

APPENDIX

A

SWOT Analysis

SWOT Analysis of the Guam Workforce System (Prepare as an attachment to the plan, However include an overview of the SWOT strengths and opportunities) highlights and summary of findings:

Strengths

1. The Guam Workforce Investment Board is active and motivated, with diverse representation from stakeholder government agencies, institutions of higher learning, non-profit organizations, elected officials, and the private sector.
2. Guam is a close-knit community which allows for a higher degree of networking, information sharing, opportunities to volunteer and participate, etc.
3. The Staff brings broad experience to the table, they know their business very well, and they are passionate about what they do.
4. The One-Stop Career Center is centralized in one location which allows for streamlined process control, data collection, and reporting.
5. As opposed to other states that have (1) state-level GWIB and multiple local-level GWIBs, Guam is unique in that we have only (1) GWIB that represents the state and local level.

Weaknesses

1. Our education system does not adequately prepare youth for work or higher education.
2. Our ability to deliver on the e3 paradigm (education, employment, economic development) is not where we would like it to be. In particular, our partnerships with education (DOE), economic development (GEDA), and the private sector are weak.
3. Disincentives to gainful employment: Participants can achieve a higher standard of living from receiving welfare and subsidies than they can from gainful employment.
4. Lack of integrated strategy, policy and operations across all Workforce Partners. This limits our ability to ensure that our combined resources are being used in the most optimal way.
5. Lack of economic data and labor market information. The information that we do have may not be sufficient to address future needs, strategies, and labor market demands.
6. We have not defined our service delivery standards in terms of quality. For example, what is an acceptable case worker to participant ratio in order to ensure quality service?

Opportunities

1. Implement the objectives of the Regional Workforce Development Committee (RWDC): Expand opportunities for hiring from within our region rather than looking externally to H-2 workers.
2. Many other agencies and consortiums are building their strategic plans right now. We have an opportunity to align our strategic plan in the context of all these others.
3. Opportunity to focus more resources on Career Technical Education.

4. We should focus more resources on the K-12 system and especially on early learning initiatives (birth to 8 years old) as a long-term strategy for improving the economic prospects of our people.
5. We need to capitalize on the many grant funding opportunities that exist. This means we need more grant writers.

Threats

1. Changes in leadership and policy at the local and federal level may impact continuity of service.
2. High unemployment.
3. Lack of funding can impact service.
4. Dependence on military and tourism industry as a “magic pill” to solve our problems.
5. Need profound changes in the way we educate our children.
6. Rapid changes in labor force demographics may leave us ill-equipped to serve their needs.

APPENDIX

B

GUAM WORKFORCE INVESTMENT BOARD

STATEMENT OF WORK
WIA ADULT, DISLOCATED WORKERS & YOUTH PROGRAM

Release Date
May 1, 2012

For Performance Period
July 1, 2012 – June 30, 2013

BACKGROUND

The Workforce Investment Act (WIA) is the nation's principal workforce development legislation. In 1998, the enactment of the WIA was the first major reform of the nation's job training system in more than 15 years. Title I of the Act is designed to provide workforce investment activities through statewide and local one-stop systems that increases employment retention and earnings of participants, and increases occupational skills attainment by adults, dislocated workers and youth participants. The one-stop system through the delivery of core, intensive, and training services provide the information, advice, job search assistance, and training that are necessary to get and keep good jobs to the unemployed and/or underemployed individuals thereby providing employers with skilled workers.

The cornerstone of the workforce investment system is One-Stop service delivery that unifies numerous training, education and employment programs into a single, customer-friendly system in each community. The underlying notion of One-Stop is the coordination of programs, services and governance structures so that the customer has access to a seamless system of workforce investment services. Through the One-Stop system, the workforce investment system is a gateway to a wide variety of employment, training, educational and other human resource programs

SUBMISSION OF PROPOSED SCOPE OF WORK

The following must be included in the Proposed Scope of Work:

- A. 2012 WIA ADULT, DISLOCATED WORKERS & YOUTH PROPOSAL SUMMARY**
- B. (PROJECT DESCRIPTION)** – This portion should give a clear picture of the design of the program, the anticipated outcomes, and the capability of the provider to deliver the proposed services. Provider is to answer **each question** under Sections A – H. Sections A-H should follow the alphabetical and numerical sequence. **Answers to the Questions should be typed under each question.**
- C. BUDGET** – Complete the Budget Summary and supporting worksheets for all costs required to implement the program design.
- D. MEMORANDUM OF UNDERSTANDING BETWEEN MANDATED ONE-STOP PARTNERS**
- E. JOB DESCRIPTIONS AND RESUMES** – A Job Description – Workforce Investment Act form must be completed for each position funded by WIA Adult/DW/Youth funds.
- F. CURRENT ORGANIZATION CHART**
- G. AGENCY GRIEVANCE PROCEDURES**

I. ASSURANCES & CERTIFICATION FORMS SUBMITTED TO U.S. DEPARTMENT OF LABOR EMPLOYMENT AND TRAINING ADMINISTRATION

- ◆ **GENERAL ASSURANCES & CERTIFICATION FORM** - Requires signature of authorized representative & date.
- ◆ **CERTIFICATE REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION LOWER TIER COVERED TRANSACTIONS**
Requires signature of authorized representative & date.
- ◆ **DRUG FREE CERTIFICATION** - Requires signature of authorized representative & date.
- ◆ **EQUAL OPPORTUNITY NON-DISCRIMINATION** (Complete form)
- ◆ **ASSURANCES NON-CONSTRUCTION PROGRAMS** - Requires signature of authorized representative & date.
- ◆ **COPELAND ACT CERTIFICATION** - Requires signature of authorized representative & date.

SERVICE DELIVERY REQUIREMENTS

This portion of the plan should give the Board a detailed and clear picture of the design of the program, anticipated outcomes, and the capability to deliver the proposed services.

PARTICIPANT SERVICES

Case Management: 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.

Outreach and Recruitment. Efforts to broaden the composition of the pool of those considered for participation to include members of both sexes; the various race/ethnicity and age groups and individuals with disabilities. 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.

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. 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.

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 Board's 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.

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).

1. The Provider staff member(s) assigned to eligibility determination will ascertain the correct family status, barriers, calculate family income, determine 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 authorized personnel 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 title. These verification documents must be secured in the participant's permanent file and will be subject for review by the state.

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 individual, referral to another program for specific services will be part of the participant's program participation and will be documented in the 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 participant' academic levels, skills, levels, and services needs to include:

- *family situation
- *education
- *basic skills
- *occupational skills
- *motivation

- *interest and aptitudes (including interests and aptitudes for non-traditional occupations)
- *attitudes toward work
- *supportive services needs, and developmental needs

- *prior work experience
- *employability/work maturity skills
- *financial resources and needs

The 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, employment career goals taking into consideration the participant's assessment results.

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 will 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 will also be included in the periodic evaluation. The CSP will be used as the basic instrument for the LA 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 CSP is an informal "contract" between the WIA service provider and the client. The proposed 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 Provider will select eligible applicants who have been assessed as meeting eligibility criteria 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 Provider will provide 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 provide "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 & 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 provide 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 Local Area 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 State Workforce Board. Requests for such approval are to be submitted in writing to the Board. 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.

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

1. All Case Managers shall be required to maintain intensive case notes, counseling notes and activity notes as provided on the Workforce system.
2. All Case Managers are required to maintain individual participant folders with signed and printed documents, Workforce screens application, employment plan activities, 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 and in a timely manner.

Counseling: 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 on personal indebtedness will occur as applicable.

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 Career Consultant 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. Each Provider is responsible for job development and placement of participants, as applicable. Each 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 & dislocated workers, for a minimum of 12 months. 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 to participants through the mail as specified by the Board. 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 & dislocated worker Providers operate from the applicable One-Stop Career

Center. 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.

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:

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

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
Adult Entered Employment	53.7 %
Adult Retention	73.7 %
Adult Average Earnings	\$13,178
Dislocated Workers Entered Employment	50.6%
Dislocated workers Retention	78.3 %
Dislocated Workers Average Earnings	\$15,840
WIA Youth Placement in Employment or Education	53.6%
Attainment of Degree or Certificate Rate	53.4%
% Students who Achieve Literacy or Numeracy Gains	39.7%

2012 WIA ADULT, DISLOCATED WORKERS & YOUTH PROPOSED ACTIVITIES
SUMMARY

Section I: SUMMARY

(SERVICE PROJECTIONS ARE GOALS TO BE ATTAINED IN PROGRAM YEAR - JULY 1, 2012-JUNE 30, 2013)

PART I:

- A. Adults/Dislocated Workers and Youth Brief Activities Narrative (attach pages as needed):
- B. Cordination with Non –WIA Projects/Programs:
- C. In-Kind Contributions: (list name of entity/fund source and specific in-kind contribution)
- D. Describe specific plans to access other grant sources such as foundations, non-profit organizations, etc.:

SECTION II: The provider is legally accountable for WIA goals and related WIA performance.)

- A. Proposed WIA Adult, Youth and Dislocated Worker funded activities:

ADULT:

- Classroom Based Training
- On the Job Training
- Customized Training
- Other Specify _____

DISLOCATED WORKER:

- Classroom Based Training
- On the Job Training
- Customized Training
- Other Specify _____

YOUTH:

- Classroom Based Training
- On the Job Training
- Customized Training
- Other Specify _____

- B. TOTAL ADULT FUNDS REQUIRED: \$

ADULT ADMIN.	\$	%	_____
ADULT PROGRAM	\$	%	_____
ADULT STAFF COSTS	\$	%	_____
COST PER ADULT PARTICIPANT:	\$		_____

C. TOTAL DW FUNDS REQUIRED: \$ _____

DISLOCATED WORKER ADMIN.	\$	%	_____
DISLOCATED WORKER PROGRAM	\$	%	_____
DISLOCATED WORKER STAFF COSTS	\$	%	_____
COST PER DW PARTICIPANT:	\$		_____

D. TOTAL YOUTH FUNDS REQUIRED: \$ _____

YOUTH ADMIN.	\$	%	_____
YOUTH PROGRAM	\$	%	_____
YOUTH STAFF COSTS	\$	%	_____
COST PER YOUTH PARTICIPANT:	\$		_____

E. TOTAL # WIA INTENSIVE SERVICES (Planned # of Participants Enrolled)	ADULT:	_____
	DW:	_____
	YOUTH:	_____

F. TOTAL # IN WIA TRAINING: (Planned # of Participants Enrolled)	ADULT:	_____
	DW:	_____
	YOUTH:	_____

G. TOTAL WIA PARTICIPANTS SERVED (Planned # of Individuals)	ADULT:	_____
	DW:	_____
	YOUTH:	_____

H. TOTAL WIA IN OJT CONTRACTS: (Planned # of Participants)	ADULT:	_____
	DW:	_____
	YOUTH:	_____

I. TOTAL Planned # Placed in Unsubsidized Jobs	ADULT:	_____
	DW:	_____
	YOUTH:	_____

J. TOTAL Planned # EXITED	ADULT:	_____
	DW:	_____
	YOUTH:	_____

K. ANY SPECIAL TARGET GROUPS:
(e.g. Hispanic/Latino; working poor; displaced homemakers)

L. CUSTOMIZED OR SHORT TERM TRAINING FOR SPECIFIC EMPLOYERS (list employer name; type of training; length of training; outcomes.)

M. SUPPORTIVE SERVICES:

N. DESCRIBE MARKETING ACTIVITIES:

SECTION III: WIA PERFORMANCE OUTCOMES:

Adult:

Adult Entered Employment Rate: _____
Adult Employment Retention Rate: _____
Adult Average Earnings: _____

Dislocated Worker:

Dislocated Worker Entered Employment Rate: _____
Dislocated Worker Employment Retention Rate: _____
Dislocated Worker Average Earnings: _____

Youth:

Placement in Education or Employment: _____
Attainment of Degree or Certificate Rate: _____
% of Students who Achieve Literacy or Numeracy Gains: _____

SCOPE OF WORK

RESPONSE SECTION

Provide a summary of the proposed program to include the specific program goals and projected outcomes. Discuss any innovative, creative, and/or non-traditional aspects of this program design. Answers to the Request For Proposal Questions should be typed under each question

A. PROGRAM MANAGEMENT

1. Describe the mission of your organization. Include a program organizational chart that outlines the administration of the organization for the proposed project.
2. Identify lines of authority and supervision for program operation.
3. Identify all staff positions necessary for the operation of this program. Complete job description form for each of the WIA-funded positions.
4. Specify the location of the One-Stop Center and satellites through which you will provide services.
5. Describe how internal program monitoring activities will occur, include internal monitoring of progression of clients for services, tracking participants progress & attendance, case notes and participants file folders, etc.
6. Describe any in-kind contributions to the program that will be contributed to the program.
7. 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.
8. Discuss linkages to community agencies and organizations that will be utilized to provide clients with services, training and employment.
9. 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.

10. 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.
11. Describe in detail methods of providing “services” to clients that do not maintain regular contact with case managers.
12. 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.
13. Explain how all participants will be informed of EO policies and procedures.
14. Discuss services/activities that are provided to clients to assist them in their efforts to find unsubsidized employment.

B. CORE SERVICES

1. Describe the activities and methods that will be used for outreach and recruitment for potential adult participants.
2. Describe the activities and methods that will be used for outreach and recruitment for potential dislocated workers.
3. Describe the process for referring individuals to the appropriate agency for those services not available at the One-Stop Career Center.
4. 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.).

C. INTENSIVE SERVICES

1. 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.
2. Describe planned case management services, including how and when counseling will be provided for clients in Intensive Services.

3. Describe in detail your orientation process for clients enrolled in Intensive Services.
4. 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).

D. TRAINING SERVICES

1. Describe types of training services available through the WIA program.
2. 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.
3. Discuss how labor market information is provided to clients to assist them in making decisions regarding curriculums to pursue.
4. Describe how Participant vouchers will be issued, to eligible individuals to finance training services (tuition, fees, books, and supplies).
5. Describe how the Participant Voucher system will be administered.
6. Describe planned case management services, including how and when counseling will be provided for clients in Training Services.
7. Describe in detail your orientation process for clients enrolled into training services.

E. SUPPORTIVE SERVICES

1. Describe the process for verifying that participants are unable to obtain supportive services through other programs providing such services.
2. Describe supportive service policies to include amounts, duration, and determining factors in providing supportive services (i.e., childcare, transportation, etc.).

F. PLANNED EMPLOYMENT OUTCOMES

1. 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.

2. 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.
3. 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.

G. FOLLOW-UP SERVICES

1. Describe how retention of participants by the employer will be encouraged and monitored.
2. Describe planned follow-up activities for individuals who do not enter employment.
3. Describe how you will track employed individuals, including the tools and mechanisms to be used.
4. 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.

H. ONE-STOP SYSTEM LINKAGES AND BENEFITS

1. Describe your proposed role as a One-Stop Operator.
2. Describe how your plan adds value and benefits to the One-Stop system and its customers.
3. Describe how you will meet the system's expectations of partnership.
4. Describe your plan for linking and referring customers, including youth (14 to 21).
5. 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.
6. Describe innovative service delivery strategies to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. Include partners involved, funds leveraged, and anticipated outcomes.

PROGRAM AND FINANCIAL MANAGEMENT

Instructions: Please complete the following section. Areas that address compliance issues must identify the appropriate member of the agency's staff responsible for compliance. Add any comments you find necessary for clarification.

A. Internal Program Management

The Workforce Investment Act requires the State Board to establish internal program management procedures to assure compliance and to review program progress. The following major areas of operation shall be monitored and reviewed:

- i. Compliance with the provisions of the Workforce Investment Act (P. L. 105-220) and regulations or any applicable federal or state regulations;
- ii. Compliance with all applicable State and GWIB policies; and
- iii. Compliance with WIA regulations regarding records maintenance and Guam Workforce System data entry. The internal program management procedures must be sufficient to prevent fraud and abuse. All reports of information creating suspicion of, or instances of criminal misconduct, fraud or willful and gross misconduct, in connection with any WIA program shall be reported immediately to the GWIB. Internal program management procedures must also ensure that auditable and otherwise adequate records are maintained to support the eligibility of all WIA participants and confirm adherence to specific program requirements and limitations. The GWIB will require that all WIA Providers adhere to the established monitoring procedures for ensuring program compliance with federal regulations.

Indicate how internal program management will be accomplished by your agency:

Identify the staff person(s) responsible for internal program management, compliance monitoring and performance reviews.

Staff Assigned Job Title Phone # / E-Mail

B. Monitoring Procedures

The GWIB developed a monitoring system procedure (GWIB-MO-001) for evaluating the quality and effectiveness of WIA funded programs. Monitoring is the quality control system whereby the GWIB gathers and analyzes information to detect problems, identify strengths and weaknesses, and propose improvements to the program. Monitoring activities are conducted periodically to determine whether programs are in

compliance with contractual agreements, GWIB policies, WIA regulations, and GWIB requirements. The Monitoring and Oversight Sub-Committee of the Guam Workforce Investment Board is required to monitor performance, programmatic, and fiscal activities. In many instances, the different types of monitoring are interrelated, and conducted simultaneously. Oversight and monitoring is required by 20 CFR 667.410. These activities may be conducted by the Guam Workforce Investment Board, the Office of Public Accountability State Annual A-133, Single Audit, and the U.S. Department of Labor, or their designated representatives. Cooperation includes access to the premises for the purpose of interviewing employees or participants and permitting the examination of, and/or photocopying of books, records, files, or other documents related to the contractual agreement. A review will include a written monitoring report within thirty (30) working days following the monitoring visit. A management action plan, including corrective actions, explaining how the monitor's recommendations will be implemented must be submitted to the Board ten working days after receipt of the report.

C. Technical Assistance for Continuous Improvement

Technical Assistance will be provided to ensure compliance with the GWIB's program expectations. Results of schedule, on-site technical assistance visits will be documented and Service providers are expected to participate in technical assistance, training and monitoring sessions scheduled by the Board to ensure coordination and continuous improvement.

D. Records Retention

The records and documents must be maintained for WIA participants and employees. The Provider agrees to make these records available for monitoring and review by the GWIB and agrees to retain these records, subject to audit, for three years from completion of services.

E. Internal Financial Management

The Provider agrees to conduct internal financial reviews of the following major areas:

- 1) Compliance with the provisions of the Workforce Investment Act/American Recovery and Reinvestment Act and its regulations.
- 2) Compliance with the provisions of the WIA Contract;

- 3) Compliance with the applicable State and GWIB Policies;
- 4) Compliance with the WIA contract regarding record maintenance;
- 5) Compliance with accepted financial management and accounting practices as appropriate(20 CFR Part 652);
- 6) Compliance with applicable OMB Circulars and CFRs.

Internal financial management procedures shall be sufficient to prevent fraud and abuse. All suspicion of, or instances of criminal misconduct, fraud or willful and gross misconduct, in connection with any WIA program shall be reported immediately to the GWIB, and to the U.S. Department of Labor. Internal financial management procedures must also ensure that auditable and otherwise adequate records are maintained which support all expenditures of WIA funds and confirm adherence to policies regarding allowable costs and allocations of costs to proper cost categories. The Provider shall document all internal financial compliance reviews.

List the name and title of the person(s) responsible for maintaining financial records, monitoring fiscal activities for contractual compliance and assisting monitors/auditors during on-site visits.

Staff Assigned Job Title Phone # / E-Mail

Staff Assigned Job Title Phone # / E-Mail

I. Bonding Insurance Requirements

Agencies must meet bonding requirements as required through the Office of Management and Budget Circulars or other applicable regulations. Public agencies are required to be bonded. The Provider must assure the U.S. Treasury restrictions on excess cash will be observed and that interest will be properly tracked and used for WIA operations as program income.

K. Program Income Requirements

The Provider assures that it will comply with the addition method, described at 29 CFR 95.24 or 29 CFR 97.25 (g) (2), as appropriate, for all program income earned under the WIA.

Indicate how program income will be tracked by the Provider and recorded on financial reports to the GWIB:

L. Property Management Requirements

The Provider agrees to maintain careful accountability of all WIA purchased non-expendable property (property with a life expectancy of one year or more and a unit cost of \$500.00 or more) and to maintain an inventory of all properties acquired with WIA funds. The GWIB will maintain a fixed-asset listing to be verified for physical location and serviceability at your agency at least annually.

The Provider will be responsible for maintaining an accurate inventory of all WIA property in their possession. A copy of the updated annual inventory shall be submitted by the Provider to the GWIB with the contract closeout document.

In the event property purchased with WIA funds is stolen or destroyed by criminal act, the Provider will notify appropriate law enforcement officials immediately. The GWIB Chairman must be notified within three (3) working days of discovering the loss or damage. A copy of the police report will be maintained as documentation of loss, and a copy forwarded to the GWIB.

Identify the staff specifically assigned to maintain property inventory records and serve as a liaison with the GWIB (or designee) regarding matters of non-expendable property, inventory and accountability.

Staff Assigned Job Title Phone # / E-Mail

WIA Staff Job Descriptions

Employee: _____

Job Title: _____

Complete a separate Job Description for each Position/Job Classification that will provide WIA services under the terms of this agreement, whether funded in full, in part, or not at all, with WIA funds from this program. The Job Title used above should agree with the Job Title used in the Budget Summary Worksheet. The time allotted to WIA services should agree with the percentage of time in the Budget Summary Worksheet.

1. Describe actual job duties or tasks to be performed in relation to the above named WIA program and job title:
2. Minimum education and experience qualifications required of the person to perform the above job duties:
3. This person will devote time to this WIA program as follows:
 - a. ____ hours per day, (maximum of 8 hours);
 - b. ____ hours per week (maximum of 40 hours).
4. This person will normally devote a total of _____ hours per week to all programs). Maximum of 40 hours.
5. This person will devote _____% of his/her time to this WIA program on a weekly basis. This % should agree with the % used on the Budget Summary Worksheet.

Attach WIA staff resumes that include the following: educational level, work experience, and special training.

APPENDIX

C

CTE Accomplishments

Program Objectives:

1. To increase student interest and participation in on-the-job training by 10% annually
2. To increase by 10% both community awareness and business participation in the Work Experience Program.
3. To increase student placement in on-the-job training experience by 10% annually.
4. 95% of students entering the program will successfully complete on-the-job training.

For summer 2011, the number of students applying for participation in this program was 190. This program focused on student development of knowledge, skill, and employability attitudes through the application of vocational skills learned in career and technical education courses. Learning activities included basic workplace readiness skills as well as on-the-job application of said vocational skills. This program provided high school students with relevant work experiences related to their career and technical education field of studies. The students participated in guided work experience with public and private industry partners through a properly monitored work experience which extended classroom theory into actual on-the-job application.

Four Work Experience (WE) coordinators were hired to implement the program. The WE coordinators conducted recruitment efforts in all five high schools through in-class presentations. Applications were distributed to prospective participants. Simultaneously, training sites were lined up and job descriptions obtained for use in developing training plans. The WE coordinators processed applications and placed students at training sites. This process included prepping students for interviews, formalizing training plans and agreements, and arranging on-site orientations. Requirements for earning credit and subsequently, grades, were clearly delineated.

The students underwent training at their respective sites. The WE coordinators conducted site visits to monitor the progression of training efforts. Towards the end of this time frame, the WE coordinators also insured that evaluations were being conducted, logs were being kept, and written reports were being prepared. Several students opted to continue their Work Experience into the fall 2011 semester.

The WE coordinators collected forms and documents from students and training site personnel for evaluation and grading the student participants. Grades and credit earned were submitted to the students' respective high school registrar in time for posting on first quarter grade reports.

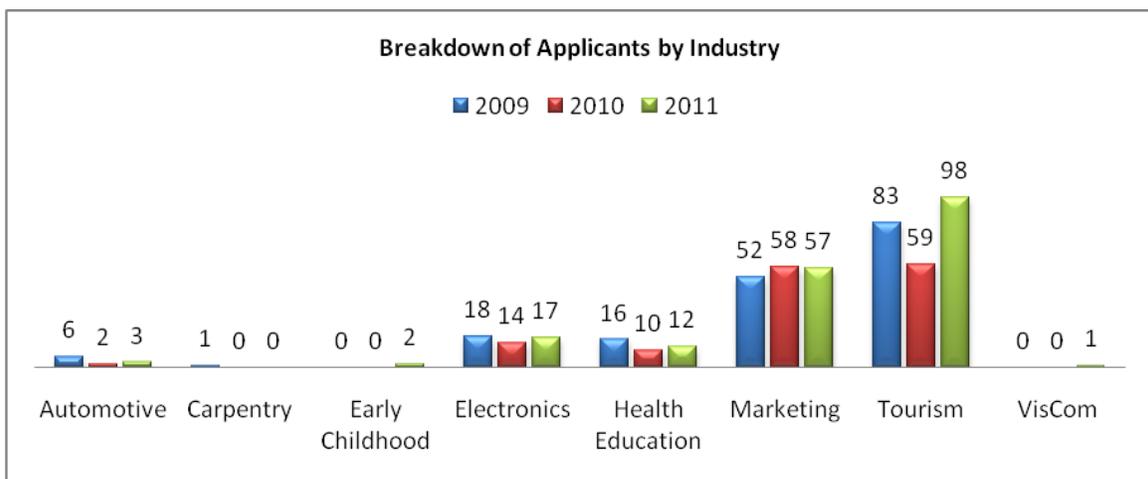
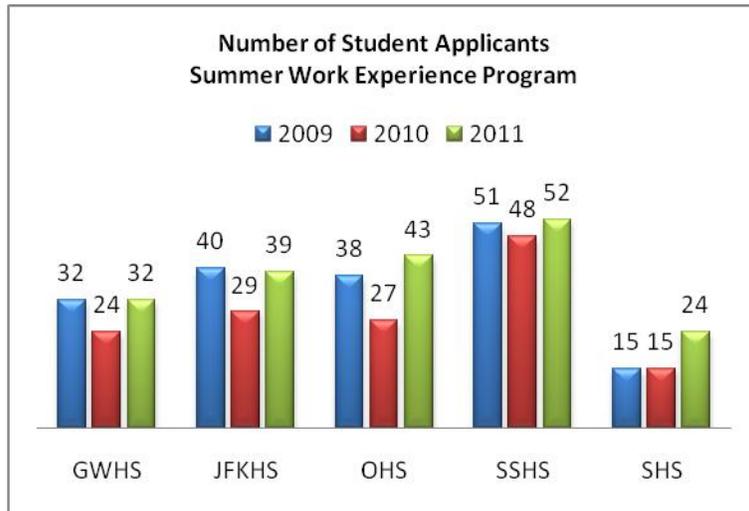
Strengths

See Part I, Accomplishments: The program activities are described. The activities listed in Part I contributed to the accomplishment of the program objectives as outlined below. In order to evaluate the strengths of this program, an analysis of longitudinal data is provided spanning three summers.

Objective 1: To increase student interest and participation in on-the-job training by 10% annually.

The program achieved Objective 1 over a three-year period from summer 2009 to summer 2011, although there was a decrease in enrollment from 2009 to 2010. Table 1 shows that student interest and participation significantly decreased by 18.75% from summer 2009 (176 students) to summer 2010 (143 students). A significant increase in participation occurred during the summer of 2011. There was no YES program in summer 2010, which explained the decrease in student participation from the summer 2009 (176 students) to summer 2010 (143 students). Considering that there was no YES program in 2011, the increase in students may be contributed directly to the recruitment efforts of our instructors and full time Work Experience Coordinators.

Tables 1 and 2 provide a longitudinal snapshot of student applicants for summers 2009, 2010, and 2011.



** Early Childhood and VisCom are new programs that began Work Experience in the summer of 2011

Objective 2: To increase by 10% both community awareness and business participation in the Work Experience Program.

The program achieved Objective 2 as business participation has increased over the past three summers by exceeding the 10% baseline for this Objective. Table 3 shows that employer participation increased by 7% from summer 2009 (29 training sites) to summer 2010 (31 training sites), and a 42% increase in summer 2011 (44 training sites). The overall increase over the three-year period was 51.7% from summer 2009 (29 training sites) to summer 2011 (44 training sites).

Table 3: Number of Training Sites (Private and Public)

Summer 2009	29
Summer 2010	31
Summer 2011	44

Students were placed at public and private sector sites. Table 4 in the attached *Program Evaluation Matrix* lists the training sites. The training sites were identified based on students’ needs and career and technical education program. Work Experience Coordinators contacted possible training sites in response to student requests for a particular site. Additionally, several sites contacted Work Experience Coordinators for possible student placements. Several sites chose to continue participation from prior years. Work Experience Coordinators also communicated with industry contacts to promote participation.

Objective 3: To increase student placement in on-the-job training experience by 10% annually.

Table 4 shows the student placement rates for summers 2009, 2010, and 2011. For summer 2011, of the 190 students who submitted Work Experience applications, 154 students were placed in various training sites (for a 81% placement rate).

Summer Work Experience Program: Placement and Completion Rates						
Year	# Applicants	# Placements	# Completions	Placement Rate	Completion Rate	
2009	176	159	157	90%	99%	
2010	143	99	85	69%	86%	
2011	190	154	139	81.1%	90%	

The placement rate did not meet the projected 10% increase for this objective from summer 2009 (90%) to summer 2010 (69%) with a 21% decrease. However, the placement rate increased by 22.1% from summer 2010 (69%) to summer 2011 (81.1%). Students who applied did not participate for a variety of reasons: (a) did not meet age requirement, (b) chose summer school, (c) opted for paid employment without earning work experience credit, (d) transportation issues, and (e) left off-island for summer vacation.

Objective 4: 95% of students entering the program will successfully complete on-the-job training.

Longitudinal data presented in Table 5 show that this objective was successfully met during the summer of 2009 (at 99%) but fell short of the 95% rate for summer 2010 (at 86%) and the summer of 2011 (at 90%).

Improvements

One area of improvement is to increase the student placement rate into the program by addressing the reasons student applicants may choose to opt out of the program. As noted in Objective 3, students who applied did not participate in a work experience program for a variety of reasons: (a) did not meet age requirement, (b) chose summer school, (c) opted for paid employment without earning work experience credit, (d) transportation issues, and (e) left off-island for summer vacation. Age requirement and students' choices to pursue summer school remediation and/or paid employment above the Work Experience (WE) Program were reasonable and not a reflection of a weakness in the WE program. Decisions to go off-island for summer vacation are personal choices made by the applicants that are not within the parameters of this program to address. However, transportation issues can be addressed by looking for ways to place students in training sites with a closer proximity to their residences. Also, WE Coordinators should have strong industry connections to facilitate the placement of our students. Due to these connections, placements can be made easier because of employer trust—WE Coordinators who are knowledgeable about the WE Program and have experience are more productive in recruitment and placement efforts.

Another area of improvement is to increase student completion rate as per Objective 4. The WE Coordinators will continue to identify ways to encourage student completion of the programs through regular monitoring of student progress and addressing employer feedback.

The Project Director and WE Coordinators continue to look for ways to strengthen the WE Program in order to provide quality learning experiences for the students. In doing so, the following surveys were administered to the WE Program student and employer participants to increase awareness of program issues and identify ways to improve the program. These results have been reviewed and will be taken into consideration for future program planning and implementation:

STUDENT SURVEY RESULTS FOR SUMMER 2011 (103 STUDENTS RESPONDED COMPARED TO 42 FOR SUMMER 2010)					
	NOT SATISFIED	SOMEWHAT SATISFIED	SATISFIED	VERY SATISFIED	OVERWHELMINGLY SATISFIED
ARE YOU SATISFIED WITH THE TRAINING YOU RECEIVED?	0%	0%	14%	37%	49%
HOW SATISFIED WERE YOU WITH THE SERVICE FROM THE WE PROGRAM?	0%	0%	11%	41%	48%
ARE YOU SATISFIED WITH THE WORK EXPERIENCE YOU RECEIVED?	0%	0%	5%	42%	53%
DID THE ACADEMIC VOCATIONAL TRAINING YOU RECEIVED AT GCC PREPARE	1%	0%	9%	39%	51%

YOU FOR THE WORLD OF
WORK?

EMPLOYER SURVEY RESULTS FOR SUMMER 2011
(28 STUDENTS RESPONDED COMPARED TO 19 FOR SUMMER 2010)

	NOT SATISFIED	SOMEWHAT SATISFIED	SATISFIED	VERY SATISFIED	OVERWHELMINGLY SATISFIED
HOW SATISFIED ARE YOU WITH OUR ABILITY TO COORDINATE THE WE PROGRAM?	0%	0%	18%	46%	36%
HOW SATISFIED WERE YOU WITH THE STUDENT'S ACADEMIC AND VOCATION PREPARATION?	0%	0%	21%	61%	18%
HOW SATISFIED ARE YOU WITH THE STUDENT'S WORK BEHAVIOR AND PERFORMANCE?	0%	0%	18%	46%	36%
HOW SATISFIED ARE YOU WITH YOUR ABILITY TO PROVIDE TRAINING?	0%	0%	14%	68%	18%

APPENDIX

D



REGIONAL WORKFORCE DEVELOPMENT COUNCIL STRATEGIC PLAN 2010-2015

MICRONESIA WORKS!...Talent Development Strategic Opportunities SHAPING A REGIONAL TALENT DEVELOPMENT SYSTEM

Regional Workforce Development Council (RWDC)

The goal of the RWDC is to provide the much needed regional guidance and development of a regional workforce strategic plan.

Globalization has forced changed 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 change challenges to transformative opportunities. Transformative opportunities will require increased partnerships with the Pacific community—businesses, researchers, entrepreneurs and 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 Micronesian Chief Executives endorsed the establishment a Regional Workforce Development Council (RWDC); the alignment of workforce development, vocational education and other training programs and leverage resources; the collaboration, integration and formation of partnerships with the private sector; and the creation and implementation of training programs for demand-driven occupations.

Special points of interest:
Master Apprenticeship Program for Arts & Handicraft Strategy

Rethinking our workforce system strategy, begins on building on our strengths and assets as a unified region, preparing Micronesia's human capital for training opportunities,

Vision:

A unified, competitive, and just-in-time talent development system that strengthens and embraces the region's unique diversity.

Mission:

To improve the quality of life and standard of living of our citizens by maximizing their potential for employment in a competitive economy.

Pacific Workforce Investment Workgroup (PWIW)

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 aligning vocational education, training programs, leveraging resources, addressing demand-driven occupations and promoting collaboration across education and business and industry (economic development).

RWDC Goal Areas

Goal 1. Regional convener of talent development	4
Goal 2. Strengthen, Embrace, Align regional e3+1	5
Goal 3. Micronesian One-Stop Career Center	5
Goal 4. Regional Recruitment Pipeline System	6
Goal 5. Talent Development Incentives	7

Plan Organization	
Part I.	RWDC and PWIW Introduction
Part II.	Setting the Stage
Part III.	Regional Focus Areas
Part IV.	Goals and Priority Actions

Setting the Regional Stage:

The Chief Executives agreed that workforce investment opportunities in the region are critical to the development of future economic growth and sustainable development.

The Chief Executives also agreed that each island state should be committed to providing program services to improve the quality of life of each of our citizens by maximizing their potential for employment in a competitive world economy. The Executives further agreed that the support of registered apprenticeship programs certified by the U.S. Department of Labor should be jointly pursued for the benefit of the regional workforce. The Chief Executives request that all islands support increasing the productivity of their respective workforce. To accomplish this, Governor Camacho introduced the motion

to develop a regional strategic plan to implement regional apprenticeship training and workforce investment in Micronesia.

The MCES emphasized that training should focus on capitalizing the region's assets by forging collaborative partnerships with institutions of higher learning, our schools and communities. "Innovation Micronesia" becomes the talent development reference representing the evolving framework for the region's talent development. This includes accessing training resources, broad based community education, capacity building, entrepreneurship, regional data for economic and community solutions, lifelong learning through talent development, military growth and impact, regional asset/resource mapping.

This workgroup continues to advance the various overarching themes and strategies common throughout the RWDC and PWIW collaborative efforts. This workgroup identified five core areas throughout this regional planning process:

1. Convener for Micronesia Works (Regional Talent Development System)
2. E3+1 Collaborative Framework
3. Micronesian One-Stop Career Center
4. Regional Recruitment Pipeline
5. Talent Development Incentives

The core areas fields the doable and common interests indicating a clear need to prioritize initiatives over its slated implementation period.

• Regional Workforce Action Plan Strategy Areas for the RWDC

The seven action plan strategies represent the many ongoing discussions with various strategic partnerships inclusive of both regional and federal government collaborators.

- Strategy 1: **RWDC Data Initiative**
- Strategy 2: **Regional Entrepreneurship/Enterprise Initiative**
- Strategy 3: **Workforce Readiness Credentialing System**
- Strategy 4: **Workforce Pipeline Development Initiative**
- Strategy 5: **RWDC/PWIW Communications Plan**
- Strategy 6: **Computer and Financial Literacy Initiative**
- Strategy 7: **Succession Planning Initiative (replacement of key staff and mentoring junior staff).**



PWIW/RWDC Meeting—Koror, Palau
December 2010

• Regional Partnerships

This section profiles the range of discussions and staging of regional strategies and action items.

Workforce Innovation in Regional Economic Development (WIRED). Localizing the U.S. Department of Labor's federal regional economies model—(WIRED) inclusive of the following elements:

- Definition of the regional economy;
- Development of a leadership group that can create a regional vision and strategy;

- Regional Assessment to map the area's human capital assets;
- Creation of a regional workforce training consortium.

Military Impact and Growth to Regional Communities.

- Support the RWDC and PWIW planning efforts to respond to the military buildup.



Regional Asset/Resource Mapping.

- Conducting a talent development asset/resource map is essential for evolving and adjusting the planning strategies.

- School System
- Infrastructure

Communications Framework for Collaboration.

- This involves implementing regular training and communication protocols for all workforce strategy teams.

• Workforce System Regional Framework Process

The framework process builds from the preceding summit sessions of the RWDC and PWIW workforce development deliberations. This includes the updates and adaptation, leveraging of regional assets, expertise, alignment and common consensus on practical talent development action plans.

The workforce system regional framework represents the RWDC many guided and facilitated discussions with the regional PWIW advisory group, and collaborators, forums, summits and seminars. This framework presents the RWDC's overarching goals, core objectives and priority areas and key performance indicators.

The RWDC recognizes the changing marketplace and programming dynamics of government and industry needs allowing this process to remain a sensitive and living document with allowances for revising strategies as needed by the RWDC.

The result of this process represents a coherent and practical framework aligned through the three overarching strategic Plan focus areas:

1. Workforce Demand Initiatives;
2. Workforce Supply Initiatives;
3. Comprehensive local/regional based training systems.

During the early RWDC period, the workgroup identified three initial focus areas to evolve the RWDC workforce development Five-Year Strategic Plan. Year 1 and 2 of the plan focuses on Capacity Building— This area considers the importance of technical team development, cross-planning and working with workgroups and collaborators;

Locality Based Entrepreneurship— focuses on regional collaboration and support for youth entrepreneurship;

Regional Data for Economic and Community Solutions—focuses on regional data on workforce develop-

ment and common program design and reporting.

Years 3-5 of the Strategic Plan focuses on conducting the feasibility of establishing a Micronesian Job Corp and the incorporating and aligning lifelong learning with the recognized learning continuum for training and workforce development.

The Chief Executives recognize that to meet region training needs, the approach has to be practical and should include both short-term and long-term training sensitive to demand-driven occupations. Where possible, to use existing institutions in a coordinated and regional manner.



USDOL Employment & Training Administration
Pacific Director's Meeting—June 2010

• Towards a Micronesian Transformation

The Micronesian Workforce Transformation becomes the vehicle for enhancing the region's workforce development agenda. This includes providing incentives for employment opportunities, increasing the pool of new employers, and addressing effective retention and expansion strategies.

The Micronesian Transformation includes common recurring themes aligned closely with the proposed goal areas:

- Learning continuum embedding lifelong learning through appropriate manpower development and capacity building programs;
- Occupational and vocational instruction and career counseling for youth and adults;
- Online Learning and Distance Education;
- Localizing best-practice training programs;
- Updating manpower needs and aligning the various strategic plan documents;
- Establish a marketing and branding campaign for Micronesia Works!;
- Establish and align economic development priorities, private sector initiatives, Entrepreneurial support and promote regional tax incentives for intra-region investments;
- Incentives & scholarships including the establishment of regional internships and scholarships;
- Leveraging resources;
- Promoting accountability, outcomes and performance measures of programs and activities;



Guam Passport-to-Careers Youth Program
Allied Health Participant

E3+1 Education, Employment, Economic Development and Ethics

Workforce One e3 system:

The Chief Executives adopted the RWDC's recommendation of regionalizing the Power of E3: Education, Employment, and Economic Development from the U.S. Department of Labor's Employment and Training Administration (ETA) framework guiding employment and training programs. Ethics was added as recommended by CNMI Governor Benigno R. Fitial localizing this framework and establishing the e3+1.

Each jurisdiction represented by its PWIW advisory workgroup helped established its objectives and consensus of goals and action areas. The e3+1 provides the constant through which these discussions evolved aligning the regional discus-

sions of the PWIW and the RWDC. The endorsement and common consensus of these goals and strategies evolved through the workgroup minutes and many forms of input sessions and discussions. This includes building from existing workforce initiatives and efforts.

Defining the common tenets of workforce development priorities embeds the need to link strategic collaboration with education and economic development and ethics as the guiding elements to ensure that the workgroup and council efforts are based and guided by strong values sensitive to our unique pacific island heritage.

The endorsement of the Micronesian

Workforce Transformation Forum—Micronesia Works! provides the unifying brand for the region's diverse workforce development strategies.

Special points of interest:

*Regional Joint Training Board
Calendar strategy*



**Job Corps Participants
CNMI (Rota)**

Goal Areas

1. *A goal of the RWDC is to become the regional convener of talent development systems.* The many workgroup discussions continue to promote the need to establish a comprehensive, integrated service system that harmonizes workforce development services and programs.
2. *Strengthen, embrace, and align the power of e3 plus 1 approach to the region's talent development efforts (education, economic development and employment).*
3. *Establish a Micronesian One Stop Talent Development Center*
4. *Support a regional talent development pre-apprenticeship recruitment pipeline system.*
5. *Strengthen incentives for demand driven occupations*

Goal Area 1—Talent Development Regional Convener

A regional workforce development strategic partnership is critical for the growth and sustainability of the region's economy and values the importance of shared transparency, accountability, collaboration, responsibility, and increased engagement around talent development initiatives.

Objective A. Leverage and align Micronesia's talent development resources.

Priority Action

1. *Conduct a regional asset/resource map for youth programming.*
2. *Promote collaboration and partnerships with education institutions K-16.*
3. *Align funding systems to build leveraging opportunities with partners.*
4. *Impact and Solutions Outreach/Initiative campaign for grassroots.*
5. *Career Technical Education : Science, Technology, Engineering, Agriculture/Aquaculture, Math (STEAM)*

Objective B. Increase and strengthen talent development service providers, strategies, and collaborative initiatives

Priority Action:

1. *Establish a regional communications framework for collaboration.*
2. *Promote collaboration and partnerships with community groups.*

Goal Area 2—Embrace, strengthen, and align the power of e3 plus 1

The RWDC continues to value the importance of a regional workforce data system that aligns and unifies common performance measures and data sets specific to helping develop and design appropriate training programs and action plans sensitive to each of the RWDC jurisdiction.

Objective A. To address the three areas of workforce demand, supply and training, the issue of workforce information remains a high priority for the regional team to address.

Priority Actions:

1. *Harmonize Workforce data reporting system.*
2. *Establish a regional workforce and industry monograph.*
3. *Data Automation and consistent data availability.*
4. *Real-time statistics based on partner requirements.*
5. *Data Skills and Manpower, Bank for recruitment strategies.*
6. *Apprenticeship templates parallel to job openings.*

Objective B. Develop an automated regional workforce reporting system for all RWDC and workforce partners

Priority Actions:

1. *Cross-agency talent development training, technical assistance, capacity building*
2. *Conduct periodic data needs assessments.*
3. *Establish a centralized reporting system and share workforce data products and reports.*
4. *Adoption of the U.S. Department of Labor Workforce Investment Streamlined Performance Reporting (WISPR) regional reporting system.*



**Jaime Rodriguez, MIS Administrator
Guam Department of Labor
Technical Assistance Training
(WIASRD) in American Samoa**

Goal Area 3—Establish a Micronesian One-Stop Talent Development Center

The RWDC recognizes the importance of the One-Stop delivery system concept within the region to ensure entities responsible for administering separate workforce investment, educational, and other human resource programs and funding streams collaborate to create a seamless system of service delivery that will enhance access to the programs' services and improve long-term employment outcomes for individuals receiving assistance.

Objective A. Enhance integration of service delivery through One-Stop delivery system.

Priority Actions :

1. *Partner MOU revisions and realignment for integrated and leveraged system.*
2. *Retreats and training (team building sessions).*
3. *Integrate recruitment, coordination and articulation for general partners.*

Objective B. Attract, recruit and retain a diverse quality workforce.

Priority Actions:

1. *Reorganize and reshape organizational structure of One-Stop programs.*
2. *Career/talent development programs in support of recruitment, retention, graduation and placement of 21st century workforce.*

Objective C. Establish a Micronesian Job Corp Program.

Priority Actions:

1. *Continue workgroup coordination and development of action plan*

Objective D. Veterans, Senior Citizens, and Disability Group Support

Priority Actions:

1. *Disabled Veterans Outreach Program (DVOP) Support Systems and Treatment Infrastructure*
2. *Information Resource Center or Business Resource Centers (BRC)*
3. *Voucher System Strategy*



**Jackie Nguyen, Guam DVOP Coordinator
Outreach in CNMI (Tinian)**

Goal Area 4—Pre-Apprenticeship Recruitment Pipeline System

From its inception, the value of apprenticeship programs continues to make an impact in meeting workforce challenges and creating opportunities as the need to strengthen the region's human capital as it becomes critical. Apprenticeship programming in the context of shared workforce community building is necessary agenda. This strategy serves as the harmonizing piece for meeting workforce priorities. Emphasis is being placed on developing both a feeder program system as well as establishing an integrated pre-apprenticeship recruitment pipeline initiative aligned with youth and current recruitment program practices.

Objective A. Align high school students for a seamless transition into registered apprenticeship/post-secondary training and education.

Priority Actions:

1. *Coordinate youth and educational programs by establishing regional Passports-to-Careers (PTC), School-to-work, Youth Build/Job Corps, Junior Statesmen.*
2. *Establish a Master's Apprenticeship Program for Handicrafts. This action will coincide with the development of the Made-in-Micronesia Regional Product Seal.*
3. *On-line training action plan*

Objective B. Provide basic skills training for job seekers and incumbent workers

Priority Actions:

1. *The RWDC/PWIW established the Workforce Readiness and Credentialing Initiative establishing the training alignment and adoption of a comprehensive regional School of Apprenticeship and U.S. Department of Labor approved registered apprenticeship program.*
2. *Recruit and retain quality service training providers and establish a registry of active training providers.*
3. *Establish systems to encourage career mapping.*
4. *Strengthen infrastructure support that supports the learning continuum innovations.*
5. *Locality-based Entrepreneurship*

Objective C. Apprenticeship Action Clinics

Priority Actions:

1. *Jurisdiction Inventory*
2. *On-line Curriculum*
3. *School-to-Apprenticeship Strategy*
4. *Webinars*
5. *Funding*

Objective D. Apprenticeship Models

Priority Actions:

1. *Private Sector*
2. *Government*

Objective E. Regional Job Corp

Priority Actions:

1. *System*

Objective F. Credentialing

Priority Actions:

1. *Value of Certification*



Baskets and storyboards made by Palau Summer Youth Employment Program Participants



Deatra Iehsi, Participant; Electronics Program College of Micronesia-FSM



Participant in ROC-RMI Vocational Jitok Kapeel Training Project

Goal Area 5—Talent Development Incentives

The RWDC recognizes the need to implement incentives that focus on the role of talent development in driving regional economic competitiveness, increased job growth and new opportunities.

Objective A. Identify workforce and education skills competencies needed for Micronesia

Priority Actions:

1. *Link workforce development jobs with educational programs aligned to learning continuum.*
2. *Support school based workforce initiatives.*
3. *Curriculum mapping between secondary and post-secondary programs.*
4. *Pilot certifications for pathways to green jobs and emerging industries.*

Objective B. Articulation of secondary and post-secondary programs that offer career preparation and life long learning.

Priority Actions:

1. *Joint faculty partnerships between the Guam Community College and the University of Guam.*
2. *Curriculum mapping between secondary and post-secondary programs.*
3. *Promote youth career ladder programming.*

Objective C. Minimum Wage Requirement

Priority Actions:

1. *Prevailing Wage Survey*
2. *Davis-Bacon Act*
3. *Service Contract Act*
4. *Davis-Bacon & Related Acts*

Objective D. Registered Apprenticeship Program (Employer Tax Incentives)

Priority Actions:

1. *Initiatives to support the training needs of employees and employers*

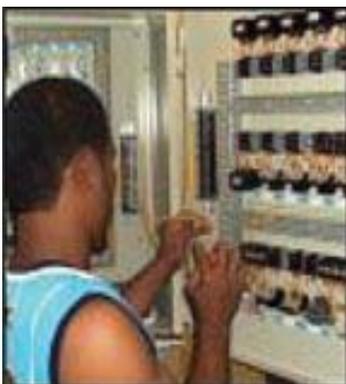
Objective E. Regional Comprehensive Transportation Demand and Research Plan

Priority Actions:

1. *Support Workforce related transportation research*
2. *Ridership surveys and focus group*
3. *Ridership transport incentives*
4. *Transportation training interest areas*



**Manz Santos, Auto Mechanic Trainee
Passport-to-Careers Year Round Program
Cars Plus Guam**



**Participant in ROC-RMI Vocational
Jitok Kapeel Training Project**



**Nursing Assistant Program Participants
CNMI**



Guam Shipyard Apprentice

Workforce development in action



**Trainees in Automotive, Electrical
& Plumbing Trades
RMI Trades Training Center**



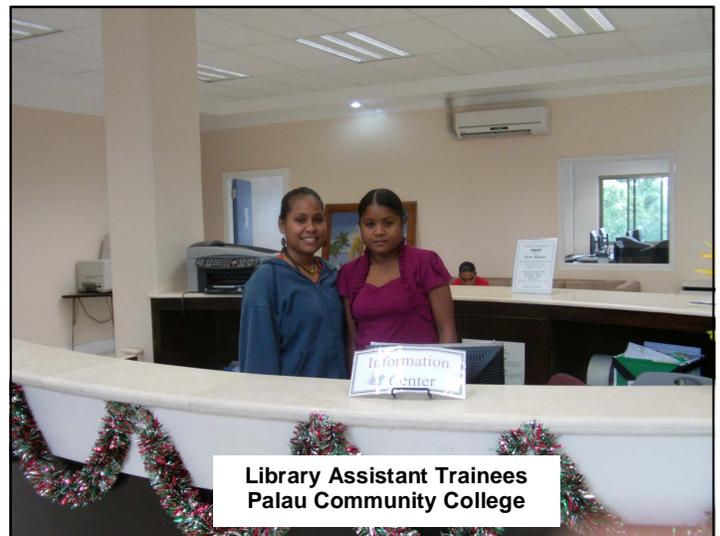
**Certified Medical Billing and Coding
Participants, CNMI**



**Telecommunications Program Participants
College of Micronesia-FSM**



**Classroom Training Participants; Nursing Assistant Course
Guam Marianas Training Center**



**Library Assistant Trainees
Palau Community College**

Regional Workforce Development Council/Pacific Workforce Investment Workgroup

The Micronesian Chief Executives' endorsed the establishment of a Regional Workforce Development Council (RWDC) as the planning body to the MCES on matters related to Micronesia's human capital interests. This group includes the advisory panel, the Pacific Workforce Investment Workgroup (PWIW) to the RWDC made up of each of the jurisdictions many workforce collaborators, stakeholders and delegates.

The RWDC is aligned with the Guam Workforce Investment Board (GWIB) strategic initiatives related to regional workforce. To date, the adopted regional plan entitled: "Micronesia Works" provides the basis of how workforce concerns are addressed and aligned to the regional economies. The RWDC involves representatives from Education, Employment and Economic Development to carry out the vision of the Micronesian Chief Executives for Workforce Development in the Region.

At the 8th Micronesian Chief Executives Summit (MCES) held in Saipan, CNMI, on November 13-15, 2007, the Chief Executives passed a resolution charging the Regional Workforce Development Council (RWDC) with developing a 5-year strategic regional workforce plan and holding strategic planning and implementation sessions bi-annually within the Micronesian Islands. Leveraging local, federal, and private funds in support of administrative and travel needs for RWDC are priority areas to ensure that the Chief Executives workforce initiatives are accomplished.

The RWDC adopted Resolution 01-02 on May 6, 2009 and developed the framework for identifying the seven (7) strategies for meeting workforce demands of the global economy:

- Strategy 1: Implement the RWDC Data Plan Initiative (Guam)
- Strategy 2: Regional Entrepreneurship/Enterprise Initiative (FSM)
- Strategy 3: Implement Pilot Workforce Readiness Credentialing (FSM)
- Strategy 4: Develop a Regional Workforce Pipeline Development Initiative (Palau)
- Strategy 5: Regional Communications RWDC Plan (Guam)
- Strategy 6: Computer and Financial Literacy (CNMI)
- Strategy 7: Succession Planning Initiative (RMI)

The RWDC further endorses the following action areas for implementation of the Regional Workforce Strategic Plan:

1. Adopt the US Department of Labor Employment and Training Administration (USDOL ETA), Office of Apprenticeship School to Apprenticeship strategy for developing a Workforce Pipeline
2. Adopt the PACIFIC Workforce Investment Streamlined Performance Reporting (WISPR) Project Plan
3. Coordinate with the Micronesian Chief Executives' Summit nine program area chairs to discuss and prioritize, and identify workforce development and investment issues

4. Request each of the RWDC teams to provide a briefing of their funding and mandates for workforce development and training (aligned to Strategy 7); and
5. Continue representation of industry collaborators in all RWDC and Pacific Workforce Investment Workgroup (PWIW) sessions and meetings; and
6. Pursue replication of the USDOL ETA Transformation Forum for the RWDC.

RWDC goal areas aligned to GWIB are:

- Goal 1: Regional convener of talent development
- Goal 2: Strengthen, embrace, align regional e3+1
- Goal 3: Establishment of Micronesian One Stop Career Center
- Goal 4: Regional Recruitment Pipeline System
- Goal 5: Talent Development Incentives

The 17th MCES was held in Guam on March 13-15, 2012 and the following Recommendations were adopted:

1. Establishment of a MCES Education and Economic Development Council or appropriate representation.
2. Establishment of the RWDC workforce portal strategy.
3. Investment in Leadership Capacity Development specific to the inclusion of the RWDC partners (FSM and RMI) at the US DOL ETA annual meetings.
4. Unified assessment and credentialing strategy.
5. Exploring external funding opportunities for regional workforce development initiatives.

RWDC is currently preparing for the 18th MCES to be held November, 2012 in the Republic of the Marshall Islands, (RMI).

APPENDIX

E

**NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION
(NAWIC)
GUAM CHAPTER #381**

In 1953, The National Association of Women in Construction (NAWIC) was created in Fort Worth, Texas by 16 women working in the construction industry and became a national charter in 1955. On March 10, 2012 NAWIC Guam Chapter #381 was chartered with 82 women. The NAWIC Guam Chapter #381's mission is to unite together with other organizations and enhance and support all women interested in the construction industry.

The organization consists of nine board members that hold the title of President-Elect, Vice President, Secretary, Treasurer and includes five Board Directors.

NAWIC Guam has an educational mission to encourage girls and young women into a career in the construction industry. It will be another area that can provide avenues for education and training with a focus on women holding various roles such as Engineer, architect, project manager, public relations, bookkeeper, laborer, administrative assistant, contractor, project director, and so on. They also offer the following:

- Community Outreach Programs such as the Pizza, Pop and Power Tools and the "Block Kids" Program which is an educational program for young girls in elementary school to become builders of the future.
- Mentor a Girl in Construction (MAGIC) Camp in which a professional from the construction industry mentors a girl and helps her build something.
- Computer Aid Drafting (CAD) is tailored to young women to help them learn how to draw floor plans and building designs.
- Assisted and focused on Special Projects such as the Regalu' Foundation and the Simon Sanchez High School Project.
- Assisted and focused on educational training such as the Construction Information Technician (C.I.T.) courses and OSHA 10 hour Safety Training.

NAWIC Guam Chapter #381 is in partnership with the Local Guam Contractor's Association (GCA) by leveraging resources such as the use of office space or rooms to accommodate meetings and trainings. The GCA is a supportive partner of the NAWIC Guam Chapter #381 in ensuring that the success of women in the construction industry is nurtured in order to empower leadership for the future.

APPENDIX

F

DEPARTMENT OF AGRICULTURE GREEN SECTION

Public Law 9-42 enacted on March 15, 1967 which amended sections 21005 and 21103 of the Government Code of Guam to lower the rate for water used for watering livestock and for other purposes. Section 21103 established the functions of the board to include the review and scheduled uniform public utility rates. Such schedules may provide for separate residential, commercial, industrial, or other standardized categories of rates charged for water utilized by bona fide farmers, as certified by the Department of Agriculture, for irrigation purposes shall not be more than twenty-five cents (\$.25) per thousand gallons and that the rate charged for such farmers for watering livestock, including but not limited to poultry, pigs and cattle, shall also be not more than thirty cents (\$.30) per thousand gallons.

In order for farmers to avail themselves of this rate, the applicant must complete an application with the Agricultural Development Services Division. The following are the provisions of the application:

1. Applicant must be a U.S. Citizen
2. Applicant has been engaged in one of the following activities on a continuing basis following recommended practices set by the department of Agriculture.
 - a. Vegetable growing comprising of a minimum of half (1/2) acre of one or more crops;
 - b. Six (6) sows or (6) gilts, which are confined in a pig fence, made of concrete, wooden or a combination of other materials. Fifteen (15) heads on open piggery;
 - c. Ten (10) cows;
 - d. One hundred (100) chicken layers or other poultry (must be in cages). Game Fowl are excluded;
 - e. Fifty (50) fruit trees with a minimum of twenty-five (25) fruit trees of one kind. Fifty (5) betelnut trees or two hundred (200) banana trees which are properly managed or commercially grown;
 - f. Nursery comprising of three hundred (300) or more various sizes of potted plants which are properly managed or licensed nursery;
 - g. Aquaculture 50'x50' size pond or larger;
 - h. Bean sprouts production;
 - i. Hydroponics; and
 - j. Turf grass area of at least an acre
3. Applicant must be willing to comply with Department of Agriculture instruction or recommendations relative to improving his/her farming activities.

4. Applicant must provide Authorization from Chamorro Land Trust; copies of Land Use permits, Land Lease Agreement or notarized authorization in order to process low water rate.
5. Applicant must keep records of farm production and marketing for information or statistical purposes of the Department of Agriculture.

DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES – WIC FARMERS MARKET NUTRITION PROGRAM



WIC Farmer's Market Nutrition Program (FMNP) is associated with the Special Supplemental Nutrition Program for Women, Infants and Children, popularly known as WIC under the Child Nutrition Act of 1966. The FMNP is a 100% federally funded with two objectives: to provide resources for women and children who are nutritionally at risk in the form of fresh, nutritious, unprepared foods (such as fruits and vegetables) from farmer's markets; and to expand the awareness and use of farmer's markets and increase in sales at such markets.

The benefits of the WIC FMNP are that the WIC recipients are provided the opportunity to improve their health by eating more nutritious fresh fruits and vegetables. It also introduces WIC FMNP families to farmer's markets and teaches them to select and prepare a wide variety of locally grown produce.

BENEFITS FAMILY FARMS

- Supports local agriculture by increasing sales of farmers markets where groups of farmers sell directly to consumers.
- Promotions expansion and diversification of family farms by stimulating the production of fresh fruits and vegetables.

BENEFITS COMMUNITIES

- Helps revitalize downtown areas by supporting the farmer's market as an activity that benefits the entire community.
- Promotes the development of farmer's markets to communities lacking access to fresh produce.

THE DEPARTMENT OF CHAMORRO AFFAIRS – CHAMORRO VILLAGE , “I Sengsong Chamorro”

The Chamorro Village carries out mandate from Public Law 28-68, GCA Ch. 87, Section 87103(a) (viii) which requires them to operate under its control 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.

The Chamorro Village carries out its mandates to support its mission:

1. Enhance Small Business Development – To Provide a facility to promote and develop small business at the Chamorro Village.
2. Promotion of Culture and Traditions of Guam – to foster an environment that promotes local produce, products and the culture and traditions of Guam.
3. Provide a support facility for seminars, workshops, and fairs - Offer a support facility to host annual seminars, workshops, and fairs for all public and private institutions and organizations.

In September 14, 2009 in partnership with the Department of Agriculture, a Guam Farmers Market Program was created to encourage Farmers registered with Department of Agriculture to sell their local produce daily at the Chamorro Village facility in Hagatna at no charge for rental space. This program continues today with multiple farmers utilizing the venue especially during the weekly Wednesday night market.

In addition, there are opportunities for farmers to become regular tenants which allows them to apply for space at a reduce cost for a period of one year with the option to renew yearly up to ten years. The basic rent today is \$126.38 for a 200 square feet space which includes water and pays for other common area fees such as services for trash collection. However, farmers not registered with Department of Agriculture may still avail of the opportunity to become a regular tenant or a regular Wednesday night market vendor.

APPENDIX

G

SCSEP PARTICIPANT PROCESS

When individuals express an interest in applying for the Senior Community Service Employment Program (SCSEP) at the Guam Department of Labor (GDOL), the process is as follows:

1. Registration takes place at the One-Stop Career Center (OSCC) for referral to the SCSEP Program
2. An application is picked up and completed then returned with all required documents to Guam SCSEP Office.
3. SCSEP staff will interview applicant and review application for accuracy and completeness and check that all required documents are attached.
4. Assigned Case worker will determine whether the applicant is eligible or ineligible for the program.
5. If applicant is determined eligible he will be enrolled in the program upon availability of SCSEP position. In the event that there are no vacancies they will be placed on a waiting list. If an applicant is found ineligible he will be referred back to the One-Stop.
6. Orientation takes place
7. Placement at Host Agency is arranged for the participant
8. Follow-up is conducted upon placement on a periodic basis

OUTREACH EFFORTS

SCSEP frequently partners with the OSCC to sponsor outreach efforts that increase awareness of and access to employment opportunities for senior workers. These outreach efforts typically involve collaboration with other organizations including:

- Department of Public Health Division of Senior Citizens, State Office on Aging
- Mayors' Council of Guam
- Sibision Para I Manamko Association (SPIMA), Senior Centers, Guam Association of Retired Persons (GARP) and various non-profit and community based organizations.
- GDOL Guam Employment Service Office
- Department of Vocational Rehabilitation
- University of Guam – Guam Community College
- Faith Based Organizations

GDOL will continue to develop strategies for equitable distribution of SCSEP slots to ensure all eligible participants are provided access to employment opportunities. Furthermore, GDOL will continue to work with village mayors, employers and community-based organizations to improve the distribution of SCSEP positions to underserved areas.

PROGRAM STRENGTHS

- Host agencies provide required training, which leads to more unsubsidized job placements
- Good working relationship with host agencies

- Participants are encouraged to enroll in computer classes
- Participants are encouraged to earn their GED
- Participants are encouraged to enroll in English as a second language

PROGRAM CHALLENGES

- Host agencies must be encouraged to train and hire more SCSEP participants
- Participant earning of GED
- Limited resources to administer program

KEY STRATEGIC PARTNERSHIPS FOR SCSEP

The SCSEP Program has a number of key community partners that are critical for promoting workforce development activities for Guam's senior citizens:

- Department of Public Health Division of Senior Citizens, State Office on Aging - in gathering and sharing of data on Guam's senior population necessary for program recruitment strategies;
- Mayors' Council – in building partnerships as host agencies in various Mayoral Offices on Guam (northern, central and southern villages) allows SCSEP participants in community engagement opportunities by working with youths and older workers;
- Sibision Para I Manamko Association (SPIMA), Senior Citizens centers, and Guam Association of Retired Persons (GARP) and various non-profit and community based organizations in planning and coordinating employment and training programs for SCSEP Participants;
- GDOL Guam Employment Service Office – to coordinate referrals of job ready SCSEP Participants for referrals for employment with local and federal contractors; and to employers with temporary non-immigrant aliens who are required to train and develop local applicants and/or program participants to displace foreign hires;
- Department of Vocational Rehabilitation – Coordinate cross planning initiatives to ensure DVR senior population needs are met and job opportunities are made available;
- University of Guam – Guam Community College - Coordinate education and training opportunities for seniors to ensure skills upgrades or post-secondary certificate or degree attainment afforded to SCSEP participants;

PERFORMANCE MEASURES

The Federal Performance Reporting requirement into GDOL-SCSEP is the SCSEP Performance and Results Quarterly (SPARQ) report. Monthly reports are submitted to the Director of the Guam Department of Labor. Adequate tracking and recording of training hours of SCSEP participants are in place, 1,300 Hours per program year. There is also frequent communication with Host Agencies and on-site Host Agency visits, and follow-up, to ensure that the participants are receiving the needed training.

STRATEGIES FOR INCREASING UNSUBSIDIZED JOB PLACEMENTS

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. Additionally, some strategies for employer outreach are as follows:

- Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA membership in hotel, hospitality and restaurants. The partnership will enhance job placement opportunities for SCSEP participants in Food Preparation and Serving Related Occupations such as: Cooks, Fast Food, Counter Attendants, Wait Staff, Dining and Cafeteria Attendants, etc.
- Building partnerships with the Guam Contractors Association (GCA) and 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 Groups Cleaning and Maintenance Occupations such as: Grounds Keeping Workers, Janitors and Cleaners, Maids and Housekeeping Cleaners, etc.
- Attending general membership meetings to develop and maintain 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 Resources divisions of numerous employers in other industries.

COMMUNITY SERVICE NEEDS

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 continue to be utilized as training sites:

- Guam Department of Education
- Village Senior Citizen Centers
- Village Public Libraries
- 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

Job sites which offer training activities in the Tourism Industry may include but are not limited to Park attendants, Food Service Workers, Clerical and Housekeepers. Non-Profit organizations and associations may qualify as host agencies provided they have a 501-3 c status.

AVOIDANCE OF DISRUPTIONS IN SERVICE

Disruptions in service have not been a problem in the Guam SCSEP Program. 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.

SPECIFIC POPULATION GROUPS

Guam will continue to target specific groups in the following categories:

A person 65 years or older; or a person with one of the following:

- Has a disability
- Limited English Proficiency or low literacy skills
- Reside in rural area
- Veterans or spouses of veterans who meet of the Jobs for Veteran's Act
- Has low employment prospects
- Failed to find employment after utilizing services under Title I of WIA or;
- Is homeless or at risk for homelessness

Guam will also address persons with greatest economic need, any minority population, and persons in great social need.

BASIC DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE

The Guam Department of Labor will develop strategies for equitable distribution of SCSEP slots to ensure all eligible participants are provided access to employment opportunities. As the single operator of SCSEP, GDOL will continue to work with village mayors, employers and community-based organizations to improve the distribution of SCSEP positions to underserved areas.

As of April 12, 2012, positions by location are listed in Table 1. Guam will make every effort to ensure equitable distribution of SCSEP positions in those underserved areas. As the single operator of the SCSEP program, GDOL will develop an equitable distribution report to fill participant slots and to meet performance goals.

Table 1: Equitable Distribution as of April 12, 2012 - SCSEP

Village Municipality	PY2011 Total Assigned to Host Agencies	PY2011 Total by Residence	PY2011 Total Modified Positions (Budgeted - 89 Enrolled)
Total Allocated	104	92	92
Hagatna/Anigua	22	1	22
Agana Heights	0	1	0
Agat	4	10	4
Asan	2	2	2
Barrigada	5	2	5
Chalan Pago/Ordot	0	6	0
Dededo/Harmon	7	15	7
Inarajan	4	5	4
Mangilao	17	7	17
Maina	0	1	0
Merizo	1	0	1
MongMong/Toto/Maite	2	3	2
Piti	2	0	2
Santa Rita	2	4	2
Sinajana	2	4	2
Talofof	1	2	1
Tamuning/Tumon	20	14	20
Umatac	1	1	1
Yigo	0	11	0
Yona	0	3	0
Total	92	92	92

APPENDIX

H

Strategic Goal Areas and WA Alignment

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

- WA 401-410 Workforce Initiatives
- WA 405 Employee Recognition
- WA 301-312 Workforce Policy & Governance
- WA 302 OSCC Partnerships

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

- WA 903 Program Evaluations and Monitoring
- WA 903.6 Assessment Tools & Software
- SOW Assessment Software
- WA 904 Workforce Reports
- WA 905 Data Gathering, Management, and Analysis
- Sub WA 905.1 Information Technology & Training
- WA 201-211, WA 406, WA 901-911
- Sub WA 909.1 Workforce Special Surveys & Research
- WA 909 Workforce Studies and Research

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

- WA 202 & 202.1-Dislocated Worker & Rapid Response Services-SOW
- WA 206 Apprenticeship
- WA 301.1 Alien Labor
- WA 301- Industry Clusters and Collaboration
- WA 305 Organizations
- WA 407 Outreach and Advertisement-SOW

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

Work Areas included in this category:

- WA 101-110, WA 304, 308.1 WA 310, WA 406-407, WA 905, Sub WA 905.1
- Sub WA 307.1 Job Development Wagner-Peyser
- Sub WA 307.2 Case Management
- WA 307 Guam Employment Service
- WA 308 Education
- WA 311 Individual Training Accounts
- WA 911.1 Non-Discrimination Awareness-SOW
- Sub WA 407.3 'HIRE LOCAL' Targeted Marketing Campaigns
- WA 407 Marketing and Outreach
- Sub WA 905.1 Information Technology & Training
- WA 905 Data Gathering, Management, and Analysis
- WA 201-211, WA 406, WA 901-911
- WA 904 Workforce Reports

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).

- WA 101-110 Youth Training Programs
- WA 106 Youth Talent Development
 - WA 106.1A Youth Talent Development Through the Learning Continuum Model
 - WA 106.1B Localizing Enterprise Facilitation Concepts
 - WA 106.1C Entrepreneurship Initiatives
 - WA 106.2 Youth Career-based Learning Continuum Awareness and Integration (Align workforce development with educational programs)
 - WA 109 Young Adults Employment and Training Program
- 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 201-211 Adult Training Programs
 - Work Areas included in this category: WA 201-211, WA 406-407, WA905
- 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
 - WA 903 Program Evaluations and Monitoring
 - WA 903.4 Case Management-Participant Services SOW
 - WA903.5 Statement of Work (SOW)
 - WA 907 Performance Standards-Performance Measures and Performance Outcomes
- WA 108 Classroom-to-Careers
 - WA 108.1 Youth-to-Work: Classroom-to-Careers
 - WA 108.2 Youth Resource and Asset Mapping
 - WA 109 Young Adults Employment & Training Program
- WA 307 Public Employment Service-Guam Employment Services (GES)
 - WA 301-302, WA 304-306, 311,905, WA 406, WA407
- WA 110 Other Youth Programs
 - Sub WA 110.1 Youth Cross Agency Workgroup
 - Sub WA 110.2 Youth Build & Job Corp
- WA 308 Education
 - WA 308.1 Career and Technical Education (CTE)
- Adult Training Programs
 - WA 202 Adult Dislocated Worker-SOW
 - WA 201 Lifelong Learning
 - WA 202 Dislocated Worker
 - WA 203 Incumbent Worker
 - Sub WA 204.2 Senior Outreach Efforts
 - Sub WA 204.3 Priority Enrollment
 - Sub WA 204.4 Program Recruitment Participation and Distribution
 - Sub WA 204.6 Unsubsidized Employment
 - Sub WA 204.7 Collaboration and Partnerships
 - Sub WA 204.8 Needs Assessments and Program Evaluation
 - Sub WA 204.9 Program Service Improvement
 - Sub WA 204.10 SCSEP Performance and Results Quarterly Report (SPARQ)
 - Sub WA 204.1 Re-training and Education for Older Workers
- WA 204 Senior Community Service Employment Program (SCSEP)
 - Sub WA 204.2 Senior Outreach Efforts
 - Sub WA 204.3 Priority Enrollment
 - Sub WA 204.4 Program Recruitment Participation and Distribution
 - Sub WA 204.6 Unsubsidized Employment
 - Sub WA 204.7 Collaboration and Partnerships
 - Sub WA 204.8 Needs Assessments and Program Evaluation
 - Sub WA 204.9 Program Service Improvement
 - Sub WA 204.10 SCSEP Performance and Results Quarterly Report (SPARQ)
 - Sub WA 204.1 Re-training and Education for Older Workers
- WA 209 Adult On the Job Training-SOW
- WA 210 Work Experience
 - Sub WA 211.1 Women in Non-traditional Jobs
 - Sub WA 211.2 Women in Poverty
 - Sub WA 211.3 Bureau of Women Affairs
- WA 211 Women Training Programs
 - Sub WA 211.1 Women in Non-traditional Jobs
 - Sub WA 211.2 Women in Poverty
 - Sub WA 211.3 Bureau of Women Affairs
- WA 409 STEAM Adult Training Programs
 - Sub WA 409.1 Promoting the Agricultural Sector: Farm Enterprises