2012, Guam will be held accountable for the federally prescribed WIA/Wagner-Peyser performance indicators and goals and is required to report program outcomes for performance measures. Failure to meet the agreed upon performance outcomes will adversely impact future funding allocations. In light of this monumental shift to a true performance-based system and recognizing the results of the recently completed SWOT analysis, the Guam Workforce Investment Board adopted the *Statement of Work (SOW) for the WIA Adult, Dislocated Worker and Youth Programs*. The SOW represents the final outcome of a special action team tasked with evaluating the request for proposal (RFP) process applied to training providers affiliated with the Agency for Human Resources Development. Historically, these training providers were contracted to provide services in line with prescribed activities under the WIA. Upon review, the action team noted that the training provider contracts had over-reached the boundaries of training providers, and had begun taking responsibilities which should, by WIA regulations, fall under the purview of case management. This detection was not intentional, but was the result of previous administrations struggling to provide services to clients with limited resources.

The result of this finding was the displacement of case manager responsibilities, and uneven service levels to the citizens of Guam. Additionally, the Board was unable to responsibly monitor the activities and services adequately with so many service providers, each being given different levels of responsibility for client services. The end result was an inability to predict service levels, funding activities or program outcomes, all of which are requirements of the WIA grant.

The SOW addresses these challenges by shifting to a case manager focused program, with clear guidelines and directions that can be effectively monitored by the Board. The SOW was based on a template from a North Carolina Regional Workforce Investment Board, yet “localized” to ensure sensitivity to unique workforce issues in Guam and Micronesia.

The SOW spells out the program outlines, case management responsibilities, and proposed outcomes. This will allow the Board an opportunity to monitor monthly expenditures and program activities, while being more flexible and proactive to the changing workforce

development needs of the island. The emphasis on program outcomes also produces a paradigm shift in AHRD: from an agency which has become part of the entitlement system, to an agency devoted to training and career progression.

The SOW must be completed by the Agency for Human Resource Development, and provides all the following information:

- Clear definitions of basic WIA elements (e.g. case management, eligibility determination, etc.)
- Program performance measures and goals
- Projected funding requirements by WIA program area
- Detailed breakdown of how services will be provided
- Program and Financial Management (e.g. responsible personnel and guidance parameters)
- WIA staff job descriptions, including minimum education and experience requirements

In tandem with the SOW, the Board adopted the creation of an Eligible Training Provider List. The Eligible Training Provider List will greatly enhance Guam's ability to provide demand-driven occupational training. Instead of contracts with unrealistic expectations, the training providers will instead be asked to train only. An application has been created which asks them to list their qualifications to provide training as well as any diplomas or certifications they provide. Once approved by the Board, they become eligible to receive WIA clients through the AHRD case managers. The Board will no longer be constrained by time and funding-bound contractual agreements, and will instead have the flexibility to add or delete training providers and allocate referrals based on the needs of Guam's demand-driven occupations.

While the SOW represents a radical shift from our current operational profile, the Board believes it is a vital step towards being able to reach program outcomes which are consistent with Federal guidelines and the outcomes which all other States and Territories are expected to achieve. While the initial change will be difficult, we believe that with the Board's assistance, the AHRD Director acknowledges the known challenges and look forward to transitioning to a more productive service program support.

**WA 903.6            Assessment Tools and Software**  
**SOW Assessment Software**

For purposes of the SOW, all software and assessment tools in support of helping guide participant and case managers, to include career and skill level assessment. The OSCC should have the appropriate tools to assess, test and screen job seekers: The OSCC in accordance to the SOW may consider leading assessment tools and related software. The SOW currently recognizes the use of KeyTrain and Choices.

**WA 909****Workforce Studies and Research**

Describe continuous improvement procedures that will be used to obtain feedback from participants, employers, and other appropriate parties on the responsiveness and effectiveness of the training and services provided.

*At the monthly partner meeting, the customer survey will be examined and discussed for opportunities to improve service delivery to customers. A quality assurance officer will be designated who will compile the results of the survey and make presentation.*

**WA 903****Program Evaluations and Monitoring****FOLLOW-UP SERVICES**

Describe how retention of participants by the employer will be encouraged and monitored.

*The workforce system will be used to track individuals who are employed that will gauge employer satisfaction and solicit input on the means to improve the quality of our product, which are our clients.*

Describe planned follow-up activities for individuals who do not enter employment.

*Clients will be reassessed for the commitment for continuing services and referrals will be made within 45 days accordingly to partner programs and CBOs. (For the purposes of this SOW this section pertains to individuals who are in training).*

How you will track employed individuals, including the tools and mechanisms to be used?

*Case managers will maintain a database of all current and inactive clients that tracks status, wages, in accordance with the WIA retention policy.*

*Through the existing Memorandum of Understanding with partner agencies a mechanism can be outlined to share, to document, and report client information. Partners having access to the workforce system, outside of the agency, and having the ability to document, share, and report, and document client information; will improve data consolidation to report on positive employment outcomes and services they receive.*

**Case Management-Participant Services SOW**

Case Management is a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive individual service strategies for participants to ensure access to necessary workforce investment activities and supportive services, and to provide job and career counseling during program participant and after placement.

Case management involves the following services, as well as maintaining, case files on each client who is enrolled and compiling all data regarding participants, activities and follow-up for entry into the State Workforce System. Case files must include the application, eligibility determination and verification, budget/income worksheets, assessment results, the Career Strategy Plan, and status changes for enrollment, activity changes, termination, and follow-up.

*Participant Case Notes Documentation:* WIA service providers are expected to provide case notes documentation through the Workforce System. Case notes are written detail of all services provided or referred. Case notes must detail from the beginning of services to the end of services provided to the participant. Dates on all activities must match dates in the case notes and the outcomes. Case notes are to be updated periodically in Workforce System and printed monthly and put in client's file folder. Case Notes templates will be provided under the participant services SOPs

*Intake and Eligibility Determination/Verification:* All participants in the workforce development program must meet all criteria as specified in the Act and Regulations. Provider must carefully examine and comply with the Law and WIA Regulations regarding eligibility requirements.

The Provider will verify participant eligibility consistent with the Guam's eligibility determination system and federal/state directives. A list of items for which the Board requires verification in addition to the state requirements will be provided. Therefore, the following system shall be established for verification of participant eligibility:

1. The Provider will be required to obtain necessary eligibility items to be verified as specified in Board and state eligibility guidelines. Documentation sources must be in accordance with the GWIB policy and guidelines.
2. The Provider will maintain any and all documentation gathered at the time of eligibility determination.

3. The Provider will take swift and immediate action to exit participants determined ineligible for WIA activities via self or state monitoring, in accordance with GWIB-MO-001. This will include but not limited to incorporating timelines for exit and perhaps consider establishing warning times if exit target dates are not met and mitigation plan to be developed and followed to get back on timeline. Suggest a corrective timeline if exit is not met.

All intake will be performed by the Provider and will be directed toward the eligible population. The Provider will be responsible for entering all participant data accurately and in a timely manner into the Workforce System (WIA computerized database).

### **Establish Eligibility Reference/List**

The Provider staff member(s) assigned to eligibility determination will ascertain the correct family status, barriers, calculate family income, obtain public assistance status, etc. in order to determine WIA eligibility. This information will serve as the basis for initiating a WIA enrollment for each participant. An assigned Provider staff member will interview the participant to ascertain adequate information to complete the required data. Participants shall be required to submit eligibility documentation as applicable. Such documentation shall be copied and retained on file by the Provider. Once the required data is complete, the Provider staff member(s) shall review with the eligible applicant all data directly related to eligibility and fraud/misleading information clauses. The Provider will be responsible for all completed participant documents so that the state office can monitor this information as required.

Prior to enrollment, all applicants must be certified as eligible to receive WIA services by WIA Program Administrator in accordance with the One-Stop Career Center (OSCC) "Client Intake Forms". The service provider is responsible for reviewing each client's WIA application to ensure that services are provided only to applicants who have been determined eligible for the appropriate program. These verification documents must be secured in the participant's permanent file and will be subject for review by the state, in accordance with the GWIB Monitoring Policy (GWIB-MO-001).

Participants who are not eligible, or eligible applicants who for other reasons are not selected for enrollment, will be referred to the Employment Services of the One-Stop Career Center for additional assessment and to appropriate agencies, where they may be provided with services suited to their needs. If there is a continuing relationship with an participant, referral to another program for specific services will be part of the participant's program participation and will be documented in the Career Strategy Plan (CSP). WIA service providers are responsible for providing information regarding appropriate services and making necessary arrangements for individuals to be referred for those services. The service provider will document the referral in

the participant's CSP. The service provider will track all referrals to non-WIA services for eligible applicants, participants and enrollees.

Objective Assessment: WIA service providers will be required to conduct an objective assessment for each eligible participant. The assessment provides the necessary foundation for the WIA service provider in partnership with the participant, to establish a service strategy that addresses their academic and vocational levels, skill levels, career interests and services needed to include but not limited to the following:

- |                      |                          |                          |
|----------------------|--------------------------|--------------------------|
| *family situation    | *interest and aptitudes  | *prior work experience   |
| *education           | (including interests and | *employability/work      |
| *basic skills        | aptitudes for non-       | maturity skills          |
| *occupational skills | traditional occupations) | *financial resources and |
| *motivation          | *attitudes toward work   | needs                    |
|                      | *supportive services     |                          |
|                      | needs, and               |                          |
|                      | developmental needs      |                          |

The service provider may accomplish assessment through interviewing, testing, counseling, etc., as set forth by the state. The provider must make appropriate provisions per the use of test assessment instruments for individuals with disabilities.

Career Strategy Plan: WIA service providers will be required to develop a Career Strategy Plan (CSP) for each eligible participant that meets the WIA requirements. The CSP will include identifying realistic educational and employment career goals taking into consideration the participant's assessment results. The CSP is an informal "contract" between the WIA service provider and the client.

The CSP contains education and employment goals (including, in appropriate circumstances, non-traditional employment), associated achievement objectives, including competency levels to be attained by participants as a result of program participation, time frames for achievement of objectives, appropriate services for participants, documentation that the participant was told of the requirements for self-sufficiency and the occupational demands within the labor market.

At a minimum, a quarterly review of the CSP by the WIA Program Administrator shall be made to evaluate the progress of each participant in meeting the objectives of the service strategy. The participant's progress in acquiring training and employment as appropriate, and the adequacy of the supportive services provided and documentation will also be included in the periodic evaluation. The CSP will be used as the basic instrument to document the appropriateness of the decisions made concerning the combination of services for the participant, including referrals to other programs for specified

activities. Training provided by the service provider should be in accordance with the CSP. The Provider must assist the client in attaining the goals set forth in the CSP.

Because WIA resources are generally insufficient to provide the full range of training or support services identified as needed in the CSP, every reasonable effort must be made to arrange job search and training as well as supportive services through other community resources for participants.

*Selection of Participants:* The service provider will select eligible applicants who have been assessed as meeting eligibility criteria as determined by the CSP and who have the minimum skills to successfully participate and complete the training as indicated on the CSP. Every effort is to be made to recruit a diverse population of participants as related to the provision for universal access to programs and activities in 29 CFR 37.42. Providers must broaden the composition of the pool of those considered for participation or employment in their activities and programs to include members of both sexes, of the various racial and ethnic groups and of various age groups, as well as individuals with disabilities. Reasonable accommodation must be provided for individuals with disabilities. Veterans and their eligible spouses/dependents are included in the priority group for service.

*Orientation:*

The service provider will conduct orientation to all participants. Orientation shall provide a participant with information about the WIA, offer guidance on personal and family problems and community resources, and prepare the participant for seeking and maintaining employment. The service provider will present "Labor Market Information" orientation and "World of Work" orientation, to include but not limited to, information on job hunting, personal interviews, unions and employee rights. Provider staff person will be designated to conduct participant orientation, and participants will receive the following information:

- The name and phone number of the assigned case manager
- Training programs (purpose and service available)
- Objective Assessment process (time, length, results)
- Individualized Service Strategy
- Grievance Policies and Procedures
- Participant Rights, Benefits, Complaint procedures
- EEO Designee
- Hatch Act/Nepotism
- Labor Market Information
- Services Available from non-WIA sources
- Attendance Requirements, as applicable.

Additional information will be provided to all participants/enrollees which includes, but is not limited to, the following:

- Length of Participation (program specific and formal limitations as appropriate)
- Review/Analysis of assessment results
- Designation of counselor, services available and schedules
- Enrollee's responsibilities (presenting required paperwork, contact with case manager, participation in the outcome of services provided)
- Submission of attendance/travel sheets
- Individual Training Account responsibilities (if applicable)
- Available Supportive Services

Participants will sign for receipt of information on the Hatch Act, nepotism, program referral, EIC, labor market information and equal opportunity.

Supportive Services: The WIA service provider will make available supportive services to participants through arrangements with other human services agencies in order to avoid duplication and maximize resources. Where community resources are not available to provide the supportive services as identified in the participant's CSP, the WIA service provider may provide supportive services according to the GWIB Supportive Services Policies. Supportive services will be based on funding availability.

Supportive services should be tailored to the individual's needs and may include transportation, temporary shelter, child/dependent care, housing, legal assistance, linkages to community services, financial counseling, referrals to medical services and assistance with uniforms or other work-related costs such as protective eyeglasses.

Insurance and Working Conditions: The service provider shall provide adequate on-site medical and accident insurance for all enrollees not covered by Guam's Workers' Compensation law. This coverage shall not include income maintenance. Contributions to a self-insurance plan, to the extent that they are comparable in costs and extent of coverage had insurance been purchased, are allowable upon prior approval by the Guam Workforce Investment Board. Requests for such approval are to be submitted in writing to the Board. On-the-Job Training (OJT) employers must provide proof of workers' compensation or comparable coverage prior to execution of the OJT contract.

No WIA client will be required or permitted to work, or receive services or training in a building or surroundings or under working conditions which are unsanitary, hazardous, or dangerous to the client's health or safety.

Counseling: The Case Manager will be responsible for the comprehensive guidance and counseling services provided to participants will assist each participant in realistically assessing his/her needs, abilities and potential by providing guidance in the development of vocational goals and the means to achieve them, and help with the solution of a variety of individual problems that may occur during participation.

Counseling will be provided on an individual or group basis. Additional counseling may be required by program design as set forth in the individual program descriptions. A case manager will be assigned to each participant during the enrollment process and will serve as the participant's primary contact person. The participant counseling sessions will be structured around the development of the Career Strategy Plan and the implementation of the service strategy. All counseling sessions will be documented and the case manager's signature will be on all records.

A Case Manager will be expected to:

1. Assist the participant in the development of his/her CSP;
2. Ensure that services provided are consistent and complementary, and that they provide the participant with the experience needed to develop new skills and behaviors; and
3. Provide continuous counseling support to the participant in the on-going development and modification of the CSP at a minimum of quarterly.

The focus of counseling will be the enhancement of the individual's employability skills, which will help the participant to secure and hold suitable employment. Case managers may work with the participants in using computer software that is available in employment counseling. Counseling shall at a minimum be provided to:

1. Strengthen the self-image of the participant and formulate his/her Career Strategy Plan;
2. Inform the participant of available job openings and the local economic conditions; and
3. Determine the supportive services needs of the participant and the intervention needed to meet these needs.

To assure that the participant is progressing in his prescribed training area, the case manager is required to maintain regular contact with the participant. The case manager is required to refer the participant to other community resources as needed or requested.

Job Referral and Placement: Each training program with placement goals is responsible for placing its completers. The Provider is responsible for job development and placement of participants, as applicable. The Provider's program design should also include job search training which teaches the participant skills such as interviewing techniques, getting a job and keeping it,

acceptable employee relations, how to complete an application, and resume preparation, etc.

Follow-Up: WIA service providers are required to provide follow-up services for adults, youth and dislocated workers, for a minimum of 12 months after program exit. Follow-up is to be done on all individuals that enter unsubsidized employment. Regular follow-up will establish relationships that can be important, not only when problems arise, but in preventing such problems and in establishing an on-going rapport with employers.

The Provider will distribute the Follow-up Letter and questionnaire to participants through the mail (regular and/or electronically) as specified by the GWIB. Each participant failing to respond will receive a telephone call to produce his/her responses. If he/she cannot be reached by telephone, the Provider will attempt to reach the participant at his/her home to obtain the questionnaire information. The questionnaire will then be reviewed for accuracy and placed in the participant's file. All follow-up efforts must be documented for monitoring purposes.

Coordination/Linkages: The Guam Workforce Investment Board requires that all adult, youth and dislocated worker Providers operate from the designated service delivery site. This coordination will ensure that eligible participant receive information on the full array of services available to them and referrals to appropriate training and programs. Other service options include providing effective connections to the job market and employers.

Describe in detail methods of providing “services” to clients that do not maintain regular contact with case managers.

*In accordance with WIA policy, the Case Manager shall document CSP and workforce system all attempts to make contact with client, including contacting of family members or friends listed as alternate contacts at time of program registration, and partner programs. If after 6-weeks a client has not maintained contact with case manager and is not actively engaged in a training activity, the case manager will begin initiate a soft exit of the clients. 2-more weeks of attempts are made before a formal exit is initiated. (A formal letter will be sent to the address on file, a copy of which will be included in the participant file. Negative exits will be the responsibility of the Case Manager)*

Describe the step-by-step process of progressing clients, in a timely manner, from Core Services to Intensive Services beginning with the initial contact that is made with WIA Staff (include all meetings, orientation, assessment, etc.).

- 1. When an island resident enters the one-stop career center their first contact will be with the greeter who will ascertain the client's immediate concern and have them sign in.*
- 2. The intake person will then inform of the services available and will do an initial verbal assessment.*
- 3. The intake person will then direct them to the key-train assessment center where they will take the reading for information, locating information, and applied mathematics assessment. A print out of the clients key-train results will be provided on the same day to the client.*
- 4. After completion of key-train assessment the participant will be directed to take a career assessment tool (i.e., career scope, choices and others).*

*If they are solely concerned with employment they will take the assessment to the ES representative. The ES representative will then match the results of the assessment with employment opportunities and make necessary referrals. If they are seeking training or are unsure of their career paths they will be directed to a Case Manager. The case manager will then use the assessment to give the client options for training to include continued training on the key-train system if the client scored below a bronze level. For our purposes, a minimum of bronze is necessary for consideration of WIA program participation.*

*After reviewing the scores the case manager will determine in accordance with local area policies if the person is a good candidate for the WIA program. If yes, the case manager will schedule an appointment within five (5) to ten (10) working days to have them return with the necessary paperwork to start processing.*

*If after being approved for intensive services they have not been enrolled within a two week period the program administrator will be required to follow-up. (Program Administrator will report to Director who will then report such incidents at the monthly board meeting)*

Describe how a Career Strategy Plan will be developed that identifies employment goals, appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Describe how the plan will be reviewed and updated.

*An individualized Career Strategy plan will be created to include the utilization of the career and skill level assessment tools as an identifier to enter the client into intensive services and will kills and training/employment options. The case manager will be responsible for reporting progress according to reporting protocols.*

Describe planned case management services, including how and when counseling will be provided for clients in Intensive Services.

*Each individual under the intensive service program will have an assigned case manager who will provide career counseling, assess client needs for appropriate supportive services not limited to child care, transportation and training, and referrals to partner programs. Case managers will:*

- *have at least one face to face meeting per month with their assigned client.*
- *Follow-up via phone, email, or fax with employer or training provider on assigned cases on client's progress monthly.*
- *Meet with partner programs through monthly peer to peer case reviews in order to provide a strategic plan in dealing with any potential or existing barriers which also outlines the roles and responsibilities of the peer to peer team members.*
- *Provide immediate supervisor monthly status report on assigned cases.*

Describe in detail your orientation process for clients enrolled in Intensive Services.

*The Provider will conduct orientation to all participants. Orientation shall provide a participant with information about the WIA, offer guidance on personal and family problems and community resources, and prepare the participant for seeking and maintaining employment. The Provider will present "Labor Market Information" orientation and "World of Work" orientation, to include information on job hunting, personal interviews, unions and employee rights. Provider staff person will be designated to conduct participant orientation, and participants will receive the following information:*

- The name and phone number of the assigned case manager
- Training programs (purpose and service available)
- Objective Assessment process (time, length, results)
- Individualized Service Strategy
- Grievance Policies and Procedures
- Participant Rights, Benefits, Complaint procedures
- EEO Designee

- Hatch Act/Nepotism
- Labor Market Information
- Services Available from non-WIA sources
- Attendance Requirements, as applicable.

Additional information will be provided to all participants/enrollees which includes, but is not limited to, the following:

- Length of Participation (program specific and formal limitations as appropriate)
- Review/Analysis of assessment results
- Designation of counselor, services available and schedules
- Enrollee's responsibilities (presenting required paperwork, contact with case manager, participation in the outcome of services provided)
- Submission of attendance/travel sheets
- Individual Training Account responsibilities (if applicable)
- Available Supportive Services

Participants will sign for receipt of information on the Hatch Act, nepotism, program referral, EIC, labor market information and equal opportunity.

Describe the step-by-step process of progressing clients, in a timely manner, from Intensive Services to Training Services beginning with the initial contact that is made with WIA Staff (include all meetings, orientation, assessment, etc.)

*Case managers will utilize the appropriate pathways focused on meeting the career strategy plan goals outlined in the initial assessment. The initial development of the career strategy plan will include career and key-train assessment results, timelines, goals and outcomes. This will also include a timeframe for advancing to training.*

## **TRAINING SERVICES**

Describe types of training services available through the WIA program.

*We have an eligible training provider list approved by the board which determines relevant training for Guam. The ETPL process will be determined by the board which will review applications and match approval with industry specific certifications. The training for WIA participants must lead to either stackable certificates, in a pathway approved by the administrator or a diploma at a two-year college, or a portable industry certification. Work readiness training will not count as training for the purposes of a WIA pathway instead it will be a prerequisite to receiving the GWIB approved training and will be a quarterly training event.*

Discuss the process for accessing quality consumer information so that eligible individuals can make informed decisions on where to receive training. Describe the process for ensuring that customer choice in the selection of an eligible training provider is maximized.

*Each client will be allowed to choose their training provider in accordance with their recognized skill level from their career and key-train assessment. If they do not have the skill level for the occupational training they desire they will work on the key-train remediation until they reach the appropriate level or choose from a different training provider who matches their level. The Program Administrator will sign off on the training and a monthly report will be compiled for presentation to the GWIB in accordance with the reporting protocols.*

Describe planned case management services, including how and when counseling will be provided for clients in Training Services.

*Each individual under the training service program will have an assigned case manager who will provide career counseling, assess client needs for appropriate support services not limited to child care, transportation and training, and referrals to partner programs. Case managers will have at least one face to face meeting per month with their assigned client.*

*Case managers will:*

- *have at least one face to face meeting per month with their assigned client.*
- *Follow-up via phone, email, or fax with employer or training provider on assigned cases on client's progress monthly.*
- *Meet with partner programs through monthly peer to peer case reviews in order to provide a strategic plan in dealing with any potential or existing barriers which also outlines the roles and responsibilities of the peer to peer team members.*
- *Provide immediate supervisor monthly status report on assigned cases.*

Describe in detail your orientation process for clients enrolled into training services.

*See orientation process for intensive services.*

## **SUPPORTIVE SERVICES**

Describe the process for verifying that participants are unable to obtain supportive services through other programs providing such services.

*Refer to GWIB supportive service policy. Referrals to partner agencies will determine whether duplicate services exist. These referrals must be processed in a timely manner (no later than 3 weeks).\*Researching electronic referral process.*

Describe supportive service policies to include amounts, duration, and determining factors in providing supportive services (i.e., childcare, transportation, etc.).

*Refer to GWIB supportive service policy. Supportive service levels will be determined by the GWIB, and will be dependent on available funds*

## **WA 301 Industry Collaboration**

*The ETPL was created in an effort to ensure participants in the WIA programs receive training which leads directly to industry certification, diplomas and credentials. This delivery strategy will ensure the maximize usage of WIA program dollars to create a competitive 21<sup>st</sup> century workforce for the island of Guam.*

*Partnerships with the business entities of Guam to include the Guam Chamber of Commerce, the Guam Contractors' Association, the Guam Hotel and Restaurant Association, and other non-affiliated business entities will seek to leverage training both paid and unpaid internship opportunities and innovative programs to link demand driven occupations with our training pathways.*

*We will seek to leverage grant opportunities at every available instance where the grant programmatic outcomes could possibly result in an increase in our ability to provide residents training in 21<sup>st</sup> century jobs. The established partnerships and community relationships will enable our program to provide the best possible outcomes for our citizens through private and public partnerships which reflect the Governor's vision towards decreasing poverty.*

## **WA 302 – 302.1 OSCC and Partnerships and OSCC Mandated Partners**

Recruitment, eligibility and certification must be conducted in such a way to ensure that target populations are served, and that planned enrollment levels are met. Outreach and recruitment will be performed through coordination with other human service delivery agencies within Guam, especially those that are partners in the One-Stop Career Center. (GWIB policy shall identify the recognized partners). The Provider will coordinate with human service agencies to include but not limited to the following: the Public Schools, the Housing Authorities, Department of Social Services, Veterans' Services, Employment Security Commission, Health Department, Community Colleges, Community Based Organizations, Vocational Rehabilitation, Services for the Blind, Title V programs, and Department of Correction. Coordination will be achieved among service providers through WIA orientation/training sessions and written coordination agreements, if needed. Other agencies will be advised of the WIA services available through newspapers, fact sheets, and/or media public service announcements and through electronic linkages and the

One-Stop Career Center. Where appropriate, this should align with the GWIB state integrated 2012-2016 Work Areas as presented in Part II. of the GWIB Operational Plan.

Describe the process for referring individuals to the appropriate agency for those services not available at the One-Stop Career Center.

*We will actively outreach to provide as much access to non-profit and faith based organizations that provide support services to island residents. Our goal is to have as many co-locate at the OSCC as possible. Referral forms will be used to track which services are being utilized within the OSCC and through our various partner agencies so we can adjust resources accordingly to meet the needs of our OSCC clients.*

## **ONE-STOP SYSTEM LINKAGES AND BENEFITS**

### **WA 302 OSCC and Partnerships**

Describe your proposed role as a One-Stop Operator.

*The one-stop operator will function as the hub for workforce development activities on the island of Guam by partnering with government agencies, CBOs, business and industry, and faith based organizations to create a climate for skill attainment and development for all island residents which lead to employment opportunities.*

Describe how your plan adds value and benefits to the One-Stop system and its customers.

*To integrate all primary partners and linking all employer industry arms, the linkage being the one-stop operator who will serve as the gateway or navigator to employment.*

Describe how you will meet the system's expectations of partnership.

*Formalize partnerships by updating and solidifying partnership roles and responsibilities. This formalized MOU will consider partner needs with their perspective programs as well as the best service practice available in integrating those needs with the other partners.*

### **WA 305 Organizations**

Describe how faith-based and community based organizations currently or may play an enhanced role in offering services to participants. Outline action steps to strengthen collaboration efforts with faith-based and community based organizations to better meet the supportive services needs of WIA customers.

*A concerted effort will be made to invite more participation within the one-stop for faith based and community based organizations based upon their service delivery models.*

**WA 307      Guam Employment Service**

Describe your plan for linking and referring customers, including youth (14 to 21).

*A referral form will be used to refer and track clients among partner agencies. The number of referrals will be reported at the monthly GWIB meetings. The partner MOU will solidify the timelines and referral process.*

**WA 407      Outreach and Advertisement-SOW**

All recruitment brochures and information must contain the state Relay numbers for use by the hearing impaired, and must contain the “equal opportunity employer/program” statement. All material must also include the statement that “auxiliary aids and services are available upon request to individuals with disabilities.” The Provider must comply with all related sections of 29 CFR Part 37. *Where appropriate such materials and references should be reviewed by the OSCC partner (Vocation Rehabilitation).*

Describe the activities and methods that will be used for outreach and recruitment for potential adult participants.

*We will link with partner agencies through village mayors, public libraries and malls to create satellite offices to provide core services for residents. We will continue with marketing activities to include various media outlets and opportunities provided through job fairs and other local activities.*

**WA 905      Workforce Reports**

Discuss how labor market information is provided to clients to assist them in making decisions regarding curriculums to pursue.

*The case managers will have at their disposal annual labor market information to share and explain to the client as provided by the GWIB through USDOL and partner programs.*

**WA 905.1      Information Technology and Training**

Reporting Requirements and Management Information System (MIS): The Provider will utilize the designated WIA Workforce System as approved by the GWIB. All data collected and entered will be stored in a central database.

1. All Case Managers shall be required to maintain in the workforce system intensive case notes, counseling notes and activity notes.
2. All Case Managers are required to maintain individual participant folders with signed and printed documents, verification of employment, leave/exit forms, post program activities, case and activity notes, and follow-up documentation and each applicant's CSP.
3. All Case Managers will maintain and document in the Workforce system and on the CSP a record of referrals made to other service providers and other Human Resources Agencies for supportive services.
4. All Case Managers are responsible for entering data accurately within two (2) working days.

### **Workforce System-SOW**

Discuss in detail case notes documentation to ensure compliance with regulations to include frequency of entering case notes in Workforce System and placed in file folders.

*Case note documentation occurs at every services point; a requirement of providing at minimum 1 note per month for each active clients; this performance standard is tied to the case manager's Work Planning Performance Evaluation to ensure documentation occurs.*

**WA 907**

### **Performance Standards-Performance Measures and Performance Outcomes**

*Program Performance Measures:* The Workforce Investment Act establishes a comprehensive performance accountability system in order to optimize the return on investment of Federal Funds and to assess the effectiveness of achieving continuous improvement of workforce investment activities funded under Title I. The Guam Workforce Investment Board will be negotiating performance goals for PY2012 U.S. Department of Labor, in the interim and in the absence of an approved performance rate, the GWIB will be using the national average and will be measured by the following Common Measures:

<b>ADULT AND DISLOCATED WORKER PERFORMANCE MEASURES</b>	
Measure	Formula
Entered Employment	<p>Of those adults who are not employed at registration:</p> <p>The number of adults who are employed in the first quarter after the exit quarter</p> <p>Divided by</p> <p>The number of adults who exit during the quarter</p>
Retention Rate	<p>Of those adults who are employed in the first quarter after the exit quarter:</p> <p>The number of adults who are employed in the second and third quarter after the exit quarter.</p> <p>Divided by</p> <p>The number of adults who exit during the quarter</p>
Adult/Dislocated Workers Average Earnings	<p>Of those adults who are employed in the first, second, and third quarter after the exit quarter:</p> <p>Total earnings in the second quarter plus total earnings in the third quarter</p> <p>Divided by</p> <p>Number of adults who exit during the quarter</p>

The U.S. DEPARTMENT OF LABOR, ETA Government Performance and Results Act Goals for PY2012 are given as a guideline. GWIB has not received Performance Goals for PY 2012.

NATIONAL GRPA WIA Performance Goals

U.S. DEPARTMENT OF LABOR, EMPLOYMENT AND TRAINING ADMINISTRATION	LOCAL AREA 2012 GPRA GOAL	Program Proposed
Adult Entered Employment	53.7 %	30%
Adult Retention	73.7 %	70%
Adult Average Earnings	\$13,178	\$15,080
Dislocated Workers Entered Employment	50.6%	35%
Dislocated Workers Retention	78.3 %	75%
Dislocated Workers Average Earnings	\$15,840	\$18,720
WIA Youth Placement in Employment or Education	53.6%	30%
Attainment of Degree or Certificate Rate	53.4%	56%
% Students who Achieve Literacy or Numeracy Gains	39.7%	40%

**PLANNED EMPLOYMENT OUTCOMES**

Describe your job development/placement strategies (including methods to assist clients with finding unsubsidized employment and efforts to assist clients with securing unsubsidized employment in a timely manner.

*The Career Choices and Key-train assessment will help identify occupational avenues for clients. These will be matched with available employment opportunities (this is to ensure a positive experience for both the job seeker and the employer). If they do not possess the requisite skills, a strategy will be created to drive them towards a National Career Readiness Certificate, which will be used to leverage their services for apprenticeship or OJT service. In partnership with the Guam Chamber of Commerce, and the Guam Contractors Association, we will continue to market the NCRC to entities such as the Guam Hotel and Restaurant Association, and other non-government organizations (NGOs) as a necessary credential for hire*

**WA 200-213 WA Adult Training Programs-SOW**

- WA 209 Adult On-the-Job Training-SOW
- WA 212 Classroom Based Training-SOW
- WA 213.1 Adult Customized Training-SOW

Describe your plans for implementing the OJT component within your WIA Program, including strategies to make participants and employers more aware of the program and benefits of participating in the OJT component.

*The use of the on-the-job (OJT) training component will be utilized in a similar fashion to the work experience we will utilize the Career Choices and Key-train assessment to help identify occupational avenues for clients. These will be matched with available employment opportunities (this is to ensure a positive experience for both the job seeker and the employer). If they do not possess the*

*requisite skills, a strategy will be created to drive them towards a National Career Readiness Certificate, which will be used to leverage their services for OJT service. In partnership with the Guam Chamber of Commerce, and the Guam Contractors Association, we will continue to market the NCRC and OJT component to entities such as the Guam Hotel and Restaurant Association, and other non-government organizations (NGOs) as a necessary credential for hiring a competent workforce.*

**WA 210      Work Experience**

Describe your plans for implementing the Work Experience component within your WIA Program, including strategies to make participants and employers more aware of the program and benefits of participating in the Work Experience component.

*The use of the work experience component, while a valuable tool to augment training opportunities will be limited to those WIA participants enrolled in a training component; who in accordance with GWIB policy.*

**WA 202      Adult Dislocated Worker-SOW**  
WA 212      Classroom Based Training-SOW  
WA 209      Adult Customized Trainin –SOW  
WA 213.1    Adult Customized Training-SOW

Describe the activities and methods that will be used for outreach and recruitment for potential dislocated workers.

*The One-Stop Career Center has a Rapid Response Team of specialists or subject matter experts who provide information resources and services to communities, businesses, and individuals who are addressing economic impacts or industry changes that may lead to worker layoffs or downsizing. The Director will have a continuous process of informing the business community of one-stop services including responses to potential dislocation (please see attached Rapid Response program outline). We will link with partner agencies through village mayors, public libraries and malls to create satellite offices to provide core services for dislocated workers.*

**Youth Training Programs-SOW**

**WA 105                      Training and Development of Youth Workers**  
Sub WA 105.1            On the Job Training-SOW  
Sub WA 105.2            Customized Training Youth -SOW

## **WA 311 Individual Training Accounts**

Describe how Participant vouchers will be issued, to eligible individuals to finance training services (tuition, fees, books, and supplies).

*An individual training account which will include a financial award analysis will be created by the case manager for each participant before they are sent to training. The information gathered will be used to process vouchers which will be transmitted from the Administrative Services Officer(ASO) directly to the training providers.*

Describe how the Participant Voucher system will be administered.

*The ASO will keep records on requested payments and provide a monthly report as to the amount spent, the monitoring and oversight committee will create a schedule to look at activities related to payment vouchers to ensure compliance with local area policies.*

## **WA 302 OSCC Partnerships**

Specify the location of the One-Stop Center and satellites through which you will provide services.

- *One-Stop Career Center is located on the ground floor of the GCIC Building, 414 West Soledad Avenue, Hagatna, Guam 96910.*
- *Satellite offices would be established in the North, South, and Central with information sites established at village mayors, public libraries, and malls.*

Describe the activities and methods that will be used for outreach and recruitment for potential adult participants.

*We will link with partner agencies through village mayors, public libraries and malls to create satellite offices to provide core services for residents. We will continue with marketing activities to include various media outlets and opportunities provided through job fairs and other local activities.*

Describe the process for referring individuals to the appropriate agency for those services not available at the One-Stop Career Center.

*We will actively outreach to provide as much access to non-profit and faith based organizations that provide support services to island residents. Our goal is to have as many co-locate at the OSCC as possible. Referral forms will be used to track which services are being utilized within the OSCC and through our various partner agencies so we can adjust resources accordingly to meet the needs of our OSCC clients.*

### **WA 903.3 Program Evaluation and Monitoring**

Describe how internal program monitoring activities will occur include internal monitoring of progression of clients for services, tracking participants progress and attendance, case notes and participants file folders, etc.

*Deployment of client tracking application (via MIS) that would provide data sharing with case manager to track information and client progress. Program Supervisors will work closely with case managers to minimize gaps in services and ensuring progression of client skills.*

- *Establish protocols for communicating with service provides for tracking participants progress and attendance when engaged in an activity.*
- *Case managers performance appraisal require at minimum 1-client contact per month*

### **WA 911.1 Non-Discrimination Awareness-SOW**

Provide a detailed statement of the organization's policy for prohibiting discrimination on any prohibited ground, to: registrants, applicants, eligible applicants/recipients, participants, applicants for employment, employees, and members of the public; including those with disabilities and steps to ensure compliance.

*A statement of non-discrimination for each case manager is signed at time of employment. During registration into a program client and case manager sign statements of assurance and policy affirmation ensuring non-discrimination, nepotism, political activities, and drug free workplace. Prior to the start of training programs, or quarterly; whichever is sooner, participants will receive an orientation to cover their responsibilities and the expectations of the program.*

Explain how all participants will be informed of EO policies and procedures.

*A statement of non-discrimination for each case manager is signed at time of employment. During registration into a program client and case manager sign statements of assurance and policy affirmation ensuring non-discrimination, nepotism, political activities, and drug free workplace.*

### **WA 301 Industry Clusters and Collaboration-SOW**

Describe any in-kind contributions to the program that will be contributed to the program.

- *Employment Program Administrator will continue to work with industry liaisons and partner agencies for in-kind contribution of program resources.*
- *Leverage supports of Community-Based Organizations to bring non-employment related resource to clients in need of supports to sustain standard quality of life.*

- *Continue to access training programs provided by Non-Governmental Organizations that assist clients with immediate access to employment supports.*
- *Leverage quantifiable support from partner agencies in the form of personnel assigned to the OSCC;*
- *Public facilities utilized as satellite OSCC;*

Discuss linkages to community agencies and organizations that will be utilized to provide clients with services, training and employment.

*The agency engages in continuous outreach and participating in public forums to network with current providers of services while seeking the engagement of new providers. The quality of services is assessed on the attainment of skills a participant receives that leads to obtaining and/or sustaining employment. (See appropriate partner workforce areas in the strategic plan).*

### **WA 202 and 202.1- Dislocated Worker and Rapid Response Services-SOW**

Describe how you will coordinate services with Rapid Response services to ensure that eligible Dislocated Workers are fully aware of the services available through the WIA program and have access to these services.

*The OSCC has a Rapid Response Team of specialists who provide information, resources and services to communities, businesses, and individuals who are addressing economic impacts or industry changes that may lead to worker layoffs or downsizing. Rapid response is a proactive program designed for two major purposes:*

- *To help growing business obtain the information and resources needed to stay competitive including links to skilled workers; and*
- *To respond to layoffs and closures by quickly coordinating services and providing immediate aid to management and affected workers.*

Describe the activities and methods that will be used for outreach and recruitment for potential dislocated workers.

*The One-Stop Career Center has a Rapid Response Team of specialists or subject matter experts who provide information resources and services to communities, businesses, and individuals who are addressing economic impacts or industry changes that may lead to worker layoffs or downsizing. The Director will have a continuous process of informing the business community of one-stop services including responses to potential dislocation (please see attached Rapid Response program outline). We will link with partner agencies through village mayors, public libraries and malls to create satellite offices to provide core services for dislocated workers.*

**Strategic Goal 2: Provide useful and timely data and reports on economic and workforce development.**

A sound and effective workforce reporting system is essential for meeting the HIRE LOCAL theme. This need is supported by the GWIB's adoption of the Statement of Work (SOW) policy which creates the best reporting infrastructure that reflect the needs of program development, funding, and reporting. The trend towards performance measures reporting is upon us and incorporating this as a key goal area ensures our vision and strategies reflect the latest WIA provisions.

**WA901-911 Program and Project Support and Administration**

*Work Areas included in this category:*

WA 901-911

**WA 905 Data Gathering, Management, and Analysis**

Work areas included in this category:

WA 201-211, WA 406, WA 905

**Sub WA 905.1 Information Technology and Training**

Workforce Reports

Information Technology Infrastructure

Website

Social media

Monitoring and Reporting

IT Assessments and Evaluations

**WA 905.1A Objectives:**

WA 905.1A1 Provide end users with proficient, cost effective, secured, continually improved technological products, IT support, data management and reporting

WA 905.1A2 Provide staff members with the necessary resources and training to aide in the improvement of efficient comprehensive solutions to information technology concerns and challenges

**WA 905.1B Actionable Strategies:**

WA 905.1B1 GWIB and Agency Network - Rebuild network backbone to provide consistent and reliable data transfer.

WA 905.1B2 Server - Implement directory services to provide secure authentication of users and computers as well as provisioning centralized management within group policy.

WA 905.1B3 PC Workstations - Deploy industry standard workstations; hardware and software technology driven.

WA 905.1B4 Mobile Strategic Planning Unit - Provide complete mobile and transportable strategic planning unit to assist in emergency situations.

- WA 905.1B5 Guam Workforce System - Provide a system to manage client data, growth analysis and federal reporting.
- WA 905.1B6 Agency Website - Rebuild official website with enhanced content to communicate, market and provide information to all end-users.
- WA 905.1B7 Management Information Systems Staffing - Recruit qualified personnel to maintain current and future technological needs.
- WA 905.1B8 Contractual Service - Provide a professional contractual service to assess and assist with all technological advancements.
- WA 905.1B9 Capacity Building/Training - Provide training to all end-users to increase knowledge and maintain continuity with the advancements of technology.

**WA 905.1C Outcome Indicators:**

- WA905.1C1 A modern, precise, all-inclusive, quality integrated information in a safe, effective, and reliable standard to reflect agency activities to improve decision making and workflow processes.
- WA905.1C2 Solutions for software applications, hardware technology, and network infrastructure to support reliable data delivery
- WA905.1C3 Availability of information technology tools to improve agency workflow, therefore more efficient and manageable.
- WA905.1C4 Management Information Systems staff certified training in their related fields to convey outstanding user service and satisfaction.
- WA905.1C5 Quality technical training and services to agency staff members with the endorsement of security and disaster recovery organization stability.

**WA 909 Workforce Studies and Research**

- Workforce Monographs
- Industry Reports
- Workforce Surveys
- Research

**Sub WA 909.1 Workforce Special Surveys and Research**

According to the Guam Department of Labor (GDOL) March 2012 Unemployment Report, Guam’s unemployment rate of 11.8% showed a decrease of 1.5 percentage points from March 2011 and increased 2.5 percentage points from September 2009 of 9.3%. While the unemployment rate for March 2012 shows a decrease in the number of persons unemployed, the number of persons employed also decreased. The GDOL unemployment report also indicated that the unemployment rate drop was primarily due to persons reporting leaving the workforce, but no longer looking for work. The Guam Employment Services (GES) can provide the data on job openings of the private sector seeking to employ foreign workers and for federal contracts, these jobs are primarily from the Construction (347 job openings) and Transportation/Warehouse (77 positions) industries. Other services include only 13 available openings. Total job openings are 497.

The 2009 Annual Census of Establishment survey, conducted by the GDOL, indicate that there were 45,912 employed in the private sector, of which 6,535 (10.67% of total employed) are in the Construction industry and 4,731 (7.72% of total employed) in the Transportation and Public Utilities industry. Total number of employed as of 2009 in all industries is 61,261. Therefore, we can approximate that the GES total figures of job openings reflects less than 1% of the total workforce.

The 2008 Navy's Report to Congress on the Alien Labor requirement is about 20,000. Current figures show about 1,074 H2-B foreign workers currently working in Guam. Based on current available data that can be extracted from available resources,

### **Sub WA 909.1 Workforce Special Surveys and Research**

#### **WA 909.1A Objectives:**

- WA 909.1A1 Conduct an island-wide survey of needs assessment of workforce needs periodically to include questions on which workforce can be recruited locally, which of the workforce, with additional training can be provided locally, and what types of training must be provided off-island, and which of these off-island training needs can be established
- WA 909.1A2 GWIB Annual Reports and Workforce Monographs Commission Special Workforce Reports and Studies through surveys, focus groups
- WA 909.1A3 Develop Workforce periodicities for GWIB

#### **WA 909.1B Actionable Strategies:**

- WA 909.1B1 GWIB Industry Reports and Partner Reports
- WA 909.1B2 Guam Workforce Surveys and Needs Assessments
- WA 909.1B3 Workforce Data Sets
- WA 909.1B4 Workforce partnerships to conduct research with educational institutions.

#### **WA 909.1C Outcome Indicators:**

- WA909.1C1 Annual Workforce Report Abstracts
- WA 909.1C2 Increase use of reports for GWIB Policy decision-making and establishment of program priorities

## PROGRAMS AND ACTIVITIES INCLUDING PARTNER PROGRAMS

The following list of programs provides a reference to the existing and planned programs under the 2012-2016 Guam Workforce Integrated State Plan.

- Secondary Career and Technical Education (CTE) including Carl Perkins IV/Secondary (High School 9-12)
- Post-secondary CTE (After High School)
- Youth – Young Adults/PTC
- Adults
- Dislocated Workers (to include Displaced Homemakers)
- Adult Education
- SNAP (DPHSS)
- Wagner-Peyser – Employment Services
- Disabled Services – Department of Integrated Services for Individuals with Disabilities
- Veterans Services – Disabled Veterans Outreach Program
- TANF (DPHSS)
- Community Training Services – Guam Housing and Urban Renewal Authority

## OPERATING SYSTEMS AND POLICIES SUPPORTING THE STATE STRATEGIES

The GWIB has established policies, guidelines, and resolutions as its governance and guiding principle. These policies provide the guidance for managing the WIA funds and operational and program issues related to the agency. The Workforce Area (WA) classifications align policies, guidelines and governing resolutions to the proposed programs. All WA's are aligned according to the GWIB overarching goal areas where appropriate.

**Strategic Goal 3: Provide and effective and integrated workforce learning continuum or system to promote lifelong learning and align regional economies (linking GDOE, AHRD/DOL, GCC and UOG).**

**WA 201-211 Adult Training Programs**  
*Work Areas included in this category:*  
WA 201-211, WA 406-407, WA905

WA 201	Lifelong Learning
WA 202	Dislocated Worker
WA 203	Incumbent Worker
WA 204	Seniors
WA 206	Apprenticeship
WA 206A	WIA Partnerships with Registered Apprenticeship Sponsors

## **SERVICES TO STATE TARGET POPULATIONS**

The following section provides a summary of all available programs under WIA Title I funding – i.e. Youth, Adult, and Dislocated Worker. This section also incorporates the related target population – i.e. Long-term unemployed; the under-employed; Low-income individuals; Veterans; Individuals with limited English proficiency; Homeless individuals; Ex-offenders; Older workers; Individuals training for non-traditional employment; and Individuals with multiple challenges to employment.

Strategic Goal 3 serves as the anchor framework necessary to begin the systematic leveraging of programming resources and expertise among workforce partners and industry collaborators. Focus is on direct alignment with education program delivery and student learning environment. Through innovation and adoption of proven best practices of school-based learning and the matching transition initiatives, students gain advice, guidance, and a solid experience building on workplace standards and expectations of the ever-evolving career offerings.

The objective of this program is to encourage youth to complete school through alternative education programs, as well as to provide exposure to the world of work through career exploration and skill development. After an initial evaluation by the OSCC Intake staff, youth may be referred for intensive services provided they meet the eligibility requirements, or if they are unable to obtain employment through core services alone. Intensive services are administered by an assigned case manager and typically include: Development of a Career Strategy Plan (CSP) through occupational and educational goal setting; Identification of barriers to completing secondary education and/or employment; Mentoring on employability; Work readiness coaching; Job development to match clients with local employers; Referrals to partner programs for supportive services; Paid and unpaid work experiences; Occupational skills training; Leadership development opportunities; Follow up services for not less than 12 months; Comprehensive guidance and counseling.

Youth must be ages 14-21, low income as defined in the WIA section 101(25), and meet at least one of the following barriers to school completion or employment: 1) Deficient in basic literacy skills; 2) School dropout; 3) Homeless, runaway, or foster child; 4) Pregnant or parenting; 5) Offender; or 6) Is an individual who requires additional assistance to complete an educational program, or to secure and hold employment (WIA sec. 101(13)). Five percent of participants may be exempt from the low income requirement as long as they meet at least one of the six specified barriers to school completion or employment. At least 30 percent of the allotments must be dedicated to out-of-school youth.

### **National Key Program Components:**

- Alignment to New Strategic Direction for meeting training needs of most neediest youth;
- Implementation of a demand-driven workforce system;
- Improved development and delivery of workforce information to support workforce investment boards in their strategic planning and investments;
- Providing tools and products that support business growth and economic development;
- Providing quality career guidance directly to students, job seekers and their counselors through One-Stop Career Centers

The WIA requires workforce development systems to provide comprehensive youth services to meet the needs of our state's most at-risk and disadvantaged youth. The essential needs of youth are physical health, mental health, intellectual health, civic and social involvement, and employability.

In 2003, recommendations from The White House Task Force Report on Disadvantaged Youth charged federal agencies serving youth with developing more effective interagency collaborations to better serve those youth most in need. In 2004, the USDOL/ETA adopted its strategic vision to serve out-of-school and at-risk youth.

Recognizing the need to involve other federal agencies in this collaborative effort, a national cross-agency group was created and eventually evolved into the Shared Youth Vision Federal Partnership<sup>4</sup>.

In 2006, the Federal Partnership adopted the following mission statement:

*“The mission of the Shared Youth Vision Partnership is to serve as a catalyst at the national, state, and local levels to strengthen coordination, communication, and collaboration among youth-serving agencies to support the neediest youth and their healthy transition to successful adult roles and responsibilities.”*

Mirroring the spirit of the Shared Youth Vision Federal Partnership, the Guam Workforce System has also engaged the relevant local agency counterparts in dialogues and decision-making for WIA Youth program activities. Furthermore, we strive to ensure that the following ten (10) program elements are made available in conjunction with all Youth program activities:

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies;
2. Alternate secondary school services, as appropriate;
3. Summer employment opportunities that are directly linked to academic and occupational learning;
4. As appropriate, paid and unpaid work experiences, including internships and job shadowing;
5. Occupational skill training, as appropriate;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate; and
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

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<sup>4</sup> Members of Shared Youth Vision Federal Partnership: U.S. Department of Education; U.S. Department of Health and Human Services; U.S. Department of Housing and Urban Development; U.S. Department of Justice; U.S. Department of Labor; U.S. Department of Transportation; U.S. Social Security Administration; Corporation for National and Community Service

<b>WA 101-110</b>	<p><b>Youth Training Programs</b></p> <p><i>Work Areas included in this category:</i>  WA101-110, WA 310-311, WA 402, WA 406, WA 407, WA 409, WA 903, WA 904-905, WA 907, WA 909</p>
<b>WA 104</b>	<b>High-risk, Underserved Individuals and Families</b>
<b>Sub WA 104.1</b>	<b>In-School Outreach Program</b>
<b>WA 106</b>	<p><b>Youth Talent Development</b></p> <p>Career ladders  Articulation of secondary and post-secondary programs  Linking workforce jobs with education programs  School based initiatives</p>
<b>Sub WA 106.1</b>	<b>Youth Entrepreneurship Education</b>
<b>Sub WA 106.1A</b>	<b>Youth Talent Development through the Learning Continuum</b>
<b>Sub WA 106.1B</b>	<b>Localizing Enterprise Facilitation Concepts</b>
<b>Sub WA 106.1C</b>	<b>Entrepreneurship Initiatives</b>
<b>Sub WA 106.2</b>	<b>Youth Career-based Learning Continuum Awareness and Integration (Align workforce development with educational programs)</b>
<b>WA 108</b>	<b>Classrooms-to-Careers (CTC)</b>
<b>Sub WA 108.1</b>	<p><b><u>Youth-to-Work-CTC</u></b></p> <p>In-school Youth Programs  Pathways to Careers  Internships  Summer Employment  Youth Conferences  Youth Outreach  Junior Statesmen  Supportive Services</p>
<b>Sub WA 108.2</b>	<p><b><u>Youth Resource and Asset Mapping</u></b></p> <p>Career Mentorship  Career Ladder  Data, Information and Reporting  Industry Collaboration</p>
<b>Sub WA 109</b>	<p><b><u>Young Adults Employment and Training Program</u></b></p> <p>Programming Support  Learning Continuum  Technical Assistance  Case Management  Grantsmanship</p>

**WA 110**

**Other Youth Programs**

Youth Initiatives  
Cost Avoidance Strategies  
Youth Coalitions  
Youth Council

**Sub WA 110.1**

**Youth Cross Agency Workgroup**

**Sub WA 110.2**

**Youth Build and Job Corp**

**WA 104**

**High-risk, Underserved Individuals and Families**

**Sub WA 104.1**

**In-School Outreach Program**

This program an intensive 4-day workshop designed to prepare youth seeking immediate employment due to social barriers, economic conditions and uncertainties of completing high school. The topics covered are as follows: Day 1) One-Stop Career Center services for youth; Day 2) Resume writing and job applications; Day 3) Employer perspectives; Day 4) Success stories and testimonials. At the end of the program, participants see their qualities translated into a resume and generic job application. They are equipped with sufficient material to begin a job search.

This program targets Guam’s most at-risk population – youth with a disability, youth offenders/ex-offenders, and pregnant/parent youth. Participants are between 15-21 years old and likely to enter employment within the next 6-months. Participants typically experience one or more of the following scenarios: Economically disadvantaged in-school youth attending alternative education; Undergoing last attempt by Guam Department of Education to be retained in secondary education; At risk of dropping out or being withdrawn from high school; Waiting until age 16 to be eligible for withdrawal; Attending behavioral modification component to remain in high school.

**WA 104.1A1 Objectives:**

- WA 104.1A1 Establish pipeline for most at-risk youth to enter the Passport to Careers Program
- WA 104.1A2 Establish follow through with school counselors on continuing services for students and referral system withdrawing participants
- WA 104.1A3 Maintain constant communication between participant, school counselor and program staff with support immediately available as the need arises

**WA 104.1B Actionable Strategies:**

- WA 104.1B1 Provides linkages to network of supportive services via the OSCC
- WA 104.1B2 Provide technical assistance and support related to immediate employment with a resume and generic job application
- WA 104.1B3 Develop system to track participants after program completion

WA 104.1B4 Develop after school services for participants to engage in positive alternatives

WA 104.1B5 Match participants with mentors and peer support

WA 104.1B6 Develop annual schedule that allows for program continuity

Develop staff competency for working with this target population (i.e. those with complex barriers to completing high school) in order to improve service

#### **WA 104.1C Outcome Indicators**

WA 104.1C1 Increased academic achievement

WA 104.1C2 Increased in youth programming support for workforce training and career pathways

WA 104.1C3 Decreased involvement in risky behaviors

### **WA 106 Youth Talent Development**

#### **WA 106.1 Youth Entrepreneurship Education**

This Sub plan of Work area recognizes the need to support strategies building on increased entrepreneurship education. This supports the e3 framework and speaks to economic development. Communities will have access to a range of guided programs that help individuals increase their income and business generation options. Using existing business technical assistance resources of the partners allows for effective leveraging that will enable individuals, businesses and economic development agencies achieve their common economic development agendas. The e3 framework reflects the workforce design of a multidisciplinary team/partner approach towards enterprise facilitation.

National Key Program Components:

- Customers making informed choices based on quality workforce information and accessing quality training providers;
- Improved development and delivery of workforce information to support workforce investment boards in their strategic planning and investments;
- providing tools and products that support business growth and economic development;

#### **WA 106.1A Youth Talent Development through the learning continuum model**

##### **WA 106.1A1 Objectives:**

WA 106.1A1a Promote Youth Career Ladder programming

WA 106.1A1b Articulation of secondary and postsecondary programs that offer career preparation for participating students and provide graduates with lifelong learning and training for career development in emerging growth areas.

- WA 106.1A1c Link workforce development jobs with Educational Programs aligned to learning continuum in priority or focused areas: MOUs and MOAs
- WA 106.1A1d Structured programs supporting youth core initiatives

**WA 106.1A2 Actionable Strategies:**

- WA 106.1A2a School Based Workforce Initiatives
- WA 106.1A2b Curriculum mapping between secondary and post-secondary programs
- WA 106.1A2c Joint-faculty partnerships between the Guam Community College and the University of Guam

**WA 106.1A3 Outcome Indicators:**

- WA 106.1A3a Community based program alignment
- WA 106.1A3b Increased youth programming
- WA 106.1A3c Increased youth governance

**WA 106.1B**

**Localizing Enterprise Facilitation Concepts**

**WA 106.1B1 Objectives:**

- WA 106.1B1a Understanding and being able to develop action plans (Business plans)
- WA 106.1B1b Entrepreneurship Resource Mapping of programs and successes
- WA 106.1B1c Community Based Resource Assessment
- WA 106.1B1d Organize Producer/Marketing Cooperatives
- WA 106.1B1e OSCC based resources and business plans

**WA 106.1B2 Actionable Strategies:**

- WA 106.1B2a Create a HYBRID of Enterprise Facilitation modules and pilot program
- WA 106.2B2 Program development for all GWIB partners and collaborators to promote the concept of entrepreneurship

**WA 106.1B3 Outcome Indicators:**

- WA 106.1B3a Number of Entrepreneurship programs offered through partners and OSCC
- WA 106.1B3b Usage of entrepreneurship resources and business plan adoption
- WA 106.1B3c Reports of Entrepreneurship programs

**WA 106.1C**

**Entrepreneurship Initiatives**

**WA 106.1C1 Objectives**

- WA 106.1C1a Mini-grants for Entrepreneurship Initiatives
- WA 106.1C1b Coordinated Entrepreneurship Seminars and Conferences
- WA 106.1C1c Provide education activities that give participants basic business skills to evaluate their proposed venture and potential feasibility

**WA 106.1C2 Actionable Strategies:**

WA 106.1C2a	Coordination of SBDC and GEDCA programs
WA 106.1C2b	Entrepreneurship Summit and OSCC Business partner series
WA 106.1C2c	Pilot Community based Village Enterprises
WA 106.1C2d	Promote Guam Product Seal Program

**WA 106.1C3 Outcome Indicators:**

WA 106.1C3a	Increased funding to programs
WA 106.1C3b	Number of participants in workshops and receiving grants
WA 106.1C3c	Number of workshops offered
WA 106.1C3d	Number of business licenses secured by participants (OSCC)

**WA 106.2 Youth Career-based Learning Continuum Awareness and Integration (Align workforce development with educational programs)**

**WA 106.2A Objectives:**

WA 106.2A1	Promote Youth Career Ladder programming
WA 106.2A2	Articulation of secondary and postsecondary programs that offer career preparation for participating students and provide graduates with lifelong learning and training for career development in emerging growth areas.
WA 106.2A3	Link workforce development jobs with Educational Programs aligned to learning continuum in priority or focused areas: MOUs and MOAs
WA 106.2A4	Structured programs supporting youth core initiatives
WA 106.2A5	Youth Councils and GWIB representation

**WA 106.2B Actionable Strategies:**

WA 106.2B1	School Based Workforce Initiatives
WA 106.2B2	Curriculum mapping between secondary and post-secondary programs
WA 106.2B3	Joint-faculty partnerships between the Guam community college and the University of Guam in program delivery and teaching, to include local and regional partnerships with the Pacific Post-Secondary Education Council.
WA 106.2B4	Pilot certifications for pathways to emerging growth clusters
WA 106.2B5	Village based capacity-building programs aligned to community assets and industries
WA 106.2B6	Incorporating National Guard Bureau Family of Programs with Classroom-to-Careers

**WA 106.2C Outcome Indicators:**

- Recruit additional personnel to accommodate the high demand for this program
- Ensure work readiness training is completed prior to placement at work site
- Work with DVR/DISID to develop more targeted/comprehensive programming for youth with disabilities

- Establish outreach programs for youth in DYA correctional facilities, cottage homes, and juvenile courts
- Develop more individualized programming for transitional age youth and their families
- Revisit current policy to ensure the neediest youth receive priority (i.e. JP Torres program participants and youth undergoing intensive academic counseling with GDOE and GCC)
- Establish Work Opportunity Tax Credit for disconnected youth age 16-24 who are not regularly attending school and are not ready for employment due to lack of basic skill sets
- Explore creation of a Youth Pre-Apprenticeship program that would act as a pipeline into the Adult Apprenticeship program

**WA 106.2C1 Community based program alignment**

**WA 106.2C2 Increased youth programming**

**WA 106.2C3 Increased youth governance**

**WA 108 Classroom-to-Careers (Former PTC)**

This program, administered in partnership with the Guam Department of Education and various public and private sector Work Sponsors, provides in-school youth with a year-round work experience activity during the summer, winter, and spring intercessions. Participants benefit from consistent and progressive exposure to the world of work, hands-on training in their chosen field, and the opportunity to experience the daily demands of the modern work environment. The program runs from June 1<sup>st</sup> through May 31<sup>st</sup>, with a maximum time allotment of 440 hours per participant per program year. The GDOE guidance counselors make selection of participants and submit the student referral list to GDOL/AHRD no later than May 1<sup>st</sup>, 45 days prior to the start of the summer session.

The program targets economically disadvantaged in-school youth between 15 and 21 years old (at the time of program registration) who are enrolled for the current school year and are sophomores, juniors, or seniors. Priority is given to youth with a disability, youth offenders/ex-offenders, and pregnant or parent youth.

This program, administered in partnership with the Guam Department of Education and various public and private sector Work Sponsors, provides in-school youth with a year-round work experience activity during the summer, winter, and spring intercessions. Participants benefit from consistent and progressive exposure to the world of work, hands-on training in their chosen field, and the opportunity to experience the daily demands of the modern work environment. The program runs from June 1<sup>st</sup> through May 31<sup>st</sup>, with a maximum time allotment of 440 hours per participant per program year. The GDOE guidance counselors make selection of participants and submit the student referral list to GDOL/AHRD no later than May 1<sup>st</sup>, 45 days prior to the start of the summer session.

The program targets economically disadvantaged in-school youth between 15 and 21 years old (at the time of program registration) who are enrolled for the current school year and are sophomores, juniors, or seniors. Priority is given to youth with a disability, youth offenders/ex-offenders, and pregnant or parent youth.

## **WA 108.1 Youth-to-Work: Classroom-to-Careers**

### **WA 108.1A Objectives:**

- WA108.1A1 Build and align programs that provide mechanisms that assist parents, schools, and community to provide learning experiences or service learning that communicate the importance of local employment.
- WA108.1A2 Internships cohorts and experience based (youth apprenticeship models)
- WA108.1A3 Increase programming efforts in school-to-work linkages

### **WA 108.1B Actionable Strategies:**

- WA 108.1B1 Village based program Initiatives and Interagency, NGOs program leveraging working directly with youth serving organizations.
- WA 108.1B2 Integrate learning continuum in all youth programming and year round
- WA 108.1B3 Youth mini-grants for learning scholarships.
- WA 108.1B4 Promote Science, Technology, Engineering, Agriculture, Math (STEAM) career pathways Initiatives.
- WA 108.1B5 Youth internships and service learning
- WA 108.1B6 Engage with post-secondary institutions to address career counseling, educational components.
- WA 108.1B7 Explore options for meeting the demand exhibited during intercessions periods.
- WA 108.1B8 Identify service providers to address gaps in leadership skills, employability skills, and mentoring.

### **WA 108.1C Outcome Indicators:**

- WA 108.1C1 Number of participants in programs
- WA 108.1C2 Number of Youth Internships and sponsors supporting Classroom-to-Careers
- WA 108.1C3 Increased funding to Classroom-to-Careers and related programs
- WA 108.1C4 Strong follow-through from GDOE guidance counselors who provide mentoring and tracking of academic achievements
- WA 108.1C5 Credit augmentation
- WA 108.1C6 Increased linkages to network of supportive services of the OSCC

## **WA 108.2 Youth Resource and Asset Mapping**

### **WA 108.2A Objectives:**

- WA 108.2A1 Establish initializing program elements to build Career ladder system
- WA 108.2A2 Career Mentorship

### **WA 108.2B Actionable Strategies**

- WA 108.2B1 Monitoring and Data Systems– Full integration and implementation of the Pacific WIASRD system for increased accountability
- WA 108.2B2 Strengthen the infrastructure that supports continuum innovations.
- WA 108.2B3 Recruit and develop and retain outstanding service providers
- WA 108.2B4 Support early childhood education intervention
- WA 108.2B5 Establish systems to encourage career mapping
- WA 108.2B6 Train youth for core employability competencies
- WA 108.2B7 Improve computer facilities available to youth, possibly through IT outsourcing

### **WA 108.2C Outcome Indicators:**

- WA 108.2C1 Number of participants in program
- WA 108.2C2 Partner and industry recruitment
- WA 108.2C3 Number of service and training providers supporting programs
- WA 108.2C4 Number of programs and initiatives and increased funding support

### **WA 109 Young Adults Employment and Training Program**

The Young Adults Employment and Training Program (YAETP) is a pilot program developed to enhance the local area workforce development system that reflects the priorities of the U.S. Department of Labor and the Governor’s goal to strengthen partnerships and leverage resources and opportunities; build capacity to increase and improve the quality of credentials earned; provide career pathways in high demand occupations; improve employability skills and training through paid and unpaid work experience during the year.

The program is designed to provide services to promote these objectives through the One-Stop-Career Center administered by the Agency for Human Development Resources (AHRD). The program focuses on eligible young adults ages 18-21 who are out-of-school, unemployed or underemployed and are in need of services provided under the Workforce Investment Act of 1998. Program services will be provided to eligible participants based on individual objective assessments and career strategy plan.

AHRD is the administering entity of WIA funded programs as authorized under Executive Order 2011-08. Guam is granted a waiver by WIA Section 133(b)(4) to increase the allowable transfer amount between Adult and Dislocated Worker funding streams limited to fifty percent (50%). Additionally, AHRD will utilize the carry-over funds in Adult and Dislocated Worker to implement an eight (8) week long paid work experience component serving 400 young adults in the amount of \$799,192.00.

#### **WA 109.1 Objectives:**

- WA 109.1A Matching youth career interests with OSCC programs and services
- WA 109.1B Focus on alternative Education through the Learning Continuum and OSCC

## **WA 109.2 Actionable Strategies:**

- WA 109.2A Promote community based programs for Out-of-School and At-risk Youth
- About Face Programming
  - Village and community based
  - Classroom-to-Careers
- WA 109.2B Promote and encourage village based partnerships, Pilot Out-of-School, and At-risk program modules that develop basic skills and identify learning disabilities.
- WA 109.2C Inventory and search for effective alternative school curriculum and modules and program materials.
- WA 109.2D Mini grants initiative for service providers, faith-based program development, piloting Out-of-School, and At-risk Youth modules.
- WA 109.2E Develop proposal for Distance Education Alternative Education programming leveraged through partners (GCC and UOG) aligned through life long learning and Learning continuum.
- WA 109.2F Create a dedicated Youth Case Worker for all Youth Case File Management across the ARTE programming framework.

## **WA 109.3 Outcome Indicators:**

- WA 109.3A Number of youth serving organizations participating in programs
- WA 109.3B Number of youth curriculum resources inventory and enhanced life skills programming
- WA 109.3C Increased academic achievement
- WA 109.3D Decreased involvement in risky behaviors

## **WA 110 Other Youth Programs**

### **Sub WA 110.1 Youth Cross Agency Workgroup**

#### **WA 110.1A Objectives:**

- WA 110.1A1 Promote and encourage Youth Initiatives
- WA 110.1B2 Focus on importance of cost avoidance strategies
- WA 110.1C3 Establish appropriate Youth coalitions

#### **WA 110.1B Actionable Strategies:**

- WA 110.1B1 Promote Youth program best practices to include but not limited to the following:
- About Face Programming
  - Village and community based
  - Classroom-to-Careers
- WA 110.1B2 Promote and encourage village based partnerships, Pilot Out-of-School, and At-risk program modules that develop basic skills and identify learning disabilities.
- WA 110.1B3 Inventory and search for effective alternative school curriculum and modules and program materials.

WA 110.1B4 Establish Youth Council and promote venue to encourage cross planning among and between youth groups and collaborators.

**WA 110.1C Outcome Indicators:**

WA 110.1C1 Number of youth serving organizations participating in programs

WA 110.1C2 Establishment of Youth Council

WA 110.1C3 Increase in youth programming support for workforce training and career pathways

**Sub WA 110.2 Youth Build and Job Corp**

Guam is Hawaii Job Corps' "satellite" office for recruitment in providing assistance to young adults interested in being trained in completing high school/earning training for different careers. Admission and placement of applicants are with different HJC centers. As of August 20, 2012, two more recruits for Hawaii job corps are to be sent off-island. The total number of Guam applicants placed with the Hawaii Job Corps is 29 with (12)males and 17 (females). Career interest areas and trades include: culinary arts, construction trades, nursing and business.

**WA 110.2A Objectives:**

WA 110.2A1 Matching youth career interests with OSCC programs and services

WA 110.2A2 Focus on alternative Education through the Learning Continuum and OSCC

**WA 110.2B Actionable Strategies:**

WA 110.2B1 Promote community based programs for homeless youth, youth with disabilities, youth offenders and youth transitioning out of foster care.

WA 110.2B2 Conduct feasibility of establishing pilot or satellite Micronesian Job Corp Program for Guam and region.

WA 110.2B3 Evaluation of youth transition programs and promoting of best practices

**WA 110.2C Outcome Indicators:**

WA 110.2C1 Number of youth serving organizations participating in programs

WA 110.2C2 Number of youth entering unsubsidized employment

**Sub WA 110.3 In-School Outreach Program**

This program an intensive 4-day workshop designed to prepare youth seeking immediate employment due to social barriers, economic conditions and uncertainties of completing high school. The topics covered are as follows: Day 1) One-Stop Career Center services for youth; Day 2) Resume writing and job applications; Day 3) Employer perspectives; Day 4) Success stories and testimonials. At the end of the program, participants see their qualities translated into a resume and generic job application. They are equipped with sufficient material to begin a job search.

## Areas for Improvement

The Workforce Partners have identified the following areas for improvement that apply to all WIA programs. We plan to dedicate resources to address these issues during the current strategic planning period.

<b>AREAS FOR IMPROVEMENT – ALL PROGRAMS</b>	
<b>Marketing and Communication</b>	<ul style="list-style-type: none"><li>• Improve community awareness for all programs, including individual program features and benefits, eligibility requirements, employer expectations, participant expectations, etc.</li><li>• Develop marketing strategies to attract employers from an array of industries offering a wider breadth of positions; to include production of professional and compelling marketing materials</li><li>• Develop portfolios of success stories for all programs to be used in program marketing materials</li><li>• Network with industry organizations to promote awareness and participation for WIA programs</li><li>• Work to improve job placement and retention rates with public and private sector employers</li><li>• Develop ongoing customer survey procedures to track and respond to the “voice of the customer” from all perspectives – participants, employers, training providers, etc.</li><li>• Promote employer awareness of the Work Opportunity Tax Credit (WOTC); Establish bonding programs to facilitate placement of participants with significant barriers</li><li>• Recruit a Business Development Officer to oversee employer relations and job development (this function is currently absorbed by the case managers)</li></ul>
<b>Policy and Operations</b>	<ul style="list-style-type: none"><li>• Improve data tracking systems to provide real-time access to information and reduce manual reporting</li><li>• Revisit current SOP’s to clearly define service level standards and accountability</li><li>• Increase self-service options and access to information for job seekers and employers; How can we convert the GDOL/AHRD website into a virtual One-Stop Career Center?</li><li>• Increase outreach activities; explore Mobile OSCC for outreach in different villages</li><li>• Develop a uniform program template to document all existing and future programs; It must clearly define target audience, service components, and outcomes</li><li>• Establish policies and procedures to encourage a greater number of new participants as opposed to servicing the same individuals year after year</li><li>• Establish policy for pursuit of post-secondary education with provisions for changing majors</li></ul>
<b>Building Staff Capacity</b>	<ul style="list-style-type: none"><li>• Establish a formal training plan for case managers; Provide required resources and materials</li></ul>

**AREAS FOR IMPROVEMENT – ALL PROGRAMS**

	<ul style="list-style-type: none"> <li>• Obtain staff certification to provide specialized case management for targeted populations</li> <li>• Increase staff participation in technical training, workshops and seminars</li> <li>• Establish standards for recognizing and awarding staff for exemplary performance</li> </ul>
<p><b>Leveraging Resources</b></p>	<ul style="list-style-type: none"> <li>• Tap into network of supportive services administered by community-based organizations</li> <li>• Develop opportunities for unpaid work experience – this is a “triple win” since it benefits participants, employers, and the agency as less funding is required to support wage subsidies</li> <li>• Provide more structure for service and training providers: WIA/OSCC orientation; ongoing collaboration, networking, and capacity building</li> <li>• Develop training programs that directly correlate to jobs posted by federal contractors through Guam Employment Service</li> <li>• Identify a pool of qualified training providers for job readiness, soft skills, and life skills</li> </ul>

**Workforce Policy and Governance**

**WA 308**

**Education**

**Work Areas included in this category:**

WA 101-110, WA 304, 308.1 WA 310, WA 406-407, WA 905, Sub WA 905.1

**WA 308**

**Education**

**Sub WA 308.1**

**Career-Technical-Education (CTE)**

Guam needs to create career-ready students who can adapt well into the workforce, and graduates need the jobs. This transformation can be achieved through a Career and Technical Education (CTE) system. According to the Association of Career Technical Education (ACTE), CTE prepares youth from their early years to develop awareness, a sense of direction, and immersion in career options.

Schools need to provide students with the courses and skills necessary to excel in their future occupations and this includes all English, Science, Math and Technology classes. Teachers at all levels need professional development support to make this happen. With schools and industries working together, students can navigate their career path early to better prepare themselves for the highly competitive and demanding job market.

<b>WA 201-212</b>	<b>Adult Training Programs</b>
	<i>Work Areas included in this category:</i> WA 201-212, WA 406-407, WA 903-904, WA 905, WA 907, WA 909
<b>WA 201</b>	<b>Lifelong Learning</b>
<b>WA 202</b>	<b>Dislocated Worker</b>
<b>WA 203</b>	<b>Incumbent Worker</b>
<b>WA 204</b>	<b>Senior Community Service Employment Program (SCSEP)</b>
Sub WA 204.1	<u>Re-training and Education for Older Workers</u>
Sub WA 204.2	<u>Senior Outreach Efforts</u>
Sub WA 204.3	<u>Priority Enrollment</u>
Sub WA 204.4	<u>Program Participant Recruitment and Distribution</u>
Sub WA 204.5	<u>Avoidance of Disruption in Service</u>
Sub WA 204.6	<u>Unsubsidized Employments</u>
Sub WA 204.7	<u>Collaboration and Partnerships</u>
Sub WA 204.8	<u>Needs Assessment and Program Evaluation</u>
Sub WA 204.9	<u>Program Service Improvement</u>
Sub WA 204.10	<u>SCSEP Performance and Results Quarterly Report (SPARQ)</u>
Sub WA 204.11	<u>Re-training and Education for Older Workers</u>
<b>WA 205</b>	<b>Veterans</b>
<b>WA 206</b>	<b>Apprenticeships</b>
<b>WA 207</b>	<b>Ex-offender</b>
<b>WA 208</b>	<b>Post-Secondary Institutions</b>
<b>WA 209</b>	<b>On-the-Job-Training (OJT)</b>
<b>WA 210</b>	<b>Work Experience</b>
<b>WA 211</b>	<b>Women Training Programs</b>
<b>WA 212</b>	<b>Other Adult Training Programs</b>
<b>WA 213</b>	<b>Adult Customized Training</b>
<b>WA 211</b>	<b>Women Training Programs</b>
<b>Sub WA 211.1</b>	<b><u>Women in Non-traditional Jobs</u></b> Helping Achieve TANF Success through Action (HATSA) Women Needing Education and Training Women Needing Health Care Women Against Violence Advancement of Women in Power and Decision Making

**Sub WA 211.2**

**Women in Poverty**

Supportive Services  
Workforce Development  
Advocacy  
Access to services

**Sub WA 211.3**

**Bureau of Women Affairs**

Programming Support  
Outreach  
Technical Assistance  
Conference Planning

**WA 201-211**

**Adult Training Programs**

***Work Areas included in this category:***

WA 201-211, WA 905, WA 406, WA407

All adults, 18 years and older, who have received core services and require intensive services and/or training to become gainfully employed. Priority is given to recipients of public assistance and other low income individuals. Employed adults may also receive services to assist them in becoming self-sufficient, as defined by the state. A significant number of participants are individuals with disabilities, offenders, or have not completed secondary education. The range of intensive services for adults is the same as that provided to youth (see Intensive Services for Youth). Due to the older age of this target population, the focus is on training, re-training, and skill upgrades via post-secondary educational pipelines and career pathways. In addition, participants may qualify for a variety of supportive services.

- Provides assistance with completing secondary education
- Provides compensated work activity
- Provides linkages to network of supportive services via the OSCC  
Provides economic benefits to needy families

**WA 202**

**Dislocated Worker**

The range of intensive services for dislocated workers and displaced homemakers is the same as that provided to youth and adults (see Intensive Services for Youth and Adults). However due to the specific nature of this target population, the focus is on re-employment and re-training services. Unemployed individuals, 18 years and older who: Have been terminated or laid off, or received notification of termination or layoff from employment (often as a result of permanent worksite closure or substantial corporate layoffs); Employer has made a general announcement that the facility will close within 180 days; Are self-

employed (including farmers, ranchers, and fishermen) but not generating income as a result of general economic conditions or a natural disaster; Are displaced homemakers that are no longer supported by another family member.

**WA 202.3A Objectives:**

- WA 202.3A1 Provide resources for retraining and re-entry into the workforce
- WA 202.3A2 Provides compensated work activity
- WA 202.3A3 Provides linkages to network of supportive services via the OSCC
- WA 202.3A4 Provides economic benefits to needy families

**WA 202.3B Actionable Strategies:**

- WA 202.3B1 Develop partnership MOUs and implement in timely manner
- WA 202.3B2 Pilot Dislocated Worker Initiatives
- WA 202.3B3 Integrate Lifelong learning incentives
- WA 202.3B4 Outreach and Increase community awareness of displaced homemaker services; Align with Department of Public Health and Social Services to provide services to individuals exited from their TANF program
- WA 202.3B4 Research
- WA 202.3B5 Web based and social media support
- WA 202.3B6 Establish criteria for “self-sufficiency” of a dislocated worker
- WA 202.3B7 Improve customer-flow for dislocated workers to minimize the disruption caused by unemployment
- WA 202.3B8 Establish eligibility standards for displaced spouses of military service members; Improve access to support services for this specific population

**WA 202.3C Outcome Indicators:**

- WA 202.3C1 Increased funding support to new dislocated worker initiatives
- WA 202.3C2 Increase employer awareness of dislocated worker programs, especially those not covered by WARN
- WA 202.3C4 Established criteria for “self-sufficiency of a dislocated worker

**WA 203 Incumbent Worker**

**WA 204 Senior Community Service Employment Program (SCSEP)**

- Sub WA 204.1 Re-training and Education for Older Workers
- Sub WA 204.2 Senior Outreach Efforts
- Sub WA 204.3 Priority Enrollment
- Sub WA 204.4 Program Participant Recruitment and Distribution
- Sub WA 204.5 Avoidance of Disruption in Service
- Sub WA 204.6 Unsubsidized Employments
- Sub WA 204.7 Collaboration and Partnerships
- Sub WA 204.8 Needs Assessment and Program Evaluation
- Sub WA 204.9 Program Service Improvement
- Sub WA 204.10 SCSEP Performance and Results Quarterly Report (SPARQ)
- Sub WA 204.11 Re-training and Education for Older Workers

The Senior Community Service Employment Program (SCSEP) works in collaboration with the One-Stop Career Center to provide training to our older workers who lack the basic skills to join the local workforce. The Guam Department of Labor (GDOL) is the funding recipient for the SCSEP Program. In the 2007-2009 WIA State Plan, the GWIB named SCSEP as a partner of the One-Stop Career Center. The WIA Plans of Work Goal Area Number3 advocates a YADIS (Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) lifelong learning philosophy inclusive of SCSEP, designed to ensure cross planning occurs among all workforce programs.

To enroll applicants in SCSEP and assign to different Host Agencies for on the job training. Project participants are encouraged to improve their employability by attending typing and computer classes. To upgrade their employment skills and partner with Workforce Investment Act (WIA) and One Stop Career Center to enroll participants in the different night school or community college classes so they may earn their high school diploma or GED, and these are available at no cost to the SCSEP participants.

**WA 204.1 Objectives:**

- WA 204.1 Participants to receive their high school diploma or GED
- WA 204.1 On the job training from Host Agencies

**WA 204.1B Actionable Strategies:**

- WA 204.1 To link and enroll participants in the Guam Community College and ASMUYAO;
- WA 204.2 Assign participants to different host agencies.

**WA 204.2 Senior Outreach Efforts**

**WA 204.2A Objectives:**

- WA 204.2A1 Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA
- WA 204.2A2 Building partnership with the Guam Contractors Association (GCA) and the GCA trades Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and Maintenance Occupations such as: Grounds Keeping Workers, Janitors and Cleaners, Maids and Housekeeping and etc.
- WA 204.2A3 Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Civilian Military Task Force Labor Sub-Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries.

WA 204.2A4 To attend GHRA, GCA and SHRM meetings.

**WA 204.2B Actionable Strategies:**

WA 204.2B1 Employer database System

**WA 204.3 Priority Enrollment**

Veterans  
Spouse of a Veteran  
Eligible individuals age 60 or older  
Eligible individuals age 55 to 59

**WA204.3B Actionable Strategies:**

WA 204.3B1 Follow above recruitment priority

**WA 204.4 Program Recruitment Participation and Distribution**

In general, the level of recruitment effort will be determined by the number of subsidized training slots available. SCSEP will promote the program among as many candidates as possible through a variety of approaches. Primary among these is the maintenance of a close liaison with the partners assigned to the One Stop Career Center in Guam who will disseminate information regarding Program vacancies and refer interested potential applicants to SCSEP. The project will evaluate current participant to determine if anyone has the skills, and interest to be moved to the OJE program. Additional recruitment efforts will include, but not limited to, the use of: (1) written articles for publication in local newspaper and senior publications, (2) classified advertising, (3) slide presentation to local community organizations; (4) public service announcement on radio and TV, (5) placement of brochures and posters in Social Security Office, Post Offices, banks, shopping center and other public places which older person frequent.

Applicants recruited through means will be enrolled in the project in accordance with the procedures outlined I Program regulations and eligibility standards. Each sponsor will perform the income determination and complete an application verifying eligibility. The guidelines for eligibility are as follows:

Not less than 55 years of age  
A resident of the State of Guam  
Earn no more than 125% of the federal poverty limit as per federal regulations

**WA 204.4B Actionable Strategies:**

WA 204.4B1 Follow specified recruitment priority

**WA 204.5                    Avoidance in Disruption in Service**

Disruption in service have not been a problem in Guam SCSEP. However, if disruptions in service do occur, the program will utilize current SPARQ data, including updated Census information, the Guam Workforce System and other trends to determine where positions need to be placed in order to meet the demand for services.

**WA204.5B    Actionable Strategies:**

WA 204.5B1    Update all census information

**WA 204.6                    Unsubsidized Employment**

As a partner to the One Stop Career Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. The Guam Workforce Investment Act State Plan and Plans of Work was modified to ensure a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce.

**WA 204.6B    Actionable Strategies:**

WA 204.6B1    Continue to partner with the One Stop Career Center, Guam Hotel and Restaurant Association and Host Agencies.

**WA 204.7                    Collaboration and Partnerships**

The Guam Workforce Investment Board modified the WIA and Wagner-Peyser State Plan and Plans of Work to include the Senior Workers. The co-location of OSCC partners begins to establish coordinate and cross-planning efforts with other programs, initiatives and entities to accomplish goals and objectives within the broader workforce development framework. OSCC serves as a catalyst to bring public and private entities to work collaboratively to ensure that seniors are included as part of the workforce pipeline.

**WA 204.7B    Actionable Strategies:**

WA 204.7B1    Enhance One Stop Career Center Program Delivery for Employers,

WA 204.7B2    Employees and Career Strategies.

WA 204.7B3    Empower people and communities through Reporting of Economic and Workforce Data for Community Solutions

WA 204.7B4    Adopt a YADIS (Youth, Adult, dislocated Worker, Incumbent Worker and Senior Worker) Life Long Learning Philosophy and integrate the Workforce Learning Continuum as the Guiding Framework for the Power e3 aligned with Regional Economies.

**WA 204.8****Needs Assessments and Program Evaluation**

GDOL will continue collaborative efforts with village mayors and employers to ensure that community service needs are identified, and recruitment of host agencies are aggressively pursued to submit position description for each participant to ensure that the training is aligned with the participant's IEP and O-Net task description.

The following host agencies are and will be utilized as training sites:

- Guam Public School System
- Village Senior Citizen Centers
- Village Mayor's Office
- Community and Resource Centers
- University of Guam
- Guam Community College
- Public Health Centers, and
- Other government agencies expressing a desire to train participants.

**WA 204.8B Actionable Strategies:**

WA 204.8B1 Attend meetings and group discussions

**WA 204.9****Program Service Improvement**

The improvement of SCSEP services will be aligned to the requirement for Guam to submit a Performance Improvement Plan. Improvement of services will focus on the five measures encompassing community service, entered employment rate, retention, average earnings, service level, most in need, and data collection and reporting. Working with Guam's federal project officer, the state plan goals and objectives will be aligned with performance improvements as well as incorporation critical workforce development strategies to ensure successful unsubsidized placements.

**WA 204.9B Actionable Strategies:**

WA 204.9B1 Improve recruitment and unsubsidized employment.

**WA 204.10****SCSEP Performance and Results Quarterly Report (SPARQ)**

Guam SCSEP enters data into SPARQ on a daily basis. Information and reports can be extracted by all SCSEP staff. Rejects must be corrected immediately. This reporting system links with our Federal counterparts.

**WA 204.10B Actionable Strategies:**

WA 204.10B1 Ensure that all staff are entering the correct data

## **WA 205**

## **Veterans**

### **Sub WA 205.1**

### **Disabled Veterans Outreach Program (DVOP)**

Guam is a single workforce investment area, pursuant to the Governor's vision. Guam's Workforce Strategic Plan details a unified approach of workforce services that addresses the needs of employers, employees and job seekers within the scope of Guam's economic framework.

Through the Disabled Veterans Outreach Program (DVOP), the DVOP Coordinator will focus solely on the needs of veterans, especially disabled veterans. This also includes transitioning service members, homeless veterans, incarcerated veterans, recently separated, guard and reserve personnel, and VA vocational rehabilitation participants. The functions of the DVOP can be easily integrated into the delivery of service for this specific target group within Guam's One-Stop Career Center. To efficiently serve employers and job seekers under a one-stop delivery system, partners are working together to integrate the local labor supply and demand information and develop a system of prioritizing the needs for appropriate training and job referral. Partners and service providers focus on skill sets that satisfy the majority of employers in the local area.

The DVOP Specialist will supplement, not supplant, the duties of other OSCC staff in providing priority services to veterans.

The Guam Department of Labor (GDOL) will initiate the addition of the Disabled Veterans Outreach Program as a new GDOL Partner in the Guam WIA System/One-Stop Career Center, in coordination with the OSCC.

The DVOP Coordinator enhances a working relationship with the general public, community and faith-based organizations such as, but not limited to, veterans associations, village mayors and vice mayors, the Guam Homeless Coalition, the Salvation Army, Catholic Social Service, and Oasis Empowerment Center who may provide support services such as, temporary shelter, emergency food, transportation and mass transit passes.

In addition to serving Guam's veterans, the DVOP Coordinator will also serve veterans in the Commonwealth of the Northern Mariana Islands (CNMI) and American Samoa. Subsequently, funding these outreach activities will be requested at the appropriate time.

In the future, limited services which include telephone, fax and e-mail communications in assisting job seekers will be provided to veterans in the U.S. affiliated islands: the Federated States of Micronesia (FSM), the Republic of Palau, and the Republic of the Marshall Islands (RMI) in support of the Regional Workforce Development Council (RWDC) in cooperation with the Micronesian Chief Executives.

As effectuated by the Compacts of Free Association (COFA) between the United States of America and, respectfully, with the Republic of the Marshall Islands (RMI), the Federated States of Micronesia (FSM), and the Republic of Palau, there is freedom of movement within the Micronesian Region and into the Island of Guam. Therefore, veterans from these outlying

islands travel frequently in and out of Guam and avail themselves of services within GDOL One-Stop Career Center (OSCC) and Federal and Local Veterans Affairs Offices.

One of the key initiatives of the DVOP Coordinator is to develop and coordinate the Recovery and Employment Assistance Lifelines program. REALifelines (RLL) is a new program sponsored by the U.S. Department of Labor, military medical transition centers, and career workforce agencies located in hometowns across the country. The program, in its pilot phase, seeks to support the economic recovery and reemployment of transitioning wounded and injured service members and their families by identifying barriers to employment or reemployment and addressing those needs. The program will link service members with local professionals in their hometown communities to support their economic recovery and reemployment through a range of services. As part of the program, wounded and injured service members, and their spouses, will be eligible for services offered at more than 3,500 One-Stop career centers the Department of Labor has set up nationwide.

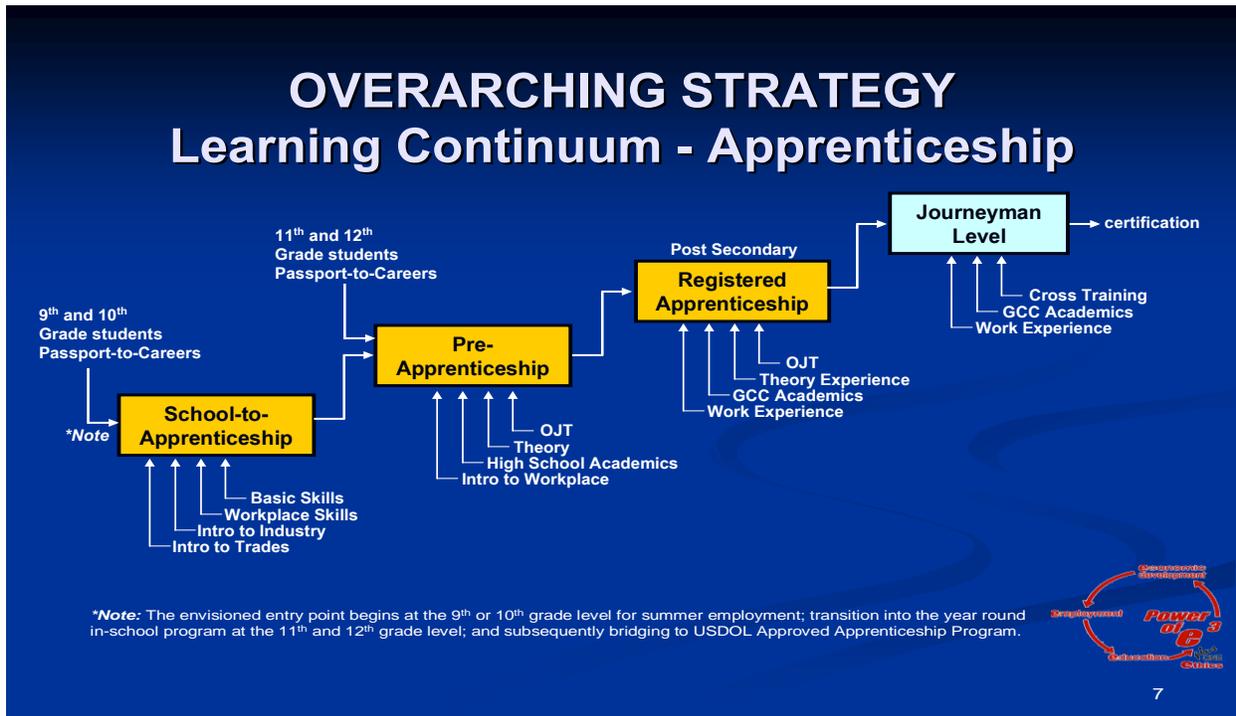
This specific initiative is intended to provide wounded and injured veterans as a result of the War on Terrorism and transitioning service members (and eligible family members), personalized service and employment planning assistance as required for a successful reintegration into the civilian workforce and transition to a rewarding career. These resources include personalized job training, career counseling, and re-employment services to veterans. Developing and coordinating the RLL program will require the DVOP Coordinator to work collaboratively with Transition Assistance Program (TAP) colleagues at the two major military installations on Guam – U.S. Naval Station Guam and Andersen Air Force Base TAP programs – to leverage resources and maximize service delivery to transitioning and retiring severely wounded and critically injured veterans. It is further envisioned that the DVOP Coordinator will also work proactively and engage with Department of Integrated Services for Individuals with Disabilities (DISID) Vocational Rehabilitation Counselors in an effort to ensure that a seamless and smooth transition of services are provided to all veterans and, in particular, RLL veterans.

## **WA 206                      Apprenticeship**

### **Guam Registered Apprenticeship Program**

Registered apprenticeship programs continue to make an impact in meeting workforce challenges and creating opportunities as the need to increase our island's skilled workforce. On July 18, 2006, the 28<sup>th</sup> Guam Legislature signed into law the Guam Registered Apprenticeship Program (GRAP), Public Law 28-142:2. The purposes of the program are to (1) reduce the shortage of highly skilled workers, (2) encourage employers to hire and train apprentices in highly skilled trades and occupations, (3) authorize tax credits equal to 50% of certain long term apprenticeship training expenses, and, (4) ensure that apprentices continue to pay income taxes and participate in the economy. Although the law went into effect into 2006, it wasn't until 2009 that Registered Apprenticeship employers were able to utilize the tax credit portion. In 2009, five private sector employers participated in GRAP with a combined tax credit of \$3,281,816.00 with a total of 87 apprentice participants. In 2010, three more private sector employers joined the ranks with a combined tax credit of \$1,867,161.00 and a total of 107 apprentice participants. In 2011, four additional private sector employers participated for a combined tax credit of

\$3,036,522 and a total of 127 apprentice participants. At the end of FY 2011, a total of twelve private sector employers have participated in GRAP.



On November 4, 2011, the U.S. Department of Labor granted recognition to the Guam **State Apprenticeship Agency (SAA) as the Registration Agency**, for Federal purposes, in Guam for apprenticeship programs and agreements. The draft legislation is being reviewed at the Governor’s office. In addition, a funding source must be identified by the Guam Department of Labor to support what would be the Apprenticeship Division within the department.

During the first quarter of 2012, the Guam Community College reported a total of seventy-five registered apprenticeship employers with a total of 363 apprentice participants. Of the seventy-five employers, ten are public sector employers who do not qualify for the GRAP. A marketing program will be developed to bring in those remaining private sector employers of registered apprenticeship to participate in GRAP.

The sections of the GRAP law which authorizes the tax credit, and implementation of the tax credit by the Tax Commissioner remains in effect until December 31, 2014, however, I Lehislaturan Guahan may extend the effectiveness of these sections to December 30, 2018.

**WA 206A.1 Objectives:**

- WA 206A.1.1 Initiate apprenticeship training services for WIA clients with Registered Apprenticeship Sponsors (RAS)
- WA 206A.1.2 WIA clients become skilled workers in demand occupations on Guam

**WA 206B.1 Actionable Strategies:**

- WA 206B.2.1 Conduct quarterly labor clinics to private sector employers promoting WIA services
- WA 206B.2.2 Participation in workforce conferences, job fairs and local workforce associations meetings to promote WIA services
- WA 206B.2.3 Brochures on WIA services

**WA 206A.3 Outcome Indicators:**

- WA 206A.3.1 Number of WIA clients in apprenticeship programs
- WA 206A.3.2 Memorandum of Understandings with RAS
- WA 206A.3.3 Number of WIA clients who graduate from registered apprenticeship program
- WA 206A.3.2 Number of WIA clients in unsubsidized employment
- WA 206A.3.3 Feedback from RAS partners and clients

**WA 908.1 Guam Registered Apprenticeship Program (GRAP)****WA 908.2 Workforce Investment Apprenticeship****WIA Partnership with Registered Apprenticeship Employers**

As reported in the previous state plan, the Agency partnered with the following entities, the Guam Power Authority, the Guam Shipyard and the Guam Waterworks Agency as Eligible Training Providers (ETPs) for Adult and Dislocated Workers services. The ETPs provided apprenticeship training services for participants of the Workforce Investment Act (WIA), using a voucher system as a method of accepting the WIA participants. Under the agreement, the Agency reimbursed the ETP for 50% of the apprentices' direct salaries and medical and dental benefits, the cost of training services, the cost of recruitment announcements and the cost of initial drug screening and Medical Review Officer services. The agreements with the above-named ETPs remained in effect until the last participant successfully completed and passed his/her training program.

**Guam Power Authority**

In June of 2008, the first cohort of twenty-five apprentices from the Guam Power Authority successfully passed and completed the training program, with seven being WIA participants. In June of 2009, three of the remaining five WIA participants successfully passed and completed their training program with the last WIA participant completing on July 2010.

**Guam Waterworks Authority**

In February of 2010, the first WIA participant from the Guam Waterworks Agency successfully passed and completed her training program. In February of 2011, two WIA participants successfully passed and completed their training program. Three of the remaining four WIA participants successfully passed and completed their training program in December of 2011 with the last WIA participant successfully passing and completing his training program in January of 2012.

## **Guam Shipyard**

In May of 2012, seven apprentices successfully completed their program requirements with two being WIA participants.

**WA 908.3**                      **Registered Apprenticeship (pending SAA approval from Guam Legislature).**

**WA 207**                      **Ex-offender**

**WA 208**                      **Post-Secondary Institutions**  
Refer to post-secondary Institutional Strategic Plans and Program Initiatives

**WA 209**                      **On-the-Job-Training (OJT)**  
The use of the on-the-job (OJT) training component will be utilized in a similar fashion to the work experience we will utilize the Career Choices and Key-train assessment to help identify occupational avenues for clients. These will be matched with available employment opportunities (this is to ensure a positive experience for both the job seeker and the employer). If they do not possess the requisite skills, a strategy will be created to drive them towards a National Career Readiness Certificate, which will be used to leverage their services for OJT service. In partnership with the Guam Chamber of Commerce, and the Guam Contractors Association, we will continue to market the NCRC and OJT component to entities such as the Guam Hotel and Restaurant Association, and other non-government organizations (NGOs) as a necessary credential for hiring a competent workforce.

**WA 210**                      **Work Experience**  
  
The use of the work experience component, while a valuable tool to augment training opportunities will be limited to those WIA participants enrolled in a training component; who in accordance with GWIB policy.

**WA 211**                      **Women Training Programs**

**WA 211**                      **Women Training Programs**  
**Sub WA 211.1**              **Women in Non-traditional Jobs**  
Helping Achieve TANF Success through Action (HATSA)  
Women Needing Education and Training  
Women Needing Health Care  
Women Against Violence  
Advancement of Women in Power and Decision Making

**Sub WA 211.2**                      **Women in Poverty**  
Supportive Services  
Workforce Development  
Advocacy  
Access to services

**Sub WA 211.3**                      **Bureau of Women Affairs**  
Programming Support  
Outreach  
Technical Assistance  
Conference Planning

**Sub WA 211.1**                      **Women in Non-traditional Jobs**

Helping Achieve low-income unemployed women through Action (HATSA)- HATSA is designed for TANF recipients, unemployed, underemployed women, the program will also be referred to obtain hands on training to improve or learn new skills in the construction industry. As programmed by Guam Community College, participants under a “fast track” training, will be provided a Work Readiness Workshop followed by related instructions and when completed will be referred to contractors for a 120 hours of internship. Through encouragement and counseling by the University of Guam Small Business Development, it is hoped that when a women participant completes its 120 hours of internship participants may be convinced to open their own small business and provide services to the number of condominium and apartments/ real-estate property owners.

**WA 211.1A Objectives:**

- WA 211.1A1                      To aggressively address women employment and training opportunities on all private, public industries and on federal projects, Promoting recruitment and training for non-traditional occupations.
- WA 211.1A2                      To increase participation and representation of women across governing boards and commissions, and employers’ organizations
- WA 211.1A3                      Provide Family/Support Integration Services
- WA 211.1A4                      To assist women in navigating help for education, health care, abuse

**WA 211.1B Actionable Strategies:**

- WA 211.1B1                      Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health
- WA 211.1B2                      Establish a Council on Women and Girls to focus on issues affecting women and girls
- WA 211.1B3                      Support Strategic Planning and grants technical training

WA 211.1B4	Support NGOs on community projects that reduce or eliminate Violence against women and child.
WA 211.1B5	Increase the recognition of women for leadership positions with both Public and private sectors and through the election process.
WA 211.1B6	Focus on hard to place women and youth into subsidized employment and training through Workforce Investment Act (WIA) Guam Community College and Guam Trades Academy, particularly training for women in Construction and Caregivers.
WA 211.1B7	Develop community speakers' bureau with experts on subject matters to speak on current situations occurring in the schools such as sexual abuse against students, i.e., "good touch, bad touch", violence at schools and village community centers, particularly to protect female (girl) children from sexual abuse within their families or friends.
WA 211.1B8	Transportation Support Initiatives
WA 211.1B9	Develop mentors for Junior High and Senior High school students in Science, Technology, Engineering and Math (STEM). Additionally, seek industries to assist with developing internships, mentoring relationships and job shadowing programs for successful career path. For high school drop-outs and/or out-of-school youth, BWA is hopeful to increase tutoring among the communities by utilizing UOG AND GCC interns on their practicum requirements.

**WA 211.1C Outcome Indicators:**

WA 211.1C1	Number of women assisted to employment and training
WA 211.1C2	Number of women encouraged for continued education, leadership
WA 211.1C3	Increase level of engagement and participation in strategic planning Groups and committees to assist women and child in poverty

**WA 211.2 Women in Poverty**

It is found that women continue to struggle with issues of poverty, housing, employment, and transportation, financial aid to higher education, inequities, domestic violence, and abuse. It is in this milieu that the Bureau of Women's Affairs plays a major role in facilitating communication among various public and private agencies by becoming active member, giving voice to the multiple issues affecting the lives of women and their families.

One of the leading agencies that focus on "Women in Poverty" is the Bureau of Women's Affairs established by P.L. 21-23 in 1991, and by Executive Order 88-14, the Bureau was placed with Guam Department of Labor and aligned with the Agency for Human Resource Development. The main focus is working with young and adult women to promote their welfare, increase their efficiency through education, and help advance their opportunities for profitable employment. Its about knocking barriers and advocating

opportunities. Networking and community engagements with private and public agencies for the critical assistance each women and child may need.

In the 2010 Secretariat of the Pacific Community survey the highest priorities of women and child in Guam, as a result, the following were identified:

- a. Women and Poverty
- b. Education and Training
- c. Women and Health
- d. Violence against Women
- e. Women in power and Decision Making
- f. Advancement of Women

**WA 211.2A Objectives:**

WA 211.2A1 To aggressively address women employment and training opportunities on all private, public industries and on federal projects, promoting recruitment and training for non-traditional occupations.

WA 211.2A2 To increase participation and representation of women across governing boards and commissions, and employers organizations

WA 211.2A3 To assist women in navigating help for education, health care, abuse.

**WA 211.2B Actionable Strategies:**

WA 211.2B1 Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health

WA 211.2B2 Establish a Council on Women and Girls to focus on issues affecting women and girls

WA 211.2B3 Support Strategic Planning and grants technical training

WA 211.2B4 Support NGOs on community projects that reduce or eliminate Violence against women and child.

WA 211.2B5 Teaching Life Skills (self-sufficiency)

WA 211.2B6 Housing Assistance and Support

WA 211.2B7 Transportation Assistance

**WA 211.1C Outcome Indicators:**

WA 211.2C1 Increase in community base programs addressing poverty

WA 211.2C2 Increase poverty grants

WA 211.2C2 Established collaboration with Government and community organizations

WA 211.2C3 Increased Advocacy

**Sub WA 211.3 Bureau of Women Affairs**

The Bureau of Women’s Affairs (BWA), established by Public Law 21-23 in 1991, is all about working with young and adult women to promote their welfare, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment. It’s about knocking barriers and advocating opportunities for each family member, networking and community engagements with private and public agencies for the critical assistance each women and child may need.

**WA 211.3A Objectives:**

- WA 211.3A1 Promote welfare of wage-earning women
- WA 211.3A2 Provide Referral Services
- WA 211.3A3 Conduct studies and research on women issues

**WA 211.3B Actionable Strategies:**

- WA 211.3B1 Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health
- WA 211.3B2 Establish a Council on Women and Girls to focus on issues affecting women and girls
- WA 211.2B3 Support Strategic Planning and grants technical training and research/reports

**WA 211.3C Outcome Indicators:**

- WA 211.3C1 Increases in programming activity and sponsored venues related to women issues
- WA 211.3C2 Guam Women Monograph

**WA 212 Classroom-based Training-SOW**

**WA 213 Adult Customized Training**  
**Sub WA 213.1 Adult Customized Training- SOW**

**WA 201-211 Adult Training Programs**

**Work Areas included in this category:**  
WA 201-211, WA 905, WA 406, WA 407

**WAGNER-PEYSER AGRICULTURAL OUTREACH**

**WA 409 STEAM Adult Training Programs**

**Work Areas included in this category:**  
WA 201-211, WA 905, WA 406, WA407, WA 409

**WA 409 STEAM**

**Sub WA 409.1 Promoting the Agricultural Sector: Farm Enterprises**  
Self-Employment  
Value-added of Local Agricultural Products  
Start-up Agricultural Incubators

**Sub WA 409.1      Promoting the Agricultural Sector: Farm Enterprises**

Assessment of Need

The Global food Security and Hunger plan of work address Guam’s food security by increasing the numbered success of both subsistence and market farmers through multi-agency collaborations. A goal of these collaborations is to identify under-served farmers, conduct needs assessments and leverage these agencies

The Regional Workforce Development Council (RWDC), working through the MCES working committees, introduced the idea of a regional value-added initiative product seal. The Made in Micronesia Seal preserves the individual identity of each of the islands while collectively promoting the region as a visitor destination. Through the RWDC’s workforce strategic plan, “Micronesia Works,” the focus on entrepreneurial opportunities or self-employment workforce strategies seek to align and update this entrepreneurial initiative. This can serve as the “Keep it Local” effort intended to promote a sustainable made-in region initiative. This follows existing made in Guam or the Guam product seal program. Grown in Guam initiatives offer unique opportunities to deliver a portion of an import-substitution strategy through this effort whereby enabling local agricultural enterprises to promote their version of “keeping it local” and keeping dollars circulating in Guam. Job creation efforts in Micronesia are focusing on sustainable tourism and the production of local products as these present the most promise for micro businesses to thrive. The 13<sup>th</sup> Micronesian Chief Executives’ Summit localized the Science, Technology, Engineering and Math (STEM) by adding Agriculture as a potential agricultural sector creating the endorsed “STEAM” reference as presented to the Chiefs by the Regional Workforce Development Council (RWDC). Through the RWDC’s workforce strategies, “Micronesia Works” the focus on entrepreneurial opportunities or self-employment workforce strategies is a planned program area. The support infrastructure for agricultural development exists and supported both by technical assistance programs, agricultural development funds, and agricultural development policies. This includes the University of Guam’s Cooperative Extension Service programs promoting Community Food Security. This program focuses on tacking the food security implications of climate change, rising sea levels, and fuel costs while exploring the opportunities for sustainable agriculture and food security.

**Sub WA 409.1      Promoting the Agricultural Sector: Farm Enterprises**

- Self-Employment
- Value-added of Local Agricultural Products
- Start-up Agricultural Incubators
- Farm Enterprise Facilitation

Historically, Guam has not tapped into this funding source. There are no Migrant and Seasonal Farmworkers (MSFWs) in Guam. Provisions for a Guam Agricultural Outreach and Development Plan include aligning with existing agricultural programming initiatives that promote this sector. This is specifically included in the University of Guam Cooperative Extension’s existing plans of work under community food security. Other alignment opportunities include revisiting the Chamorro Village Public Law 28-68, GCA Ch. 87, Section 87103(a) (viii) provisions which establishes a public market, or markets, for Guam products at such places or places deem proper. Any such market shall be maintained and operated at all

times in a sanitary and orderly manner, beneficial to both producers and patrons alike. Producers and sellers desiring to use space within such market to display or sell their products shall be levied a uniform fee based upon the amount of space used and period of such use.

**WA 409.1A Objectives:**

- WA 409.1A1 Promotion of the STEAM initiative and conduct assessments of viable Agriculture program enterprises to Agricultural producers, industry clusters, schools and others;
- WA 409.1A2 To increase participation and representation of Agricultural program development across governing boards and commissions, and employers' organizations;
- WA 409.1A3 Promoting Food Safety

**WA 409.1B Actionable Strategies:**

- WA 409.1B1 Develop a Industry Collaborative GWIB/OSCC Agricultural Outreach Plan
- WA 409.1B2 Assist OSCC participants navigate help for agricultural training programs, education, understand community food security

**WA 409.1B2**

**Outreach Activities**

The University of Guam has a program support in place with the Guam Pacific Center for Economic Initiatives, and the Small Business Development Center to provide technical assistance for small farm enterprises, micro-businesses, and enterprise facilitation. OSCC clients interested in agriculture can explore both a business development and a degree pathway. The University sponsors through its research and extension programs agriculture workshops that can be extended to the OSCC to consider. Where appropriate workshops may include a workshop fee to defray material and supply costs. The workshops provides information on a variety of topics from gardening, pesticides application, soil management, farm planning, pruning, aquaponics, re-circulated agriculture, landscaping, farm safety.

**WA 409.1B3**

**Proposed OSCC Services**

In partnership with the University of Guam and other industry cooperators, the University Community Food Security initiative will continue to help and collaborate with industry cooperators in helping address the potential for trained agricultural workers to address farm operations and production needs.

**WA 409.1B4**

**Other Requirements of this Outreach Plan**

1. To provide a process for ongoing dialogue for the purpose of continued development of additional coordination efforts that promoting the agricultural sector;
2. To provide pamphlets and other informational materials about the programs and workshops on safe foods, and opportunities for small farm enterprises and training.
3. To provide cross training to each other’s staff as to (a) programs and services offered, (b) eligibility requirements, (c) referral processes, and (d) coordination of efforts between the partners

**WA 409.1C Outcome Indicators:**

- WA 409.1C1 Increased farm enterprise industry and program support
- WA 409.1C2 Number of farm enterprises participating in programs
- WA 409.1C3 Increased cultural capital (village sponsored agriculture based festivals)
- WA 409.1C4 Increased agriculture based value-added products
- WA 409.1C5 Agriculture training and credentialing

**WA 307 Public Employment Service (Guam Employment Service-GES)**

**Work Areas included in this category:**

WA 301-302, WA 304-306, 311,905, WA 406, WA407

**WA 307 Public Employment Service (Guam Employment Service-GES)**

- Sub WA 307.1 Job Development Wagner-Peyser
- Sub WA 307.2 Case Management
- Sub WA 307.3 GES Program Operations
- Sub WA 307.4 Assessments and Evaluation
- Sub WA 307.5 Internet-based Workflow System
- Sub WA 307.6 GES Outreach
- Sub WA 307.7 GES Employment Outcomes
- Sub WA 307.8 GES Program Reports

**WA 307 Public Employment Service (Guam Employment Service-GES)**

The Guam Employment Service (GES) Division is an integrated partner in the One-Stop Career Center (OSCC), serves as the official labor exchange center, providing employment-related services to job seekers and employers on a “no-fee” basis. The division’s primary service is to facilitate rapid and efficient interaction in the job matching of worker skills and ability to employer-specified requirements on job openings registered with the agency. Services to persons with disabilities and veterans are provided on a preferential basis. Other target groups are the economically disadvantaged, elderly, women and ex-offenders. GES assists a variety of job seekers, especially those who need individual attention; and the agency plays an important role in helping find jobs for people who have no job experience, have limited job skills or limited work experience.

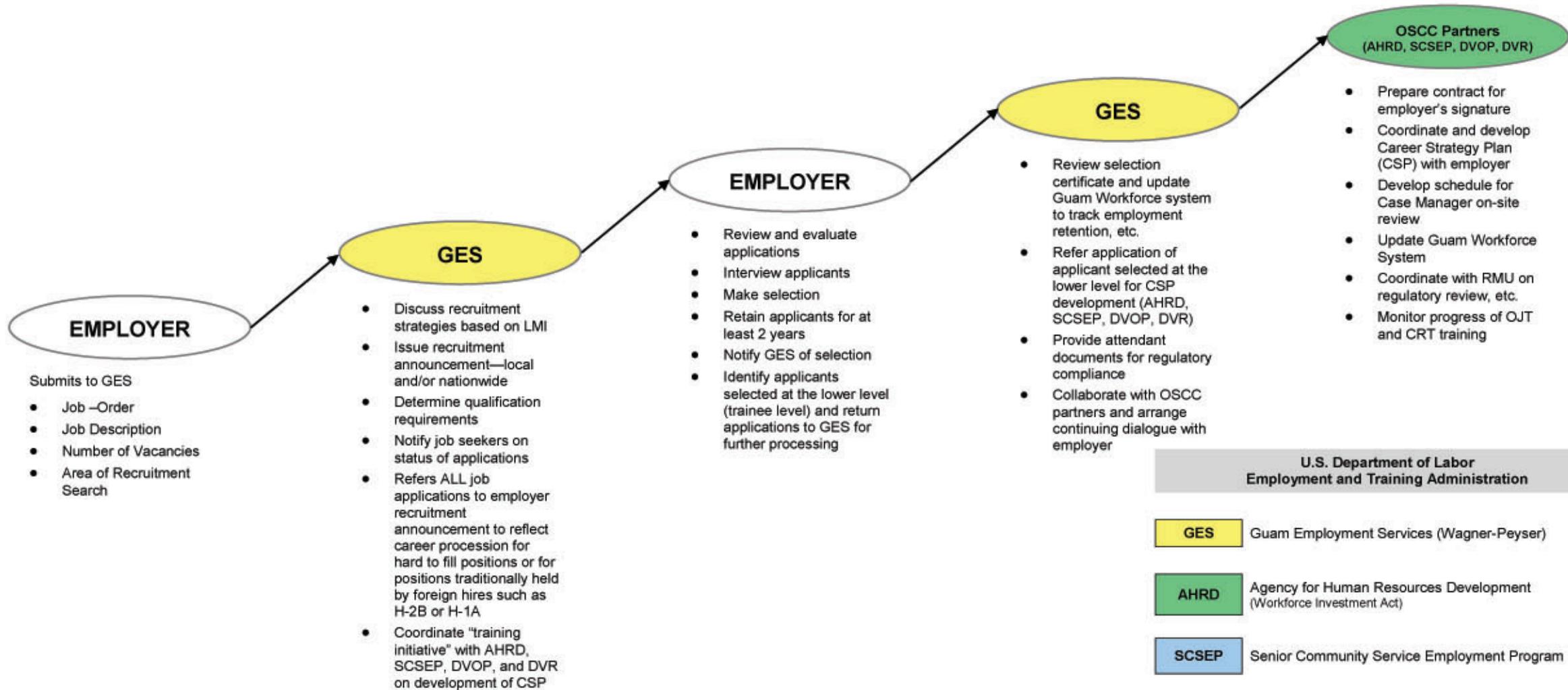
Services to job seekers are offered through the Learning Resource Lab, to assist job seekers to better prepare themselves for employment, to find employment, and to retain employment such as pre-employment needs to develop and produce resumes, prepare for interviews, research career and labor market information. Assessment for certification of a training certificate, including free internet access, is available to include labor market information in America's Job Exchange. Job seekers can avail themselves of these services or request instruction on how to use these resources.

For the last several months, the collaboration of programs with respect to providing "Excellent Customer Service" delivery to Guam's customers is a demonstration of the ability of GES to innovate and implement an effective One-Stop service delivery.

Certain aspects of the program that could be improved are working with merit classified employees to offer more training opportunities to staff and implementing Service Delivery (Innovation and Transformation).

The Guam Department of Labor through the Guam Employment Service also offers Disaster Unemployment Assistance (DUA). This is a program made available to assist those who are victims that were affected by damages caused as a direct result of a natural disaster.

# SECTOR STRATEGIES FOR KEY INDUSTRIES - SERVICE DELIVERY (INNOVATION AND TRANSFORMATION)



**U.S. Department of Labor  
Employment and Training Administration**

- GES** Guam Employment Services (Wagner-Peyser)
- AHRD** Agency for Human Resources Development (Workforce Investment Act)
- SCSEP** Senior Community Service Employment Program
- DVOP** Disabled Veterans Outreach Program
- DVR** Division of Vocational Rehabilitation
- LMI** Labor Market Information

The infusion of funds through the Recovery Act has implications for WIA/Wagner-Peyser Act State Planning. The workforce system is to meet both the letter and the spirit of the law and fulfill its critical role in U.S. economic recovery. The department must implement the Recovery Act expeditiously and effectively, with full transparency and accountability of expenditure of funds. The significant investment of stimulus funds efforts and **demonstrate its ability to innovate and implement effective One Stop service delivery strategies.**

In a stronger, more comprehensive One-Stop system, adults move easily between the labor market and further education and training in order to advance in their careers and upgrade their contributions to the workplace...under such a dual-customer approach, seamless career pathways are developed and offered, and support services and needs-based payments are available, making it far easier for young people and adults to advance, etc..

## **Sub WA 307.1      Job Development Wagner-Peyser**

This Job Development section provides for all programming areas related to the Wagner-Peyser area of work and support. The operation activities described in this area relate directly to employers and job seekers. This includes follow-up and intensive services for job seekers, data collection and reporting.

### **WA 307.1A Objectives:**

- WA 307.1A1 Build and align programs that provide support mechanisms that assist employers and job seekers.
- WA 307.2A1 Intensive services provided to job seekers who need additional assistance in seeking employment and staff assisted where appropriate.
- WA 307.3A1 A functional integrated service delivery system
- WA 307.4A1 Employment Resource and Workplace Information

### **WA 307.1B Actionable Strategies:**

- WA 307.1B1 Strengthening the GES Employer database System.
- WA 307.1B2 Collaboration with employers to post job openings with the GES
- WA 307.1B3 Ensure IT and cross-training support provided to GES program staff and partners
- WA 307.1B4 Increase integration of all appropriate programming structures and systems of the Guam GES with partner programs

### **WA 307.1C Outcome Indicators:**

- WA 307.1C1 Increase employment postings with the GES
- WA 307.1C2 Increase funding to programs
- WA 307.1C3 Employability and Job placement of customers
- WA 307.1C4 GES Reports and Workforce Information

## **Sub WA 307.2      Case Management**

### **WA 307.2A Objectives:**

- WA 307.2A1 Intake Services (Registration)

### **WA 307.2B Actionable Strategies:**

- WA 307.2B1 Provide job seekers intensive services requiring special assistance in seeking employment.
- WA 307.2B2 Facilitate the match between job seekers and employers.

### **WA 307.1C Outcome Indicators:**

- WA 307.1C1

## **Sub WA 307.6           GES Outreach**

### **WA 307.6A Objectives:**

- WA 307.6A1 Support marketing services to employers to eliminate duplication of employer contacts
- WA 307.6A2 Employer communication protocol aligned to GES program core services

## **WA 301                   Industry Clusters and Collaborators**

### **Sub WA 301.1           ALIEN LABOR – GUAM EMPLOYMENT SERVICE LABOR MARKET TESTING ENHANCEMENTS**

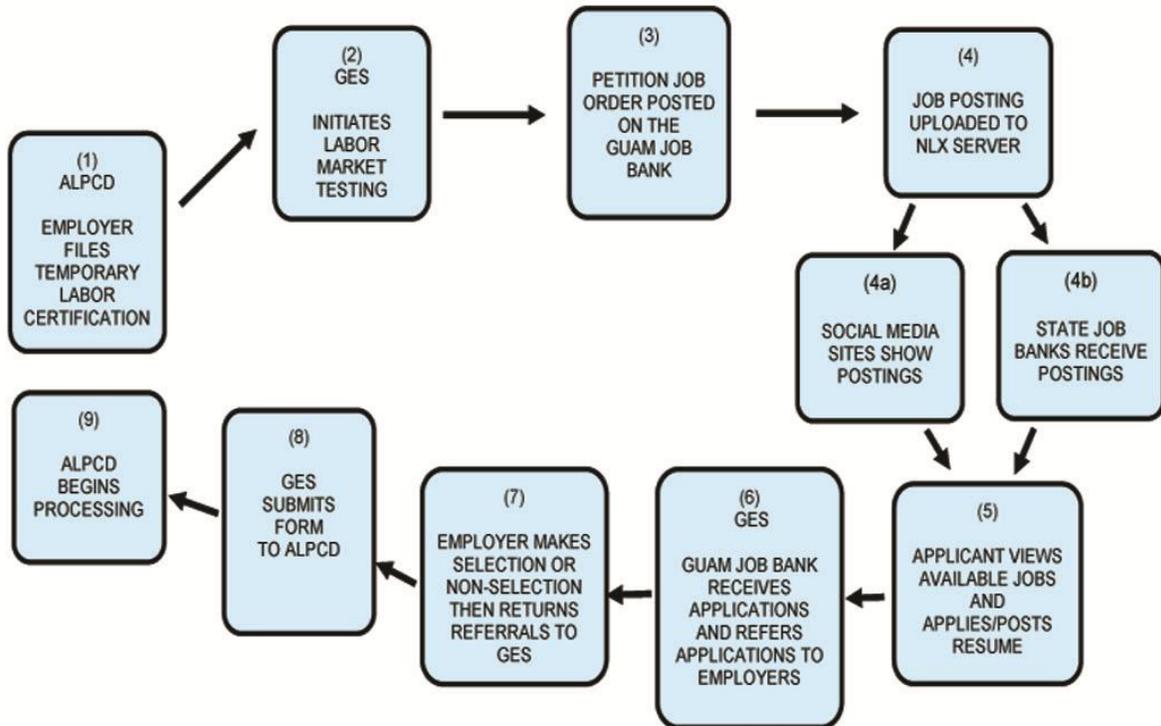
Related to the National Defense Authorization Act (NDAA), the Pacific Directors’ recommended through the MCES-RWDC, the endorsement of the NDAA recruitment requirements for contractors and to expand the scope of the NDAA recruitment strategies to include the MCES-RWDC region (Guam, CNMI, FSM, the Republic of Palau and American Samoa). The RWDC through its council workforce structures will work collaboratively to meet where appropriate, NDAA compliance and to ensure that the initiatives of the MCES “Micronesia Works!” and participating collaborators are supported.

The Department of Labor has joined the National Association of State Workforce Agencies and has entered into an agreement with Direct Employers Association to participate in the National Labor Exchange (NLX). Part of the services that come with NLX participation is the hosting of a job bank, if the SWA desires.

The Guam Employment Service has decided to retire our current job bank and take advantage of a Direct Employers hosted job bank. This new job bank will integrate seamlessly with the NLX and will allow all of our job postings to be more easily viewed and found on a local and national level. The new job bank will be more robust and have features and analytics that are currently outside the capability of our job bank. Daily uploads to the NLX will allow GES to “serve” selected jobs to selected job banks of other states or to all job 50 state job banks. Daily downloads will also bring job postings into our job bank thus giving job seekers viewing our job bank more selection from other areas of the nation. Searches and capability for viewing job postings on portable devices and smart phones as well as integration with social media sites like Facebook and Twitter will help us reach larger audiences.

The new job bank will enhance labor market testing associated with petition job orders filed by employers for H-2B workers. The enhancements will be benefit job seekers by giving them greater ability to locate job openings without having to know specifically about DOL’s job bank. In order for DOL to be confident in the labor market test that is conducted before a Temporary Labor Certification is issued, we must strive to get information on job openings to qualified, willing and available United States workers in Guam and nationwide so that they will come forward and apply for hard to fill jobs which employers now seek to fill with foreign labor.

Process flow of petition job orders through the NLX:



**Strategic Goal 4: Increase Economic Opportunities for Guam residents through authentic partnerships and collaboration with businesses, federal government entities, NGOs, and faith-based communities.**

Empowering communities requires a comprehensive long-term strategy. Provides the programming environment to support the range of right community based initiatives sensitive to the needs of the area, scale of development, and place dependent. This includes outreach village initiatives, civilian military initiatives and creating a multi-stakeholder workforce system.

**WA 202.1 Dislocated Worker and Rapid Response Services-SOW**

The One-Stop Career Center has a Rapid Response Team of specialists or subject matter experts who provide information resources and services to communities, businesses, and individuals who are addressing economic impacts or industry changes that may lead to worker layoffs or downsizing. The Director will have a continuous process of informing the business community of one-stop services including responses to potential dislocation (please see attached Rapid Response program outline). We will link with partner agencies through village mayors, public libraries and malls to create satellite offices to provide core services for dislocated workers.

**WIA WAIVER REQUESTS**

**WA 312 Workforce Waivers**

Following below are the existing waivers which have been approved for the Territory of Guam. At this time we request the continued approval for these waivers without revision.

1. Waiver of the required 50 percent employer contribution for customized training referenced in WIA Section 101(8) (c ).  
This waiver will allow Guam to provide customized training to low-income adults with WIA Adult funds, and may provide customized training to dislocated workers with WIA funds. Guam will provide WIA funded customized training and serve those who are eligible participants.
2. Waiver of Section 123 that requires that providers of Youth program elements be selected on a competitive basis. Under this waiver, Guam is permitted to address barriers to allow its One Stop Career Center (OSCC) partners to directly provide all ten (10) Youth elements. It will allow Guam service providers for youth programs to compete given the current high cost of administrative services.
3. Waiver of Section 133(b) (4) to increase the allowable transfer of funds between Adult and Dislocated Worker funding streams allocated to a local area.  
This waiver will allow Guam the flexibility to transfer funds between the Adult and Dislocated Worker programs in order to be more responsive to labor market demands relative to targeted populations.

## **TRADE ADJUSTMENT ASSISTANCE (TAA) – *not applicable to Guam***

### **WA 204 Senior Community Service Employment Program (SCSEP)**

The Senior Community Service Employment Program (SCSEP) works in collaboration with the One-Stop Career Center to provide training to our older workers who lack the basic skills to join the local workforce. The Guam Department of Labor (GDOL) is the funding recipient for the SCSEP Program. In the 2007-2009 WIA State Plan, the GWIB named SCSEP as a partner of the One-Stop Career Center. (Refer to WA 204)

**Strategic Goal 5: Provide the people of Guam a Workforce Investment System that is easy to access, navigate and assess.**

The direction of the GWIB board requires capacity building to support the initiatives and overarching goals to achieve the vision and mission of the ideal workforce for Guam. The governance serves as the anchor for creating accountable systems that include program design, program delivery and outreach across all program platforms. This is necessary to assess the effectiveness of governance tools and practices. This goal intends to align all business policies as approved and prioritized by the board. One important outcome of planning towards a “demand-driven” workforce begins with redefining the performing and governance environment for training and service providers, partners, industries and the community.

#### ***Work Areas (WA) Reference Section:***

WA 101-110 Youth Training Programs; WA 301-312 Workforce Policy and Governance; WA 401-410 Workforce Initiatives; WA 901-911 Program and Project Support and Administration

#### ***Work Areas included in this category:***

WA 101-110, WA 304, WA 307.1, WA 307.2, WA 307.6, WA 308, WA 308.1 WA 310, WA 311, WA 406-407, WA 905, WA 905.1, WA 911.1

### **WA 407 Marketing and Outreach**

Market Guam’s Workforce Development System pursuant to TEG 21-11, Change 1, the GWIB through the OSCC WA intends to include the American Job Center Branding to be aligned to the Marketing and Branding work in progress as new development. This will include promoting the key message of the GWIB’s OSCC as a business friendly environment. This section expands and aligns the HIRE LOCAL initiative with current community wide initiatives design to improve Guam’s local economy by encouraging the localizing theme for employment, local purchases of products and services, and supporting local businesses.

### **Sub WA 407.3      ‘HIRE LOCAL’ Targeted Marketing Campaigns**

In addition to the Mayors’ Council Movement WA 407.2, the GWIB will design and deliver targeted marketing campaigns promoting the GWIB programs and OSCC core services.

#### **WA 407.3A    Objectives**

- WA 407.3A1 Sponsor and align ‘HIRE LOCAL’ initiatives with Guam’s ‘Buy-Local’ and Made-in-Guam Programs and initiatives.
- WA 407.3A2 Advocacy for localizing strategies for employment and economic development

#### **WA 407.3B    Actionable Strategies:**

- WA 407.3B1 Design and develop ‘HIRE LOCAL’ campaign material
- WA 407.3B2 Promote Workforce Community Buy-in Events
- WA 407.3B3 Hire Local Workforce Conference and Seminars
- WA 407.3B4 Hire Local Advocacy
- WA 407.3B5 Engage the Guam and Regional Business Community

#### **WA 407.3C    Outcome Indicators:**

- WA 407.3C1 Increased Local Initiatives and local employment activity
- WA 407.3C2 Increased marketing activity and greater awareness