# Workforce Innovation and Opportunity Act (WIOA)
# Guam's Combined State Plan
# Program Years (PY) 2020-2023

**DRAFT PLAN FOR PUBLIC COMMENTING**
**MAY 11, 2020 TO MAY 22, 2020**

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**Overview**
Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

**Options for Submitting a State Plan**
A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that

program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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

**How State Plan Requirements Are Organized**

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and

- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

**Paperwork Reduction Act:** The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address. [2] Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA State Plan Type and Executive Summary

a. WIOA State Plan Type

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

**Unified State Plan**. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

**Combined State Plan**. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

**This is a combined plan**

Combined Plan Partner Program(s)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

Yes

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

No

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

b. Plan Introduction or Executive Summary

The Unified or Combined State Plan may include an introduction or executive summary.  This element is optional.

**Executive Summary**

The Workforce Innovation and Opportunity Act (WIOA) was implemented July 22, 2014, six years ago and it requires states and local areas that receive WIOA funds to assist both job seekers and businesses harness workforce development with skilled employees, sector partnerships, career pathways and industry clusters, to include apprenticeships.

Here in Guam, at the American Job Center (AJC) we believe in investing in our people to become skilled workers and today, the most consistent approach to address the challenges and meet the needs of businesses and job seekers is sector strategies, public-private partnerships that bring the government, employment, education and economic development together. Sector strategies have been around for over a decade, and more than ever, is fast becoming the partnerships of employers to work together with the government of Guam to better align workforce training programs, education and services to address the needs of employers and help workers with employment opportunities to increase their earnings on the job.

The island of Guam was placed on shutdown by the Governor of Guam on March 16, 2020 due to the coronavirus pandemic. All non-essential government of Guam operations were shut down due to confirmed COVID-19 cases that were reported. The COVID-19 is a global pandemic.

In April 2020, GDOL prepared to implement the Pandemic Unemployment Assistance (PUA) Program that will assist thousands of individuals whose jobs have been impacted by the 2019 Novel Coronavirus (COVID-19). During that time, Guam Governor Lourdes Leon Guerrero signed the agreement with the U.S. Department of Labor (USDOL) as mandated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020 as per UIPL 16-20, Change 1.

On April 6, 2020, the Assistant Secretary of Labor, John Pallasch, and the Employment and Training Administration, issued its advisory which provides the details of the PUA Program's operating, financial, and reporting instructions.

Moving forward to date, April 17, 2020, some government of Guam departments deemed essential to open has begun. What the coronavirus has done is cripple the economy of Guam and left a lot of workers unemployed, displaced, or jobless. The shutdown is to be lifted gradually on May 5, 2020 depending on the number of COVID-19 cases reported and testings are to continue to be performed. Federal funds have been received for processing to assist those affected by the COVID-19 pandemic. A further extension of the shutdown might be extended according to the Governor and slowly lift restrictions for the Guam economy to begin recovery.

As we continue to work expeditiously and diligently toward the implementation of the PUA Program, GDOL is one step closer in providing the economic relief for the people

of Guam. The Governor also assigned the Guam Economic Development Authority (GEDA) to collaborate on PUA in conjunction with GDOL.

The Guam Department of Labor (GDOL) has been diligent in informing the public about the availability of the Pandemic Unemployment Assistance (PUA) program so individuals may get the necessary assistance to receive COVID-19 related unemployment benefits. The department is moving forward with implementing the program for financial assistance and relief to the people of Guam. As soon as the system and program are in place, the GDOL will announce when benefits are available to Guam.

Pursuant to P.L.113-128 (WIOA), the Guam Workforce Development Board (GWDB) remains the policy and planning body for workforce development activities in Guam. The GWDB plans to remain engaged in workforce development for both employers and job seekers to ensure that those who come through the American Job Center (AJC) have a better chance at improving their quality of life and standard of living. The board is private sector driven and has always supported the priority of partnering for training and developing skilled workers for skilled jobs for a skilled workforce.

Once the government of Guam and private sector employers are back in business, focus will be to get the economy back on its feet. For workforce development, it will be with skills development. The coronavirus pandemic completely changed the economy of Guam and it'll take some time before positive workforce and public/private sector partnerships and outcomes may be seen. The hardest hit economic driver for Guam was the Tourism industry. A lot of employees were from this sector and related areas such as service and food establishments.

With the COVID-19 pandemic, the Guam Department of Labor Director has been keeping very busy informing the people of Guam about all the available services and federal programs available to them and encouraging employers to register with HireGuam.com, our Virtual One Stop (VOS) system, to assist them with AJC programs and outreach staff to process the much needed Federal financial help to cover COVID-19 financial needs.

Sector partnerships would be the ideal strategy to connect career pathways established with employers and the public workforce system in Guam for training, education and employment services that have been in place at the AJC. These partnerships are with entities such as the Guam Hotel and Restaurant Association (GHRA), the Guam Contractors' Association (GCA) Trades Academy, the University of Guam (UoG) and the Guam Community College (GCC). The GCC boot camp construction programs and other partners have been involved with GDOL to develop the construction workforce and also use apprenticeship as a proven employment and training strategy. At the American Job Center this is what we aim to do: to develop workers with potential for success in the workforce from input with sector partnerships.

We have a wide array of programs and services that are available to job seekers, all they need to do is register with HireGuam.com, our Virtual One-Stop case management delivery system, where AJC staff are ready and willing to assist everyone who enter the AJC located at the Bell Tower building in Hagatna.

Proposed date of May 9, 2020 is to gradually lift restrictions from the COVID-19 Pandemic and help businesses re-open.

## II. Strategic Elements

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

### a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

### 1. Economic and Workforce Analysis

### A. Economic Analysis

**The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—**

The island of Guam was placed on shutdown by the Governor of Guam on March 16, 2020 due to the coronavirus pandemic. All non-essential government of Guam operations were shut down due to confirmed COVID-19 cases that were reported. The COVID-19 is a global pandemic.

FORECAST FOR GUAM'S ECONOMY IN 2020
Compared to our forecast of zero growth to possibly a +1% growth of Guam's economy in 2019, we forecast Guam's economy to experience no or slightly negative (around -0.2%) growth in 2020. This forecast is based on the following assumptions:

- a modest increase in consumer spending, driven largely by employment opportunities from the 2020 Guam Census and the opening of the Tsubaki Tower;
- a continued decrease in business spending since 2015 as has been shown in the official Guam's GDP estimates by the U.S. Department of Commerce-Bureau of Economic Analysis;
- possibly a modest increase in GovGuam spending based on prediction of an increase in revenues for FY2020 compared to FY2019;
- a significant decrease of $138 million in NDAA funding from FY2020 compared to FY2019, AND assuming no additional reduction in other Federal Government funding; and
- a continued growth in tourism in terms of visitor arrivals and on-island spending similar to that experienced in 2019. Any additional loss of Federal Funding and/or visitor spending could worsen the growth forecast stated above

FEBRUARY 3, 2020

The University of Guam Regional Center for Public Policy issued its 2019 Economic Report, which was completed on Dec. 30, 2019, and the forecast isn't good.

The report projected the local economy will post zero growth or show a decline of about -0.2% this year.

Defense spending on construction projects is down. Private sector investments are timid in light of the lack of skilled labor to take on major construction projects.

Tourism was going to be a bright spot for the local economy, the report states. But after the report was issued, it started to dawn on many that international travel and tourism will be down for a while. The global spread of the novel coronavirus out of Wuhan, China, has prompted many airlines to scale down because many people are afraid of getting the virus during their travels or while in flight.

Guam doesn't have direct flights from China but many tourists, primarily from Japan and South Korea have nixed their travel plans for Guam. As of Friday, about 1,600 had canceled plans to travel to Guam this month. The economic forecast for Guam did not yet take into account the rapidly evolving coronavirus challenge the entire world is facing.

In the report released last week, Maria Claret Ruane, its principal author, who holds a doctorate in economics and is a professor of economics at the university, stated: “Even if the strong performance in tourism from 2019 is experienced again in 2020, the cutback of $138 million in the NDAA budget will, at best, bring the Guam economy back to 0% or even possibly -0.2% growth in the year 2020,” Ruane stated.

The forecast for this year is based on the following assumptions:

- a modest increase in consumer spending, driven largely by employment opportunities from the 2020 Guam census and the opening of the Tsubaki Tower;
- a continued decrease in business spending since 2015, as has been shown in the official Guam GDP estimates by the U.S. Department of Commerce Bureau of Economic Analysis. This is primarily due to the uncertainty of bringing in H-2B employees for civilian projects. Some of this could also be due to the continuation of the higher business privilege tax as well as the higher minimum wage;
- possibly a modest increase in government of Guam spending based on the prediction of increased revenues for fiscal 2020;
- a significant decrease of $138 million in NDAA funding compared to fiscal 2019; and
- continued growth in tourism arrivals and on-island spending similar to 2019.

Now the state of Guam's tourism, and the 21,000 workers who depend on it, is at best unknown. The economic climate is really something elected officials should focus on. Elected officials know they need to do something. Making sure our private sector employers have the government support to sustain jobs, along with keeping our community safe, getting rid of the drug menace, fixing our problematic and costly health care system, providing good educational foundation for our kids and providing a safe

and humane environment for our homeless and less fortunate should always be among our elected officials' priorities.

But if you look at government officials' activities lately, it doesn't seem like they've been on point.

NOTE: MEDIA NEWS ARTICLES WERE USED AS REFERENCES.

The COVID-19 pandemic was after this report was released. It was not factored into the economic forecast and how it dramatically affected the economy.

**i. Existing Demand Industry Sectors and Occupations**

Provide an analysis of the industries and occupations for which there is existing demand.

(From Economic Outlook 2021 report by Gary Hiles, Chief Economist, GDOL)
While the momentum for growth is building, it must be recognized that there is a myriad of possible global health, economic, political uncertainties, as well as potential natural disasters that could impair the anticipated continued growth scenario. The most immediate risk of impairment of the growth in tourism and the economy at large is the fear and spread of the Wuhan coronavirus.

The global, national, and regional economic environment is reviewed as Guam's economy functions and is influenced by a myriad of interrelated influences. Guam-specific tourism, investment, and defense activities will also significantly affect the outlook.

The outlook for Asian economies, which affect Guam's economy mainly through tourism and also through secondary effects on intertwined activities among various countries, are provided in Table 1.

Overview of the World Economic Outlook Projections are as follow:
World Output – Real GDP:

| | Estimate | | Projections | |
|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 |
| World Output | 3.6 | 2.9 | 3.3 | 3.4 |
| United States | 2.9 | 2.3 | 2 | 1.7 |
| Japan | 0.3 | 1.0 | 0.7 | 0.5 |
| China | 6.6 | 6.1 | 6 | 5.8 |
| SouthKorea | 2.7 | 2.0 | 2.2 | 2.7 |

A quickly developing health issue could impair some of the economic growth projections as well as effect tourism and travel plans. The impact is unknown at this time and should be watched carefully.

A January 26, 2020 CNN report stated: “China's Xi warns of grave situation as coronavirus death toll continues to rise” More than 50 people are dead -- all in China -- as the Wuhan coronavirus continues to spread throughout Asia and the rest of the world. Nearly 2,000 cases have been confirmed in mainland China. More than 40 confirmed cases have been identified in 13 places outside mainland China. And 62.8 million people have been affected by Beijing's attempts to either partially or fully lock down affected cities.

Guam public health officials held a briefing January 24, 2020, in which Department of Public Health and Social Services Director Linda Denorcey said: "it's still considered a low risk for Guam, …this is a new virus and although Guam is at low risk this can change at any minute."

Part of the slowed growth can be attributed to the limited construction labor supply with declining H-2B workers, and a sharp decline in Japanese tourism due to international tension between North Korea and the United States. The momentum for growth is building, but it must be recognized that there is a myriad of global economic and political uncertainties including natural disaster which could impair continued growth scenario.

The fear of spreading Wuhan coronavirus is currently impairing tourism globally, with Guam’s economy taking a severe hit as tourism is one of the top economic drivers. As of Feb. 27, 2020, the Guam Visitors Bureau reported a total of 31,366 tourist cancelations. The reduced visitor numbers are forcing local restaurants and other businesses to adjust as they try to cushion the impact. Statistics for February 2020 showed almost a 30% decrease in tourist arrivals from Korea compared to the same month last year.

As of March 5, 2020 there have been more than 3,200 deaths globally and over 94,000 have been infected. The World Health Organization (WHO) has declared the outbreak a public health emergency of international concern, according to a CNN article.

## Tourism

The fear of spreading Wuhan coronavirus is currently impairing tourism globally, with Guam’s economy taking a severe hit as tourism is one of the top economic drivers. As of Feb. 27, 2020, the Guam Visitors Bureau reported a total of 31,366 tourist cancelations. The reduced visitor numbers are forcing local restaurants and other businesses to adjust as they try to cushion the impact. Statistics for February 2020 showed almost a 30% decrease in tourist arrivals from Korea compared to the same month last year.

While the momentum for growth is building, it must be recognized that there is a myriad of possible global health, economic, political uncertainties, as well as potential natural disasters that could impair the anticipated continued growth scenario. The most immediate risk of impairment of the growth in tourism and the economy at large is the fear and spread of the Wuhan coronavirus. (From Economic Outlook 2021 report by Gary Hiles, Chief Economist, GDOL)

Tourism expenditures represent the largest share of the sources of funds flowing into the Guam economy. Tourism sales have been estimated by Tourism Economics to be $1.8 billion in 2016. Increases in tourism expenditures, therefore, should positively impact revenue and employment primarily in sectors tourism-support industries including transportation, services, and retail trade as well as indirect effects economy-wide.

According to a January 7, 2019, Guam Visitors Bureau press release, Guam achieved the best Calendar Year arrivals in the island's history with 1.55 million visitors. It was the third consecutive year of an increase in the annual total. Visitor spending is also up. According to GVB's surveys, the average on-island spending as of the third quarter of 2019 was $580, an increase of about $200 over 2018's $391 for the same period. The total number of arrivals in the calendar year 2019 was a record high, with 1,666,665 visitors. This growth in arrivals is directly related to the overall increase in available seats to Guam. There were 11,340 flights in 2019, with 2,287,996 seats available, a 7.7 percent increase from the number of seats available in 2018.

Construction

Construction is expected to increase since there is increased demand as well as recent substantially expanded capacity to meet more of the demand. The total value of building permits for civilian projects and Department of Defense (DOD) construction contracts has been increasing substantially. The total in 2015 was $385.6 million, in 2016, $460 million, in 2017, $591 million in 2018, $661.3 million and in 2019 $903.2 million. Also, the number of H-2B workers has continued to increase, and more have been approved for entry.

The number of H-2B workers in construction has increased from zero (0) in May 2018 to 1,230 as of December 31, 2019, of just over 2,100 positions approved for entry by the U.S. Citizenship and Immigration Services (USCIS). Employment in construction has increased over the year from 5,800 employees as of March 2018, up to 6,760 in March 2019. Construction activity is expected to see additional increases over-the-year in the neighborhood of ten to twenty percent. Since construction accounts for approximately ten percent of total civilian employment, a ten percent increase in construction alone should increase total civilian economic activity and employment by about one percent and a little more if indirect effects are considered.

| Chart 1 — Building Permits and Construction Contracts (in thousands) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Calendar Year | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Building Permits | 364,504 | 449,147 | 308,451 | 221,285 | 433,358 | 423,015 | 355,045 | 487,316 |
| U.s. Military Contracts | 152,095 | 88,001 | 261,234 | 164,377 | 26,463 | 167,932 | 306,350 | 415,878 |
| Japan Funded Military Contracts | 0 | 0 | 44,500 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 516,599 | 537,148 | 614,185 | 385,622 | 459,821 | 590,947 | 661,395 | 903,194 |

In early 2016, the Department of Homeland Security (DHS) began disapproving virtually all H-2B workers petitions. As of December 31, 2015, there were 1,570 H-2 workers on Guam, 1,334 of them in Construction Trades. The number of H-2 workers continued to decline as their work visas expired until May 2018 when there were zero (0). Since then, the numbers have been gradually increasing for DOD and related wor

The Guam Contractors Association filed a lawsuit which sought to enjoin the government from administering the program in a way that may substantially deviate from its previous administration in Civil Case No. 16-00075 — Guam Contractors Association v. Sessions.

The District Court of Guam granted class-action status to the lawsuit and 11 other plaintiffs. The case remains in litigation. The National Defense Authorization Act for FY 2018 provided an exemption to the “temporary need” requirement and authorized up to 4,000 H-2 workers annually for certain health care workers on Guam and in the CNMI, as well as for workers directly connected to, or directly associated with, the planned military realignment of U.S. Marines from Okinawa, Japan, to Guam. The FY 2019 National Defense Authorization Act (NDAA) also eliminated the annual cap of 4,000 H-2B workers. Two significant federal policy actions have recently occurred. This includes the possible use of Guam DoD project funding for border barrier projects and a ban on admission of workers under the H-2B category for Philippine citizens. On February 15, 2019, President Donald J. Trump declared a national emergency that

requires the use of the armed forces and authorized the use of title 10, U.S. Code, section 2808.

According to a DoD fact sheet in regards to identifying the potential pool of sources of military construction funds, DoD will apply the following criteria:  No military construction projects that already have been awarded and no military construction projects with FY 2019 award dates will be impacted.  No military housing, barracks, or dormitory projects will be impacted. As the pool of projects that could possibly be used for section 2808 projects exceeds the needed amount, the appearance of any project in the pool does not mean that the project will be used as a funding source. The fact sheet lists $348.6 million in Guam projects that could potentially be affected. However, since most of the construction that will occur in FY 2020 has already been contracted in previous years, the possible use of these funds will not have a significant effect in the upcoming fiscal year. The fact sheet notes that decisions have not yet been made concerning which border barrier projects will be funded through section 2808 authority and if the Department's 2020 budget is enacted on time as requested, no military construction project used to source section 2808 projects would be delayed or canceled.

Commencing January 19, 2019, the Department of Homeland Security announced that the Philippines is no longer on the list of countries eligible for entry to the U.S. under H-2A and H-2B visas for one year. The  2020 List of Approved H-2B Countries was published by USCIS on January 17, 1920 and the list remains the same as the previous year with no changes.The Philippines is still not on the approved list.  Since the policy does not affect those workers from the Philippines currently holding valid H-2 visas, those already on the island and those approved for entry, the change in policy will not reduce the current workforce in the near term, and should increase as more approved workers continue to arrive. The policy could present an additional obstacle to overcome for renewals and those petitions up for approval. The policy contains language that allows certain exemptions and approval of H-2 workers tied to national defense, however, the notice indicates that USCIS can approve H-2 petitions for beneficiaries from non-designated countries if USCIS determines – "based on the totality of the circumstances" – that it is in the U.S. interest for the individual to be a beneficiary of an H-2B petition. The notice identifies Guam's NDAA provision as an example of such national interest. That specific inclusion suggests that Philippine workers may continue to be approved for NDAA projects. In April 2019, notice was received that four contractors got approval for a total of 97 additional workers and 258 extensions of H-2B visas for workers from the Philippines.

A number of major civilian projects are ongoing. These include:  Tsubaki Hotel, which is being constructed by P.H.R. Micronesia, Ken Corp. It is to be a 26 story 340 room, five-star hotel offering luxury accommodations. The site is adjacent to the Hotel Nikko Guam with a total investment of about $180 million. The groundbreaking was March 2016. Completion was initially scheduled for October 2018. The completion date has been delayed and a 2019 completion was previously provided, but the grand but grand opening is now tentatively set for April 2020. It is expected to employ 290 people.

Guam International Airport Authority (GIAA) commenced construction in July 2017 on a new International Arrivals Corridor. The new Corridor will add a third level to the airport terminal. It is designed to separate arriving from departing passengers. The project was initially contracted at $97 million but is now projected to cost $117.8 million.The original completion date of September 2019 has been moved to July 2020.

Low-Income housing tax credit financed housing by Guam Housing and Urban Renewal Authority for Summer Town Estates Phase III with 66 low-income units located at the old Lada Estates. The groundbreaking ceremony was held March 15, 2017, and the units are scheduled for completion in early 2019. Villa Del Mar LLC plans to build 50 units off the Kanada-Toto Loop in Mongmong for low-income families and homeless veterans. A groundbreaking ceremony for the project was held November 21, 2017. The program is under the jurisdiction of the IRS; GHURA awards credits to developers. The estimated cost for both projects is about $50 million.

Summer Towers formerly known as Emerald Oceanview Park, a $100 million four-tower development with plans for 260 luxury condominium units is on the cliff line next to Guam Memorial Hospital. The project was previously planned for completion in 2010 but encountered delays. The mortgage was taken over by CoreTech which had recently completed the most Southern tower and held an open house May 18, 2017. In January 2018, The Summer Towers' website indicated that the tower is entirely occupied. Work on the other towers are being performed but constrained by construction workforce availability; plans were for the remaining towers to be completed in late 2018 but work still remains.  Tumon Bay Mall has 200,000 square feet of floor space on two levels. Phase I work on the mall's exterior structure is completed, and Phase II is for work on interior finishing which is delayed for the availability of construction workers. Fishermen's Co-Op project includes a 220-foot sea wall which will be a docking area for larger vessels, to include fishing, charter, and dolphin watch vessels and 6,000 – 7,000 square feet for the operational facility, now at an estimated cost of $6 million. In 2014 the Fishermen's Co-Op and GEDA signed a memorandum of understanding for the construction, repair, and improvements of the new facility. The project groundbreaking was January 28, 2017.

A new 270,000 square foot retail facility broke ground in Tamuning on February 10, 2020. The proposed Don Don Donki grand opening is September 2021. This is the set to be the largest store under parent company Pan Pacific International Holdings, which has 700 retail stores worldwide including Japan, Hong Kong, Thailand, Singapore and Hawaii, according to a February 11, 2020 Pacific Daily News article. The store is an affiliate of Japan’s famous Don Quijote brand. There will be a grocery store, restaurants, a barbecue area and 160,000 square feet of retail space. The store will sit on 14 acres of land at the corner of Airport Road and Marine Corps Drive, a busy intersection on the island. (Reference: https://www.guampdn.com/story/money/2020/02/11/don-don-donki-broke-ground-tamuning-open-sept-2021/4709647002/)

New restaurants have recently opened, adding opportunity for employment. These include:  Olive Garden Guam's first Olive Garden, a chain Italian restaurant that opened in October 2018. Red Lobster also opened at the Tumon Sands Plaza on July 1, 2019. Jolibee, a Philippine fast-food restaurant, opened in April 2019 and is located in a two-story building in the Micronesia Mall parking lot.  McDonald's Yigo had its grand opening on November 17, 2018. It is located at the corner of Marine Corps Drive and Chalan Lujuna. An application for a proposed Guam International Airport Hotel has been submitted to the Guam Hybrid Land Use Commission. The proposal is for an 11-story, 246 room hotel across from the A.B. Won Pat International Airport's main terminal. The project plans include retail facilities and parking. The estimated project cost is $50 million and would employ an estimated 100 to 125 people.

(Information derived from 2018 Economic Outlook and BLS press releases).

MARINE CORPS RELOCATION

A substantial increase in construction activity will be the primary effect of the Marine Corps Relocation on Guam's economy in FY 2020. However the 2015 Record of Decision will come with many issues. The realignment plan introduced in 2010 was updated in August 2015 to reduce the number of marines and their dependents relocating to Guam to 5,000, with a longer time frame of  the actual move. The realignment cost is capped at $8.7 billion . About three billion of that will come from the Government of Japan. Delays to the plan are on going.

They are now expected to begin arriving around 2025, relocating slowly through 2027. The plan is summarized in an August 18, 2017 Pacific Daily News article. It includes "a Marine base on military property at Naval Computer and Telecommunications Station; housing Marine families in homes to be built within the fence at Andersen; developing a live-fire training range complex on 338 acres of land at Andersen, adjacent to the wildlife refuge at Ritidian; and developing a hand-grenade training facility at Andersen, South." It also includes a number of off-base infrastructure capital improvements. These include civilian water and wastewater projects, port projects, road improvements for Route 1, 3 and 11 and Agana bridge projects.

Guam's current existing demand industry sectors are the construction industry, tourism and the military buildup. The estimated $8.7 billion dollars for the relocation and buildup will also be spent on other projects including initiatives for facilities, intelligence, surveillance, infrastructure and logistic capabilities in Guam's two main air bases, Andersen Air Force Base and Naval Base, and building at other locations, including relocating training centers from Okinawa to Guam. These construction projects inside the fence will continue well past 2022 as other issues with Guam are being resolved, such as cultural concerns and environmental impact.

Estimate of Employment Impact of Covid 19 on Guam
April 17, 2020
Gary Hiles, Chief Economist
Bureau of Labor Statistics, Department of Labor

## Purpose

This Employment Impact Estimate is prepared to provide a current assessment of the number of employees who have stopped working due to the Covid 19 situation. The impact on Guam is primarily comprised of two components, those that have stopped working due to the essentially complete closure of the tourism sector and those not working due to the Executive Order, which requires non-essential businesses to close.

## Data Resources

There are several statistical systems in place to measure employment and unemployment on Guam. The Bureau of Labor Statistics (BLS), Guam Department of Labor, conducts annual and quarterly surveys of employment and unemployment on Guam, similar to those conducted monthly in the United States. The Economic Census provides employment information every five years; the 2017 Economic Census was released in February 2020. The decennial Population Census, also conducted by the U.S. Census Bureau, collects employment and unemployment information, the latest published is for 2010.

The County Business Patterns statistical employment data from the Social Security filings are produced annually for Guam but lags by a year or more in publication. The effects of the Covid 19 situation did not begin to have a measurable impact on the Guam economy until February 2020. The employment and unemployment surveys scheduled for the reference period of March 12th 2020, and quarterly have been delayed for an undetermined time. Employer Income tax withholdings receipts will provide an indicator of the aggregate payroll reduction but are subject to a payment and reporting lag, and they do not show the number of employees.

Withholding tax information is reported in the Government of Guam Consolidated Revenue and Expenditure report. The filings for March are due to be reported by taxpayers by April 20, and the scheduled report date for that period is May 31, 2020. The primary source of the number of persons laid off in the United States is from the state unemployment insurance programs. This information is compiled from claims filed primarily online. Guam does not have such an unemployment insurance program or the statistical data from it.

Due to the unavailability of such employment impact information since the onset of theCovid-19 situation, an alternative approach was used to provide a current estimate of the employment effects on Guam.

Methodology

Economic Census data for the calendar year 2017 was used for the basis of these estimates. The Economic Census is a reasonably accurate measure of Guam's employment situation prior to Covid19. More current employment information for March 2019 published by the BLS, Guam, indicates that there has been relatively little change in the employment total and industry composition since that time.

The first component of employment reduction were reduced work hours and employment in the tourism-related industries. At this time, tourism on Guam is at a virtual standstill. In January, Guam had 43 incoming flights per day, primarily from South Korea and Japan, as well as other destinations. Now there is at most two flights per day one from Honolulu and Tokyo operating as an essential lifeline service for cargo and very few passengers. The flights from Tokyo no longer operate daily and arriving passengers are subject to quarantine or recent medical health documentation. To estimate the reduction in the number of persons effected by the reduction in tourism, the number of employees in each North American Industrial Industry Classification (NAICS) industry sector was reduced by the percentage of the business in each industry that was accounted for as measured by revenue receipts by tourists and hotels as the class of customers for each industry. The impact on employment due to the virtual shutdown of tourism is estimated to be an employment equivalent of just over 13,800 positions. This number represents about 28 percent of the private sector employment and 21 percent of total employment on Guam. The reductions are composed of both the partial and complete loss of work hours. Comprehensive information is not yet available about the number of these persons still receiving pay by taking leave or other reasons. As employers are forced to implement layoffs, most of these employment reductions due to loss of tourism will soon be without pay if they are not already.

The second component of the Covid19 employment impact is due to business closure or operational reductions due to essential product sales restrictions. By reviewing the employment by industry detail with the required closures, it is estimated that an additional reduction in the range of 25,000 employees have been placed out of work at the current time. This component represents about 50 percent of the private sector workforce and 38 percent of total employment. The combination of these two factors represents about 38.800 employees or about 78 percent of the private sector currently out of work. There may be a substantial number of additional employees out of work due to Covid19 related business closures for health reasons or business loss due to that stay at home practices and reduced consumer disposable income. A limited number of employees in some industries are working at home.

NEWS ARTICLES ON EFFECTS OF CORONAVIRUS AND GUAM ECONOMY AND EMPLOYEES/EMPLOYERS (From the Guam Daily Post April 22 & 23, 2020)

The Guam Chamber of Commerce has a recovery plan that considers lifting restrictions – beginning with allowing sales of nonessential items such as rice cookers and

children's clothing – gradually but with the goal of reopening the island for business over the next few months.

"Getting back to work means returning to a life that we are familiar with: the ability to gather as family and friends. To interact in communal activities and fellowship. To engage in commerce and activities that help us improve and increase our livelihood," Chamber officials write in their summary. "As a great number of us sit at the edge of our seat waiting for the 'go' signal to return to work, we all recognize that the decision is based on the health and safety of the community by public health experts."
The governor has said that with the recent low numbers of new COVID-19 patients, she will lift restrictions after May 5. She warned that the entire process must be done "gradually" to help prevent new cases that could flare as interactions between people will likely increase.

An approved plan, created by the governor's economic recovery team, is expected on Friday. Guam Chamber Chairwoman Christine Baleto, along with members of the business and health community, are on the governor's panel.

The Chamber hope's the recovery panel will consider the phase-in proposal which was developed independently of the governor's advisory group. The Guam Chamber of Commerce is offering their plan, which makes incremental steps and goes beyond June 22 to a phase four that assumes local and global recovery from the pandemic. Businesses deemed "nonessential" have been closed since March 20 under the governor's executive order, which was twice extended.

The Chamber based the plan on recommendations from the White House, the U.S. Chamber of Commerce and a committee of members from various industries.
The proposal also takes into consideration sanitation and social distancing guidelines from the U.S. Centers for Disease Control and Prevention and Department of Health and Human Services.

The Chamber noted that Guam should also engage with regional partners and tourist markets to bring back travel. They also recommend learning from other countries' experiences to form strategies that reduce the risk of new clusters of the infection and developing procedures so the island can restart more quickly in the case of another shutdown.

Jobless Benefits in May
Some 1,715 employers with displaced workers have so far registered online to help their employees apply for federal unemployment benefits.
By the time funds are received and checks are cut by late May, many people would have been out of a job for two to three months.

The Pandemic Unemployment Assistance Program and Federal Pandemic Unemployment Compensation Program cover employees who are now jobless,

furloughed, or getting pay cuts because of the coronavirus pandemic. Gov. Lou Leon Guerrero on Tuesday said the application period for federal unemployment benefits may begin in the second or third week of May.

As of Tuesday, 1,715 employers have so far registered on the Guam Department of Labor's virtual one-stop system, hireguam.com, based on preliminary department data. This number still needs to be refined, because GDOL has been getting an influx of employees registering as employers. On Tuesday, GDOL issued updated guidance from the U.S. Department of Labor, stating that those who are self-employed or self-contracted do not need to register as employers on hireguam.com.

When the application process opens, there will be a breakout section for self-employed and self-contracted individuals. "They will be treated as employees," GDOL stated. As of Tuesday, there's no date when the application will begin, other than the governor's estimate of the second or third week of May.

For Guam, the unemployment checks for eligible residents are up to $945 a week for the first 13 weeks of benefits, then $345 a week for up to 26 weeks after that. The benefits are retroactive to the date the employee lost their job, was furloughed or got a pay cut.

Dual Verification

Employers and business owners must register their organization if they are experiencing business shutdowns, layoffs, furloughs or reduced hours caused by COVID-19. The registration requirement allows GDOL to have a dual verification process for when employees apply for federal unemployment assistance.
“The new module is being set up, but I am working hard to be able to get applications into the hands of our displaced workers and those who have had their hours reduced so they may receive benefits as quickly as possible during this global health crisis," GDOL Director David Dell’Isola said in a statement.

The governor said GDOL is in the process of hiring 50 people who will be able to work the program. The employee application process will be done online, but there will also be a manual application process for those who do not have online access.
Dell’Isola had said the unemployment programs could cost as much as $900 million, which would be the single largest federal unemployment aid for Guam. Some 38,000 individuals on Guam are expected to apply for the federal unemployment aid programs.

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

Telecom

A connectivity gap exists in the Pacific Islands, leaving millions without access to mobile data. This connectivity gap would limit island residents' "ability to participate in the digital economy and take advantage of the opportunities it can offer," according to a GSMA Intelligence report, the definitive source of mobile operator data, analysis and forecasts, delivering the most accurate and complete set of industry metrics available. There has been a shift to mobile broadband from wired internet, which, according to the report, reflects an increase in smartphones. GSMA Intelligence attributes this shift to the declines in smartphone prices and the emergence of new, low-cost smartphone vendors.

To bridge the connectivity gap, there will need to be major investments in infrastructure improvements. 5G technology is the biggest thing Guam's major telecom companies, Docomo Pacific and IT&E, are doing this year — and will be for years ahead. This requires many more sites to be constructed as the coverage it provides is much smaller than a typical cell site.

Industries and businesses will be built around this new technology. We will also need more high speed broadband fiber as this technology grows to assist in backhauling data to various network centers. According to GSMA, most Pacific Islands lack "properly developed innovation ecosystems due to the limited size of the individual markets, the complexity of developing sound infrastructure between the archipelagos and the significant leverage of larger regional hubs in Asia Pacific.
Guam, for instance, hosts a dozen or so undersea cables that carry terabytes of data between Asia, the United States and Australia. Smartphones make up 30 percent of total connections and are forecasted to skyrocket to 65 percent by 2025. Marines from Okinawa would begin arriving on Guam "in the first half of the 2020s." This is the advent of a new era. This population surge will also increase the island's telecom needs.

| Guam's Telecom users at a Glance | | | |
|---|---|---|---|
| Guam Population | Unique Subscribers | Connections | Subscriber penetration |
| 166,000 | 109,000 | 179,000 | 65% |

### iii. Employers' Employment Needs

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

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

Guam's strategy with the Guam Department of Labor (GDOL) entails the collaborative effort made among the core programs and partner programs to implement the Workforce Investment Opportunity Act (WIOA) initiatives. It aims to improve the flow of workforce development efforts by streamlining planning and delivery services from multiple programs into a single delivery system that is customer center designed to meet WIOA implementation.

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

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

The AJC with the GDOL is located within the capital of Guam. All programs are working to offer more collaborative services or be co-located at the AJC. Program participants,

stakeholders, employers, partners and collaborators are able to access customer centered services at the AJC, thereby offering:

- Improved coordination and integration of services among partner agencies
- Universal access provided for services to adults, youth and dislocated workers
- The use of Individual Training Accounts (ITAs) for training services
- Increased opportunities and flexibility in training strategies
- Systemic approach for accountability and performance measurements

Business Services Unit

As mandated by WIOA, the Business Services Unit at the American Job Center offers businesses an opportunity to engage in partnerships focused on specific skill development for their operations that are much needed by general businesses on Guam. By working with the Guam Department of Labor, businesses can receive wage subsidies while training program participants (Guam Registered Apprenticeship Program, Work Experience, SCSEP); avail of the AJC's free labor clinics (training sessions) for employers, managers, and business owners; avail of our free recruiting virtual online system, HireGuam website and mobile app; explore and research labor market data using our Labor Market Information (LMI); assist employers with information on hiring practices, employment laws, and access to local labor organizations.

Since COVID-19 has entered our Guam shores, the employment needs for businesses have shifted its focus from recruiting and hiring talent to assisting with financial hardships utilizing federal funds and activating Rapid Response in which the BSU helps businesses to prepare for layoffs and assists with transitioning employees into new employment, training, education, and a possible new career path.

**B. Workforce Analysis**
**The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA[4]. This population must include individuals with disabilities among other groups [5] in the State and across regions identified by the State. This includes—**

**[4] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary**

**Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.**

**[5] Veterans, unemployed workers, and youth, and others that the State may identify.**

**i. Employment and Unemployment**

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

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

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

**iv. Skill Gaps**
Describe apparent 'skill gaps'.

**i. Employment and Unemployment**
EMPLOYMENT
For Employment and Job Growth, the data on Guam's employment was pulled from the Current Employment Survey (CES) conducted by the Guam Department of Labor-Bureau of Labor Statistics. The data that is used in this report are available quarterly starting from September 1993 to the latest available of March 2019. As of March 2019, the most recent employment data shows that there is a total of 65,220 individuals employed. Of these employed, 49,920 (76.5%) were from the private sector, 11,520 (17.7%) from the Government of Guam (GovGuam), and 3,780 (5.8%) from the Federal Government.

Data between March 2010 to March 2019, showed an average total employment at 62,589 individuals of whom 47,079 (75.2%) worked for the private sector, 11,550 (18.5%) for GovGuam, and 3,960 (6.3%) for the Federal Government. (Source: GDOL BLS, March 2019)

Labor Force Participation (or Non-Participation)

Continuing with a theme from last year's economic report, which discussed another economic measure known as the "Labor Force Non-Participation Rate" or the percent of those individuals who COULD enter the labor force and look for work but CHOOSE not to enter or participate in the labor force. A simple correlation analysis using Guam BLS data on unemployment rate and labor force non-participation rate between December

1988 and June 2019 (CHART 3) confirms that these measures have low to no correlation (+0.028). In non-statistical terms, this means they have little relation to each other. Hence, even if the unemployment rate has been low or decreased, which usually reflects the strength of the economy and the ease of finding employment, it does not encourage individuals to enter the labor force and look for work.

The official unemployment survey already identified those who cannot find work because of “family responsibility” and “cannot arrange child care”, hence, above estimates have already taken into account those individuals who provided these reasons for not entering the labor force and looking for work. It is the adjusted number of 28,129 individuals (or 22.92% of the civilian labor force) who might respond to incentives or disincentives to decide whether or not to enter the labor force and look for work. As it turns out, there were two incentives (higher minimum wage and challenges with hiring H-2B employees) and one disincentive (Guam’s loss of waiver on time limits for able-bodied SNAP participants).

The Coronavirus pandemic affected most especially those employed from the private sector and a lot of businesses and employers as Guam was placed in shutdown by the Governor in March 2020. Federal unemployment assistance is being prepared by the Guam Department of Labor to process the federal funds received to help provide economic relief and support to those who are unemployed due to the COVID-19 pandemic.

Employment Concepts such as employment data, except those for the Federal Government, refer to persons on establishment payrolls who received pay for any part of the pay period, which includes the 12th of the month. For Federal Government establishments, employment figures represent the number of persons who occupied positions on the last day of the calendar month. Intermittent workers are counted if they performed any service during the month.

The data excludes proprietors, the self-employed, unpaid volunteer or family workers and domestic workers in households. Salaried officers of corporations are included. Government employment covers only civilian employees, military personnel are excluded.

Persons on establishment payrolls who are on sick leave (when pay is received directly from the firm), on paid holiday or paid vacation, or who work during a part of the pay period and are unemployed or on strike during the rest of the period are counted as employed. The Current Employment Statistics (CES) survey counts a person employed by two or more establishments at each place of employment. Not counted as employed are persons who are laid off, on leave without pay, or on strike for the entire period or who are hired but have not been paid during the period.

Industrial Classification

Establishments reporting on the department's Form BLS-CES 3 are classified into industries on the basis of their principal product or activity determined from information on annual sales volume. This information is collected on a supplement to the quarterly shuttle questionnaire. For an establishment making more than one product or engaged in more than one activity, the entire employment is included under the industry indicated by the most important product or activity. Employment series are classified in accordance with the Standard Industrial Classification Manual, U.S. Office of Management and Budget. The 1972 Classification was used for the CES until March 1989 when a change to the 1987 edition was made.

UNEMPLOYMENT

The Bureau of Labor Statistics at the Guam Department of Labor continues to provide the periodic analysis of the unemployment situation on Guam. The Unemployment Rate in Guam for June 2019 was 4.6 percent, an increase of 0.3 percentage points from the March 2019 figure of 4.3 percent and an increase of 0.8 percentage points from the June 2018 figure of 3.8 percent.

**(ii) Labor Market Trends.**

According to the most recent report from the Bureau of Labor Statistics, Guam's Economic Outlook 2020, there are leading indications that the three primary sources of inflows of funds to Guam are **tourism, federal expenditures, and construction capital investment** which are likely to simultaneously increase up to and during the outlook period. Guam's economy has exhibited remarkable stability and expansion.

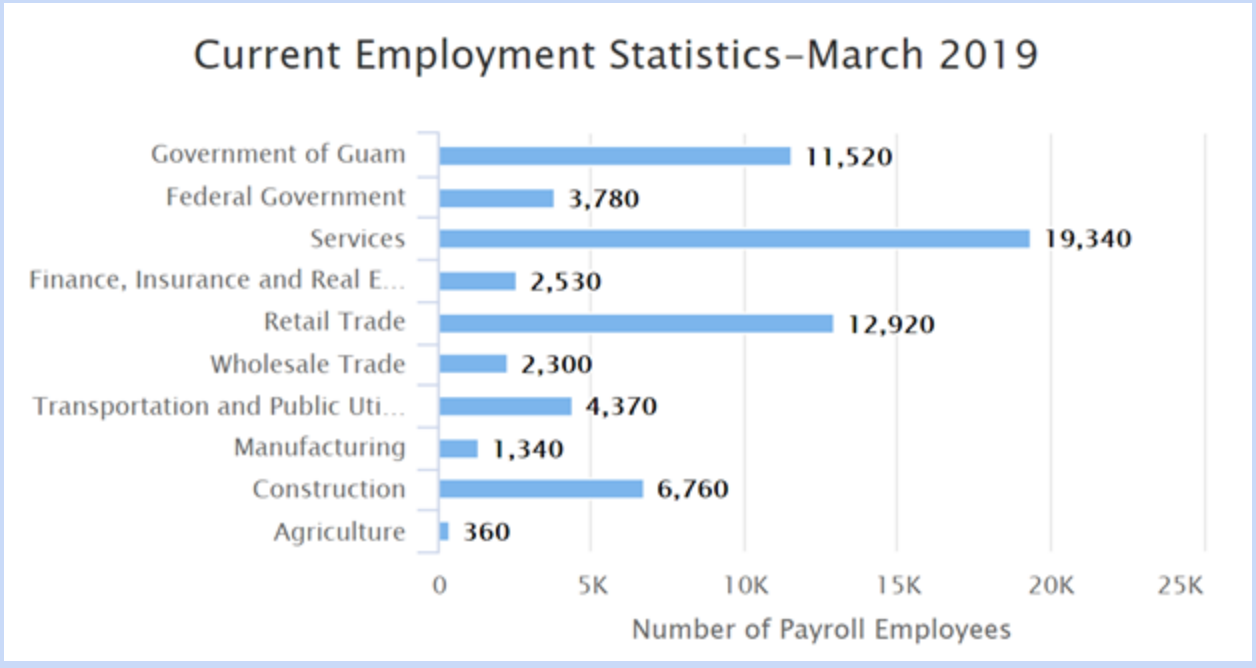
As of March 9, 2020, the Guam Department of Labor posted about 1,278 job vacancies. According to the HireGuam database, there are about 2,187 potential candidates registered in the current workforce system looking for work. As of April 28, 2020, current HireGuam data shows that the number of job vacancies have significantly decreased due to the COVID-19 pandemic with a 458 count difference of jobs available. However, the number of job seekers registered has increased with a 202 count difference in which more people are looking for work.

March 2019 preliminary statistics show the total number of jobs increased by 110 from the prior quarter of December 2018 and 340 over the latest one year period since March 2018. For the latest quarter, the Construction industry showed the greatest increase of 260 jobs, followed by an increase of 160 jobs in Services. Over the year, private sector employment increased by 720 jobs whereas Federal and Government of Guam employment in the Executive branch decreased. Over the year, Construction employment jumped by 960 jobs. In comparison to the previous year, private average hourly earnings increased from $13.80 to $14.22, average weekly hours paid increased

from 36.8 to 36.9 resulting in an increase in the average weekly earnings figure from $496.28 to $525.12.

The unemployment rate reflected an increase in the number of persons unemployed and an increase in the number of persons counted in the Not in the Labor Force category. The number of persons Not in the Labor Force increased by 3,670 from 49,700 in March 2019 to 53,370 in June 2019. For the June 2019 survey period, 2,860 persons, or 5.4 percent in the Not in the Labor Force category indicated that they wanted a job but did not look for work for a variety of reasons. Whereas, 95 percent in the Not in the Labor Force category indicated that they did not want a job during the survey period.

**Labor Market Trends at a glance:**



| Employment | Mar 2018 | Jun 2018 | Sep 2018 | Dec 2018 | Mar 2019 | Percent Change (One Year) |
|---|---|---|---|---|---|---|
| *Private Sector* | 49,200 | 48,630 | 49,100 | 49,950 | 49,920 | 1.46% |
| *Federal Government* | 3,860 | 3,840 | 3,760 | 3,810 | 3,780 | -2.07% |
| *Government of Guam* | 11,820 | 10,760 | 11,360 | 11,350 | 11,520 | -2.54% |
| Total Employment | 64,880 | 63,230 | 64,220 | 65,110 | 65,220 | 0.52% |

**iii. Education and Skills Levels of the Workforce.**

The last Guam WIOA State Plan for FY2018 reported its findings from the 2010 Guam educational attainment data by the U.S. Census Bureau. The report found that 79.4% of Guamanians who were 25 years and over graduated from high school and the 20% did not finish. A high school diploma is the most valued requirement by employers for an entry level position in which the 20% could easily be susceptible to unemployment and/or displacement (based on the July 2011 Employers Survey Report from the Guam Community College).

Therefore, the education and skills levels of the workforce is not currently available at this time due to the recent operational suspension of the Guam Census related to the direct effects of COVID-19. However, we did gather data on homelessness before the pandemic hit our shores in March 2020.

Homelessness

A collaborative partnership with the government of Guam, Guam Continuum of Care, and the Guam Homeless Coalition mandated by the U.S. Department of Housing and Urban Development, conducts annual counts of homeless individuals known as the Guam Homeless Point-in-Time Count. In 2018, the report published that there was a total of 854 persons counted, of which 727 were unsheltered and 127 were sheltered. The table below represents the detail breakdown of this summary:

| Figure 1: Summary of Households & Persons | | | |
|---|---|---|---|
| **Total Households & Persons** | **Unsheltered** | **Sheltered** | **Total** |
| Households with Adults only | 126 | 17 | 143 |
| Persons in Households with Adults only | 187 | 20 | 207 |
| Households with Adults and Children | 95 | 25 | 120 |
| Persons in Households with Adults and Children | 540 | 105 | 645 |
| Households with only Children | 0 | 2 | 2 |
| Persons in Households with only Children | 0 | 2 | 2 |
| Total Households | 221 | 44 | 265 |
| Total Persons | 727 | 127 | 854 |

Although the number of homeless individuals identified in 2018 remained relatively unchanged from 2017, the total number of homeless households and persons identified has decreased by 31% from 2015 to 2018. The number of households with adults only continues to be higher than the number of households with adults and children. This pattern can be seen in 2015, 2017 and 2018.

| Figure 9: Comparison of Total Homeless Households and Persons by Year | | | | |
|---|---|---|---|---|
| | **2015** | **2016** | **2017** | **2018** |
| Total Households | 388 | 317 | 259 | 265 |
| Total Persons | 1280 | 1085 | 852 | 854 |
| Percentage Difference from the Previous Year | 5.6% | 15.23% | 21.47% | .23% |

**Homeless Veterans:** Guam is moving toward its goal of ending veteran homelessness. The Guam Homeless Coalition reported a decrease in homeless veterans living in temporary shelters. Veteran service providers play a crucial role in the successful placement of homeless veterans in permanent housing. These service providers actively participate in outreach events and in the Homeless Outreach Team.

The future outlook for homeless veterans remains positive, as Guam has been in receipt of additional U.S. Department of Housing and Urban Development-VA Supportive Housing (HUDVASH) vouchers. The Continuum of Care funded program, Housing First, and the ESG Program, continue to serve homeless veterans.

**Barriers to employment for the homeless:** The figure below reflects self-reported barriers to employment as identified by 311 respondents. Respondents were allowed to cite multiple reasons in the survey. The most common barrier to employment identified was lack of transportation. The lack of education or skill was the second most common barrier to employment cited. Child care, health, and lack of personal identification documents round out the next most common responses.

| Figure 20: Self-Reported Barriers to Employment | | | |
|---|---|---|---|
| **Reason** | **Total** | **Reason** | **Total** |
| Transportation | 101 | Other reason for unemployment | 16 |
| Child Care | 37 | No form of identification | 34 |
| Can't afford gas money or bus fare | 32 | Lack of job in your profession | 8 |
| Health condition | 38 | Limited English proficiency | 8 |
| Lack of education or job skills | 49 | Criminal record | 18 |
| Court and police clearance fees | 23 | | |

**Homeless persons by ethnicities:** The highest number of homeless persons continue to be Chamorros from Guam and Chuukese. Since 2017 however, the number of identified homeless Chamorro individuals from Guam has decreased by 9% while the number of identified homeless Chuukese individuals has increased by 39%.

Although the above figures are for 2018, on January 25, 2019, Guam conducted another Point In Time (PIT) count. The Guam Department of Education served as the lead agency in coordinating the PIT Count in partnership with the Guam Homeless Coalition. There was a total of over 250 volunteers from government and non-government agencies.

Preliminary data from the 2019 PIT Count indicates an increase in the number of identified persons.

| Point-In-Time Count Statistics | | | |
|---|---|---|---|
| Total Identified | 2017 | 2018 | 2019 Preliminary Data |
| Persons | 852 | 854 | 873 |
| Households | 259 | 265 | 300 |
| Unsheltered Persons | 765 | 727 | 765 |
| Sheltered Persons | 87 | 127 | 108 |

The last U.S. Census of 2010 reflected Chamorros as 32 percent of the Guam population of 159,358, and Chuuk migrants (the largest represented group of FAS migrants) at 7 percent.

**iv. Skill Gaps. Describe apparent 'skill gaps.'**

The implementation of the Workforce Innovation and Opportunity Act (WIOA) initiatives include continuous robust engagement with employers and work sponsors, to address skill gaps. Comprehensive work-based training with programs such as pre-apprenticeship, apprenticeship, and other training were considered to encourage employers and job seekers to register with HireGuam.com. All this is available at the

American Job Center (AJC) and all are informed about career pathways and priority of service to individuals utilizing our services both online with HireGuam.com and walk-ins for those who come to the AJC seeking assistance for employment and training services.

The Guam Department of Labor plans to develop an In-Demand Jobs List to assist those who have been dislocated with the Coronavirus Pandemic in Guam. This list will be used even after the economy recovers and people get their jobs back or find other means of employment. It will serve as a match tool for employees with employers.

Services provided by the AJC include Rapid Response and layoff aversion to alleviate hardship with employers and businesses shutdown during this period and provide financial assistance to dislocated workers. At the same time, this will show what kind of skills are needed by those applying for assistance through the AJC and the department has encouraged all businesses to register with HireGuam.com to avail of these services. That way, when completed, the department will be able to see what the skill gaps are and fill those gaps with available resources.

As of March 2019, data shows that Guam employs about 65,220 residents with 3,120 seeking jobs. Then there are the 51,460 working age residents who are not active in the labor force. Within this non-working group, 95 percent indicated not wanting a job and the other 5 percent wanted a job but did not look for work for other reasons including: retirement, schooling, caring for children or elderly at home, according to the GDOL Bureau of Labor and Statistics' March 2019 report.

Before the COVID-19 pandemic, island businesses were asking for more qualified employees to fill job openings. Just in 2018, the Guam American Job Center (AJC) reported 5,854 jobs posted in hireguam.com, almost equal to the number of job seekers in the system.

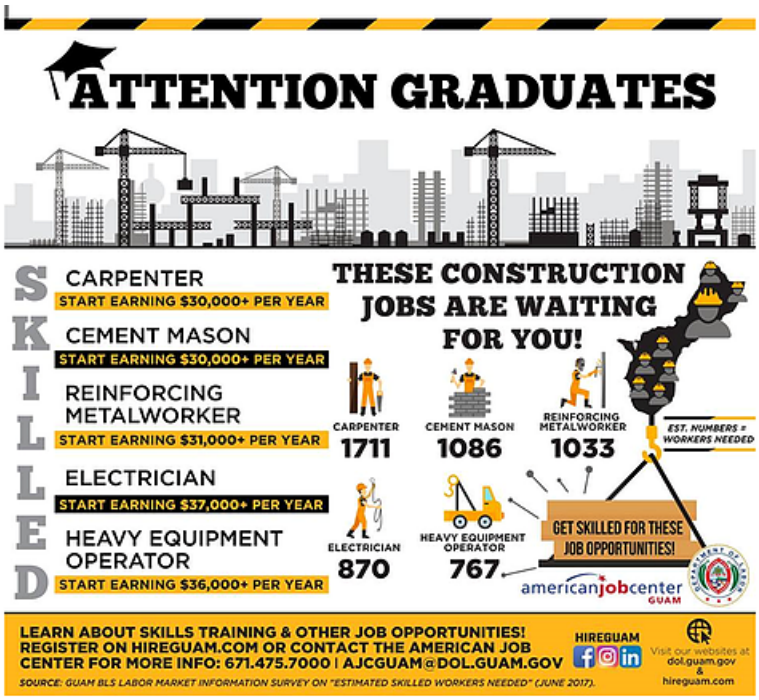
So, the opportunity lies in matching job seekers with job openings. The challenge is improving the "supply" or quality of workers to effectively match the demand of employers. In Guam, there continues to be an imbalance between supply and demand.

Construction Shortage

There is a shortage of skilled laborers. The Department is fully aware that businesses cannot effectively complete projects or willingly take on new projects given the lack of human resources. There are delays in construction of military projects, as well as in hospital improvements, schools, public infrastructure, and private buildings. Rising construction costs is also an issue.

Guam residents have a low interest in the trades compared to less laborious or highly publicized indoor jobs, construction jobs have difficulty competing. In November 2016, the National Association of Home Builders conducted a study of Young Adults and Construction Trades, reporting a “low propensity to desire a career in the trades.” Construction seems too difficult and many just want less physical jobs or do not understand the income potential.

With Guam’s year-round tropical climate, the desire shrinks even further. To help increase interest, the GDOL have conducted outreach campaigns.  This includes touting $30,000 - $37,000 earning potential for carpenters, masons, metalworkers, electricians and heavy equipment operators (see graphic below). Training programs were also promoted through federal funds from the Workforce Innovation and Opportunity Act.




Participants in AJC training programs have Individual Employment Plans (IEP), are assisted to find employment, can enroll in training classes, and have wages covered with work sponsors so they may gain valuable work experience.

The challenges of the growing skills gap prompted GDOL to take extra measures by examining labor data and ways to improve existing services. Meetings with businesses and training partners provided insights on how to better serve employers and job seekers - this is why our Business Services Unit (BSU) is in existence. The BSU connects with employers, as well as conducts outreach events and social media campaigns. They work to help find new workers, such as youth, women, veterans or skilled retirees to fill high demand fields.

Guam's aging workforce has not been replaced fast enough by a new generation of skilled workers. Not enough students are considering construction or mechanical jobs. Also, experienced skilled workers may have shifted to other fields, such as our hospitality or utility sectors. With drug testing requirements or criminal history, many who could have been workers are disqualified or deterred to apply. These compounding factors have contributed to the shortage in skilled labor.

The department recently was awarded a State Apprenticeship Expansion grant to develop at least 500 new registered apprentices in the next three years. The State Apprenticeship Office resides within GDOL, partnering with businesses in IT, transportation, hospitality, allied health, utilities and construction. More businesses, especially in construction, are highly encouraged to develop their apprenticeship training program to grow and improve the quality of their workforce.

The College and Career Readiness Act of 2011 helped frame proactive changes in the schools, which was passed by the 31st Guam Legislature. The Act required students (as early as middle-school) to develop personal assessments of their skills, interests, and career goals tied to their education and their future jobs.

GDOL supports this initiative by working with GDOE and GCC, offering valuable labor market information or the use of the hireguam.com system as tools for teachers, counselors, parents or students to better understand and plan for real job opportunities. For example, GDOL worked with J.P. Torres Success Academy to train students in construction trades, helping teachers and students plan for future training or job placement after graduation with a job fair conducted by GDOL on April 10, 2019 with over 10 employers from various industries looking to hire current high schoolers and future graduates of the school. More hands-on or "experiential learning" in schools can further raise awareness of a student's capabilities or interests.

JP Torres Success Academy Job Fair in April 2019 conducted by the American Job Center, Business Services Unit, managed by former Interim Program Administrator Malory Cruz.

Regional Approach

Having a regional approach for employment and training services has been a goal of island leaders, and GDOL is helping to lead this initiative. The agency was awarded a Reemployment Systems Integration grant of $2.1 million, the largest awarded in the nation. It funded improvement in Guam's hireguam.com system, and provided the technical support to develop a version of the same system for CNMI, Palau and American Samoa. This new web of information on employment and training will better inform regional leaders, businesses, schools and citizens.

To make this all work, our businesses must recognize their critical strategic role. States that have successfully developed their workforce have strong partnerships between businesses and schools, with the labor department providing support. Ideally, building future and current human resources should be seen as a worthwhile investment for businesses and all involved. Accolades are credited to a former Department of Labor director.

**2. Workforce Development, Education and Training Activities Analysis**
The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the

education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

**A. The State's Workforce Development Activities**
Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]
[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.
[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

**American Job Center Guam Activities**

Core and partner program leaders have been meeting since the inception of WIOA, discussing the integration of services and innovative opportunities to better serve respective and shared customers (ex: AJC clients that access services from DVR or GCC's Adult Ed and Family Literacy Programs). Business needs for workforce development are priority with the GWDB. Through the GWDB, current education and training activities tied to workforce development are reviewed with plans for upgrade or changes to meet new performance outcomes.

The American Job Center Guam (AJC), also known as the One-Stop Career Center, provides a vast network to address the human resource and employment needs of both jobseekers and businesses in Guam. The Employment and Training Administration provides funding for the AJC, which is operated by the Guam Department of Labor. The American Job Center Guam is located in the capital of Hagatna.

The AJC, along with its partners, offers a continuum of services throughout the cycle of recruiting, training, retaining, and transitioning workers. The AJC works with jobseekers and business customers to determine their needs and provide varied solutions to workforce challenges. Workforce services include the following:

Recruitment and Screening:
- Recruiting, screening, and referring a variety of job seekers, ranging from entry level workers to highly-skilled professionals

- Recruiting full-time, part-time, and seasonal workers
- Hosting job fairs and providing office space for on-site screening and interviewing
- Providing access to human capital and untapped labor pools
- Offering workforce information about wages, employment trends, and national comparisons

Training and Education:

- Providing access to training and education
- Offering industry-recognized certifications
- Developing customized training programs, such as pre-employment training
- Connecting to Registered Apprenticeship programs with a mix of instruction and on-the-job training.
- National Dislocated Worker Grants for significant dislocation events to expand service capacity at the state and local levels through time-limited federal funding assistance

Retention and Up-Skilling:

- Developing on-the-job and workplace training and providing training services to retool incumbent workers
- Supporting employee retention by offering services such as transportation, child care assistance, and mentoring programs to individuals engaged in training
- Assisting businesses in applying for Work Opportunity Tax Credits
- Assisting with lay-off aversion strategies

Transitioning:

- State and Local Rapid Response –
- Providing on-site services, such as pre-layoff and retraining information
- Easing the transition from point of layoff notification to shut down
- Developing plans to access funds and services for individualized worker assistance
- Providing assistance to the community to develop coordinated response to layoffs
- Trade Adjustment Assistance – Providing training and income support program for transitioning workers

The AJC provides integrated services and solutions to individuals throughout their careers for a lifetime of gainful employment. The AJC draws from a vast array of community resources to make a multitude of services available in addressing employment challenges. The American Job Center Guam offers the following:

Solutions-Based Service Delivery

- Tools, resources, and assistance for job search and placement, career development and advancement
- Full-array of services for individuals with specific employment issues, such as persons with disabilities, older workers, and veterans
- Access to education and training in growing occupations

Data-Driven Career Guidance

- Workforce information and local labor market information, including information about wages and employment trends, and high growth occupations
- Career guidance and planning based on the needs of local business and industry
- Assessment of the knowledge, skills and abilities of individual job seekers and support for training

American Job Centers provide access to a wide range of services, and are a nexus of relationships for many federal programs. Several partners are required to be physically or virtually present in the American Job Centers, also known as One-Stop Career Centers.

Required One-stop partners in addition to Core Programs:

- WIOA Adult, Dislocated Worker and Youth
- Wagner-Peyser Employment Services
- State Unemployment Insurance
- Job Corps
- Youthbuild
- Trade Adjustment Assistance
- Senior Community Service Employment Program
- National Farmworker Jobs Program
- Indian and Native American Program
- Veteran's Workforce Investment Program
- Local Veterans' Employment Representative Program
- Disabled Veterans' Outreach Program
- Adult Education
- Postsecondary Vocational Education
- Vocational Rehabilitation
- Temporary Aid to Needy Families (TANF)
- Community Services Block Grant Employment and Training Programs

Other Partners:

- Supplemental Nutrition Assistance Program (SNAP)
- Higher Education, including community colleges
- Youth Corps
- Other appropriate Federal, State, or local programs, including programs in the private sector

Community Partners:

- The University of Guam
- Guam Community College
- GCA Trades Academy
- Guam Hotel and Restaurant Association
- Guam Regional Medical City
- Guam Memorial Hospital
- Guam Contractors Association
- Society for Human Resources Management (SHRM, Guam Chapter)
- The Guam Army National Guard
- The Guam Chamber of Commerce

AJC and the Workforce Innovation and Opportunity Act (WIOA)'s primary goals are to assist individuals to become economically self-sufficient and to acquire integrated occupational skills needed to be employed in today's workforce.

Work Sponsorship Activities

For PY2018, program incentives for work sponsorship show a total of 57 employers with 7 new sponsorship packages participating in the work experience program: private sector consisted of 26 employers with 62 total positions requested; and public sector consisted of 31 agencies with 67 total positions requested. This is a cross sector of industries and full range of occupations available to job seekers who seek work-based training to gain direct employment.

AJC Outreach Activities and Events

Outreach activities and events give the AJC team the opportunity to network with local employers on Guam, introduce services available to job seekers, remedy any concerns from past experiences, and connect businesses and job seekers alike to an array of workforce services and solutions.

April 10, 2019: J.P. Torres Success Academy Career Day
The Guam Department of Labor along with JP Torres Success Academy held a job fair to help students build professional relationships and jump-start their careers. Attendees heard from island leaders, met with prospective employers and learned more about opportunities through the GDOL and the American Job Center. Students heard from island leaders including Lt. Governor Joshua Tenorio, GDOE Superintendent and the department's Deputy Director. Companies that participated included: Carolina Conduit Systems; International Dining Concepts, which runs CPK Guam, Little Pika's and Beachin' Shrimp Guam; Cruz Benefits Consultants; Fiesta Resort Guam; Pacific Star Hotel; GFS, which runs Kings, Ruby Tuesdays and Chuck E. Cheese's; Guam Memorial Hospital; Dewitt; Hensel-Phelps; and Premium Art Photo.

The school is Guam's only alternative high school within the Guam Department of Education and focuses on credit recovery. The mission of the school is to ensure student success and provide them with opportunities to succeed.

August 9, 2019: The Guam Department of Labor participated in the annual Society for Human Resources Management (SHRM) Conference held at the Dusit Thani Guam Resort. The department set up a booth to highlight all of the different programs at the American Job Center that help build the local workforce. Lt. Governor Joshua Tenorio spoke on the Fair Chances Hiring Process Act and the Judiciary's Guam Adult Reentry Court Program, initiatives to assist those with criminal records and the formerly incarcerated obtain gainful employment.

The following outreach activities were attended by the AJC Business Services Unit (BSU) staff in conjunction with our core and community partners:

Job Fairs:

- Guam Department of Education (GDOE) – Simon Sanchez High School Career Day – March 1, 2019
- University of Guam (UoG) Fanuchanan (Fall Semester) Job Fair – Oct. 18, 2018 and Nov. 15, 2018
- University of Guam (UoG) Fanomnakan (Spring Semester) Job Fair – April 24, 2018
- NDEAM Community Resource – Oct. 24, 2018
- Guam Community College (GCC) Job Fair – Feb. 27, 2019
- Cloverdale Foods from North Dakota – (Off-island recruiter) Feb. 18-23, 2019
- 2019 GDOE George Washington Career Day & Expo – May 3, 2019
- Agana Shopping Center's 3rd Job & Summer Activities Fair – May 19, 2019
- Guam Air National Guard Hiring Event – June 29, 2019

Industry Forums:

- Veterans Healthcare Conference – Aug. 31, 2018
- Guam Hotel and Restaurant Assn (GHRA) HR Committee Apprenticeship Outreach – Sept. 19, 2018
- The AJC's Guam Registered Apprenticeship Forum sponsored by the Guam Contractors Association – November 12-13, 2019.

Other Related Events:

- Guam National Guard (GUNG) Award Ceremony & Briefings – July 7, 2018
- Guam National Guard Family Symposium – Sept. 22, 2018
- Veterans Affairs Benefits Workshop – Sept. 26, 2018
- NDEAM Employer's Conference & Resource Fair – Oct. 27, 2018
- Typhoon Mangkhut Shelter Outreach – Sept. 20 & 25, 2018
- 2019 Guam Homeless Coalition (GHC) Point in Time Count Training – Jan. 15 and 25, 2019

- 2019 Martin Luther King, Jr. National Day of Service (Serve Guam) – Jan. 21, 2019
- Guam National Guam Pre-Deployment Yellow Ribbon Event – March 16 & 17, 2019
- Guam National Guard Citizen Soldier for Life Ceremony – April 13, 2019
- Guam National Guard Military Spouse Appreciation Event – May 18, 2019

Mass Recruitment

Mass recruitment practices included the participation of AJC/GDOL staff at numerous job fairs and employer events. We also assisted employers by coordinating the use of the AJC conference room for job hiring events and interview processing. Companies we've assisted are Hensel-Phelps Construction, Navy Exchange Guam, Guam Shipyard, Cabras Marine, and Guam Telephone Authority to name a few. Mass recruitment include Outreach events such as the UOG Job Fair, JP Torres Job Fair, multiple Guam National Guard Employment events, Guam Contractors Association, Black Construction, Guam Trades Academy, Guam Community College, and Guam Department of Education. This is a coordinated service provided for new businesses, new construction projects, etc. Coordinated services are administered as needed and as agreed upon by employers. Services are available depending upon resources from the AJC BSU.

Efforts are also made to tap into labor pools that have not utilized AJC services and the AJC networks with in-demand industries, educational institutions, NGO community organizations and partner programs to identify groups seeking employment opportunities.

Offender Programs and Services

The Guam Department of Labor has just been awarded a grant for the Fidelity Bonding Program and this will be administered by the department. Goals of this program include improving employment outcomes to decrease recidivism in helping ex-offenders to be employed. The Bonds must reimburse employers for losses due to theft, forgery and embezzlement during the time of employment with these individuals. Employers will receive the bonds as an incentive to hire these individuals. This program is to be effective soon with the department and working with the Guam Department of Corrections (DOC) to provide assistance to those who are returning from incarceration to become productive members of society.

Out-of-School Youth

The department continues to work with the Guam Community College (GCC) to serve the Out-of-School youth population. This strategy allows for maximum resources to be utilized for out-of- school youth who have dropped out of high school and have demonstrated interest in obtaining a GED or a need for a high school diploma in order

to become gainfully employed. Youths will be allowed to gain their High School Diploma or GED through the Adult Education and Family Literacy Act programs administered by the Guam Community College. The OSY funds are administered to the youth for training and work experience in career pathways they are interested in. Participants are given an Individual Employment Plan (IEP) prepared in collaboration with AJC Case Managers and GCC counselors working together.

**B. The Strengths and Weaknesses of Workforce Development Activities**
Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

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

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

**1. Vision**
Describe the State's strategic vision for its workforce development system.
Guam's Comprehensive Workforce Development System will improve access to education, economic opportunities, skills training and employment for all of Guam's job seekers, especially those with significant barriers to employment. It will develop a more rigid and skilled, competitive workforce that meets the needs of Guam's employers; stimulate the vitality of our local community; and promote a state economy that is competitive in the global economy, most especially with the recovery of the Guam economy from the coronavirus pandemic.

**VISION:**
Guam's Workforce Development System will improve access to education, economic opportunity, skills training, and employment for all of Guam's job seekers at the American Job Center -- especially for those with significant barriers to employment. It will place emphasis on career pathways and develop a skilled and competitive workforce that meets the needs of Guam's employers to stimulate the vitality of our local community. And lastly, to work with and promote a state economy that is competitive in the global economy with our workforce partners, public and private.

**2. Goals**

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment [8] and other populations.[9]

The new 2020 State Plan goals are:

1. To increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment to include up-skilling and reskilling, as well as capacity building to recover from Guam's current economic state due to the COVID-19 pandemic.

2. (See Incumbent Worker Training (IWT). That way, there is a stronger workforce, when employees are allowed to undergo training to develop the skills they need to succeed and perform at a higher level in their jobs. IWT is intended to develop workers and make small business stronger. It is used to offset the cost of training for existing (incumbent) employees.This also ties in with the training providers in the Eligible Training Providers List (ETPL) at the GDOL. Good sound management develops their people with workforce intel and information technology.

3. Provide useful and timely data and reports that align with economic and workforce development. The HireGuam Virtual One Stop (VOS) is the current management system utilized to capture workforce data. HireGuam is a demand based service.

4. Provide an effective and integrated workforce learning environment or system to promote lifelong learning continuum and align regional economies.

5. Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, local and federal government and non-government organizations (NGOs) as well as Community-based and Faith-based organizations.

6. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS) system to ensure efficiency and effectiveness in the delivery of services to both employers and job seekers

Since the Guam economy needs to recover, in light of the Coronavirus pandemic, the Guam WIOA 2020 Combined State Plan has five (5) new strategic goals. These are accompanied by Nomenclature Classification of Work Areas that are relevant to the **goals** to be accomplished:

1.To increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment to include up-skilling and reskilling, as well as capacity building to recover from Guam's current economic state due to the COVID-19 pandemic.

WA 301-312 Workforce Policies and Governance - Work Areas included:

| | |
|---|---|
| WA 301 | Industry Collaboration(Industry Clusters and Collaboration-(Statement of Work -SOW) |
| WA 301.1 | ALIEN LABOR – GUAM EMPLOYMENT SERVICE LABOR MARKET TESTING ENHANCEMENTS |
| WA 302 | AJC and Partnerships |
| WA 303 | Organized Labor |
| WA 304 | Vocational Rehabilitation (Public and Private) |
| WA 305 | Community-based Organizations, Non-Government Organizations (NGOs), Community Partners, Faith-based organizations and Volunteerism |
| WA 305.1 | Homeless Individuals; Homeless Coalition; Homeless Supportive Services; Homeless Outreach |
| WA 306 | Economic Development |
| WA 307 | Public Employment Service-Guam Employment Services (GES) |
| WA 307.1 | Job Development Wagner-Peyser |
| WA 307.1A | |

| | |
|---|---|
| WA 307.1A1 | Build and align programs that provide support mechanisms that assist employers and job seekers. |
| WA 307.2A1 | Intensive services provided to job seekers who need additional assistance in seeking employment and staff assisted where appropriate. |
| WA 307.3A1 | A functional integrated service delivery system |
| WA 307.4A1 | Employment Resource and Workplace Information |
| WA 307.1B | |
| WA 307.1B1 | Strengthening the GES Employer database System |
| WA 307.1B2 | Collaboration with employers to post job openings with the GES |
| WA 307.1B3 | Ensure IT and cross-training support provided to GES program staff and partners |
| WA 307.1B4 | Increase integration of all appropriate programing structures and systems of the Guam GES with partner programs |
| WA 307.1C | |
| WA 307.1C1 | Increase employment postings with the GES |
| WA 307.1C2 | Increase funding to programs |
| WA 307.1C3 | Employability and Job placement of customers |
| WA 307.1C4 | GES Reports and Workforce Information |
| WA 307.2 | Case Management |
| WA 307.2A | |

| | |
|---|---|
| WA 307.2A1 | Intake Services (Registration) |
| WA 307.2B | |
| WA 307.2B1 | Provide job seekers intensive services requiring special assistance in seeking employment. |
| WA 307.2B2 | Facilitate the match between job seekers and employers. |
| WA 307.3 | GES Program Operations |
| WA 307.4 | Assessments and Evaluation |
| WA 307.5 | Internet-based Workflow System |
| WA 307.6 | GES Outreach |
| WA 307.6A | |
| WA 307.6A1 | Support marketing services to employers to eliminate duplication of employer contacts |
| WA 307.6A2 | Employer communication protocol aligned to GES program core services |
| WA 307.7 | GES Employment Outcomes |
| WA 307.8 | GES Program Reports |
| WA 308 | Education |
| WA 308 | Education |

| | |
|---|---|
| WA 308.1 | Career and Technical Education (CTE) |
| WA 309 | Policy Makers |
| WA 310 | Youth Council |
| WA 311 | Individual Training Accounts |
| WA 312 | Workforce Waivers |

2.Provide useful and timely data and reports that align with economic and workforce development.

| | |
|---|---|
| WA 201 | Lifelong Learning |
| WA 202 | Adult Dislocated Worker-SOW |
| WA 202.1 | Dislocated Worker and Rapid Response Services-SOW |
| WA 202.3A | |
| WA 202.3A1 | Provide resources for retraining and re-entry into the workforce |
| WA 202.3A2 | Provides compensated work activity |
| WA 202.3A3 | Provides linkages to network of supportive services via the AJC |
| WA 202.3A4 | Provides economic benefits to needy families |
| WA 202.3B | |
| WA 202.3B1 | Develop partnership MOUs and implement in timely manner |
| WA 202.3B2 | Pilot Dislocated Worker Initiatives |

| | |
|---|---|
| WA 202.3B3 | Integrate Lifelong learning incentives |
| WA 202.3B4 | Outreach and Increase community awareness of displaced homemaker services; Align with Department of Public Health and Social Services to provide services to individuals exited from their TANF program |
| WA 202.3B4 | Research |
| WA 202.3B5 | Web based and social media support |
| WA 202.3B6 | Establish criteria for “self-sufficiency” of a dislocated worker |
| WA 202.3B7 | Improve customer-flow for dislocated workers to minimize the disruption caused by unemployment |
| WA 202.3B8 | Establish eligibility standards for displaced spouses of military service members; Improve access to support services for this specific population |
| WA 202.3C | |
| WA 202.3C1 | Increased funding support to new dislocated worker initiatives |
| WA 202.3C2 | Increase employer awareness of dislocated worker programs, especially those not covered by WARN |
| WA 202.3C4 | Established criteria for “self-sufficiency of a dislocated worker |
| WA 203 | Incumbent Worker |
| WA 204 | Senior Community Service Employment Program (SCSEP) |
| WA 204.1 | Re-training and Education for Older Workers |

| | |
|---|---|
| WA 204.1 | Participants to receive their high school diploma or GED |
| WA 204.1 | On the job training from Host Agencies |
| WA 204.1B | |
| WA 204.1 | To link and enroll participants in the Guam Community College and ASMUYAO |
| WA 204.2 | Senior Outreach Efforts (Assign participants to different host agencies) |
| WA 204.2A | |
| WA 204.2A1 | Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA |
| WA 204.2A2 | Building partnership with the Guam Contractors Association (GCA) and the GCA Trades Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and Maintenance Occupations such as: Grounds Keeping Workers, Housekeeping, Janitors and Cleaners, Maids and Housekeeping, etc. |
| WA 204.2A3 | Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Civilian Military Task Force Labor -Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries |
| WA 204.2A4 | To attend GHRA, GCA and SHRM meetings. |
| WA 204.2B | |

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| WA 204.2B1 | Employer database System |
| WA 204.3 | Priority Enrollment (Veterans, Spouse of a Veteran, Eligible individuals age 60 or older, Eligible individuals age 55 to 59) |
| WA204.3B | |
| WA 204.3B1 | Follow above recruitment priority |
| WA 204.4 | Program Participant Recruitment and Distribution |
| WA 204.4B | |
| WA 204.4B1 | Follow specified recruitment priority |
| WA 204.5 | Avoidance of Disruption in Service – COVID-19 |
| WA204.5B | |
| WA 204.5B1 | Update all census information |
| WA 204.6 | Unsubsidized Employments |
| WA 204.6B | |
| WA 204.6B1 | Continue to partner with the American Job Center (AJC), Guam Hotel and Restaurant Association and Host Agencies. |
| WA 204.7 | Collaboration and Partnerships |
| WA 204.7B | |
| WA 204.7B1 | Enhance American Job Center (AJC) Program Delivery for Employers |
| WA 204.7B2 | Employees and Career Strategies. |

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| WA 204.7B3 | Empower people and communities through Reporting of Economic and Workforce Data for Community Solutions |
| WA 204.7B4 | Adopt a Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) Life Long Learning Philosophy and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies. |
| WA 204.8 | Needs Assessment and Program Evaluation |
| WA 204.8B | |
| WA 204.8B1 | Attend meetings and group discussions |
| WA 204.9 | Program Service Improvement |
| WA 204.9B | |
| WA 204.9B1 | Improve recruitment and unsubsidized employment. |
| WA 204.10 | SCSEP Performance and Results Quarterly Report(SPARQ) |
| WA 204.10B | |
| WA 204.10B1 | Ensure that all staff are entering the correct data |
| WA 204.11 | Re-training and Education for Older Workers |
| WA 205 | Veterans |
| WA 205.1 | Disabled Veterans Outreach Program (DVOP) |
| WA 206 | Apprenticeship |

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| WA 206A | WIOA Partnerships with Registered Apprenticeship Sponsors |
| WA 206A.1 | |
| WA 206A.1.1 | Initiate apprenticeship training services for WIOA clients with Registered Apprenticeship Sponsors (RAS) |
| WA 206A.1.2 | WIOA clients become skilled workers in demand occupations on Guam |
| WA 206B.1 | |
| WA 206B.2.1 | Conduct quarterly labor clinics to private sector employers promoting WIA services |
| WA 206B.2.2 | Participation in workforce conferences, job fairs and local workforce associations meetings to promote WIOA services |
| WA 206B.2.3 | Brochures on WIOA services |
| WA  206A.3 | |
| WA 206A.3.1 | Number of WIOA clients in apprenticeship programs |
| WA 206A.3.2 | Memorandum of Understandings with RAS |
| WA 206A.3.2 | Number of WIOA clients in unsubsidized employment |
| WA 206A.3.3 | Number of WIOA clients who graduate from registered apprenticeship program |
| WA 206A.3.3 | Feedback from RAS partners and clients |
| WA 207 | Ex-offender |

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| WA 208 | Post-Secondary Institutions (Refer to post-secondary Institutional Strategic Plans and Program Initiatives) |
| WA 209 | Adult On-the-Job (OJT) Training-SOW |
| WA 210 | Work Experience (WE) |
| WA 211 | Women Training Programs |
| WA 211.1 | Women in Non-traditional Jobs (Helping Achieve TANF Success through Action (HATSA), Women Needing Education and Training,<br>Women Needing Health Care, Women Against Violence, Advancement of Women in Power and Decision Making) |
| WA 211.1A | |
| WA 211.1A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, Promoting recruitment and training for non-traditional occupations. |
| WA 211.1A2 | To increase participation and representation of women across governing boards and commissions, and employers' organizations |
| WA 211.1A3 | Provide Family/Support Integration Services |
| WA 211.1A4 | To assist women in navigating help for education, health care, abuse |
| WA 211.1B | |
| WA 211.1B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |

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| WA 211.1B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.1B3 | Support Strategic Planning and grants technical training |
| WA 211.1B4 | Support NGOs on community projects that reduce or eliminate violence against women and child. |
| WA 211.1B5 | Increase the recognition of women for leadership positions with both public and private sectors and through the election process. |
| WA 211.1B6 | Focus on hard to place women and youth into unsubsidized employment and training through Workforce Innovation and Opportunity Act (WIOA), University of Guam (UOG), Guam Community College (GCC) and Guam Trades Academy, particularly training for women in Construction and Caregivers. |
| WA 211.1B7 | Develop community speakers' bureau with subject matter experts to speak on current situations occurring in the schools such as sexual abuse against students, i.e., "good touch, bad touch", violence at schools and village community centers, particularly to protect female (girl) children from sexual abuse within their families or friends. |
| WA 211.1B8 | Transportation Support Initiatives |
| WA 211.1B9 | Develop mentors for Junior High and Senior High school students in Science, Technology, Engineering and Math (STEM). Additionally, seek industries to assist with developing internships, mentoring relationships and job shadowing programs for successful career path. For high school drop-outs and/or out-of-school youth, Bureau of Women's Affairs (BWA) is hopeful to increase tutoring among the communities by utilizing UOG and GCC interns on their practicum requirements. |

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| WA 211.1C | |
| WA 211.1C1 | Number of women assisted to employment and training |
| WA 211.1C2 | Number of women encouraged for continued education, leadership |
| WA 211.1C3 | Increase level of engagement and participation in strategic planning Groups and committees to assist women and child in poverty |
| WA 211.2 | Women in Poverty (Supportive Services, Workforce Development, Advocacy, Access to services) |
| WA 211.2A | |
| WA 211.2A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, promoting recruitment and training for non-traditional occupations. |
| WA 211.2A2 | To increase participation and representation of women across governing boards and commissions, and employers organizations |
| WA 211.2A3 | To assist women in navigating help for education, health care, abuse. |
| WA 211.2B | |
| WA 211.2B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.2B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training |

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| WA 211.2B4 | Support NGOs on community projects that reduce or eliminate Violence against women and child. |
| WA 211.2B5 | Teaching Life Skills (self-sufficiency) |
| WA 211.2B6 | Housing Assistance and Support |
| WA 211.2B7 | Transportation Assistance |
| WA 211.1C | |
| WA 211.2C1 | Increase in community base programs addressing poverty |
| WA 211.2C2 | Increase poverty grants |
| WA 211.2C2 | Established collaboration with Government and community organizations |
| WA 211.2C3 | Increased Advocacy |
| WA 211.3 | Bureau of Women Affairs (BWA) (Programming Support, Outreach, Technical Assistance, Conference Planning) |
| WA 211.3A | |
| WA 211.3A1 | Promote welfare of wage-earning women |
| WA 211.3A2 | Provide Referral Services |
| WA 211.3A3 | Conduct studies and research on women issues |
| WA 211.3B | |

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| WA 211.3B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.3B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training and research/reports |
| WA 211.3C | |
| WA 211.3C1 | Increases in programming activity and sponsored venues related to women issues |
| WA 211.3C2 | Guam Women Monograph |

3.Provide an effective and integrated workforce learning environment or system to promote lifelong learning continuum and align regional economies.

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| WA 201 | Lifelong Learning |
| WA 202 | Adult Dislocated Worker-SOW |
| WA 202.1 | Dislocated Worker and Rapid Response Services-SOW |
| WA 202.3A | |
| WA 202.3A1 | Provide resources for retraining and re-entry into the workforce |
| WA 202.3A2 | Provides compensated work activity |

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| WA 202.3A3 | Provides linkages to network of supportive services via the AJC |
| WA 202.3A4 | Provides economic benefits to needy families |
| WA 202.3B | |
| WA 202.3B1 | Develop partnership MOUs and implement in timely manner |
| WA 202.3B2 | Pilot Dislocated Worker Initiatives |
| WA 202.3B3 | Integrate Lifelong learning incentives |
| WA 202.3B4 | Outreach and Increase community awareness of displaced homemaker services; Align with Department of Public Health and Social Services to provide services to individuals exited from their TANF program |
| WA 202.3B4 | Research |
| WA 202.3B5 | Web based and social media support |
| WA 202.3B6 | Establish criteria for “self-sufficiency” of a dislocated worker |
| WA 202.3B7 | Improve customer-flow for dislocated workers to minimize the disruption caused by unemployment |
| WA 202.3B8 | Establish eligibility standards for displaced spouses of military service members; Improve access to support services for this specific population |
| WA 202.3C | |
| WA 202.3C1 | Increased funding support to new dislocated worker initiatives |
| WA 202.3C2 | Increase employer awareness of dislocated worker programs, especially those not covered by WARN |

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| WA 202.3C4 | Established criteria for “self-sufficiency of a dislocated worker |
| WA 203 | Incumbent Worker |
| WA 204 | Senior Community Service Employment Program (SCSEP) |
| WA 204.1 | Re-training and Education for Older Workers |
| WA 204.1 | Participants to receive their high school diploma or GED |
| WA 204.1 | On the job training from Host Agencies |
| WA 204.1B | |
| WA 204.1 | To link and enroll participants in the Guam Community College and ASMUYAO |
| WA 204.2 | **Senior Outreach Efforts** (Assign participants to different host agencies) |
| WA 204.2A | |
| WA 204.2A1 | Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA |
| WA 204.2A2 | Building partnership with the Guam Contractors Association (GCA) and the GCA Trades Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and Maintenance Occupations such as: Groundskeeping Workers, Maintenance Workers, Custodians, and Cleaners, Maids and Housekeeping, etc. |

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| WA 204.2A3 | Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Civilian Military Task Force (CMTF) Labor Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries |
| WA 204.2A4 | To attend GHRA, GCA and SHRM meetings. |
| WA 204.2B | |
| WA 204.2B1 | Employer database System |
| WA 204.3 | **Priority Enrollment** (Veterans, Spouse of a Veteran, Eligible individuals age 60 or older, Eligible individuals age 55 to 59) |
| WA204.3B | |
| WA 204.3B1 | Follow above recruitment priority |
| WA 204.4 | Program Participant Recruitment and Distribution |
| WA 204.4B | |
| WA 204.4B1 | Follow specified recruitment priority |
| WA 204.5 | Avoidance of Disruption in Service – COVID-19 |
| WA204.5B | |
| WA 204.5B1 | Update all census information |
| WA 204.6 | Unsubsidized Employments |
| WA 204.6B | |

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| WA 204.6B1 | Continue to partner with the American Job Center (AJC), Guam Hotel and Restaurant Association and Host Agencies. |
| WA 204.7 | Collaboration and Partnerships |
| WA 204.7B | |
| WA 204.7B1 | Enhance American Job Center (AJC) Program Delivery for Employers |
| WA 204.7B2 | Employees and Career Strategies. |
| WA 204.7B3 | Empower people and communities through Reporting of Economic and Workforce Data for Community Solutions |
| WA 204.7B4 | Adopt a Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) Life Long Learning Philosophy and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies. |
| WA 204.8 | Needs Assessment and Program Evaluation |
| WA 204.8B | |
| WA 204.8B1 | Attend meetings and group discussions |
| WA 204.9 | Program Service Improvement |
| WA 204.9B | |
| WA 204.9B1 | Improve recruitment and unsubsidized employment. |
| WA 204.10 | SCSEP Performance and Results Quarterly Report(SPARQ) |
| WA 204.10B | |

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| WA 204.10B1 | Ensure that all staff are entering the correct data |
| WA 204.11 | Re-training and Education for Older Workers |
| WA 205 | Veterans |
| WA 205.1 | Disabled Veterans Outreach Program (DVOP) |
| WA 206 | Apprenticeship |
| WA 206A | WIOA Partnerships with Registered Apprenticeship Sponsors |
| WA 206A.1 | |
| WA 206A.1.1 | Initiate apprenticeship training services for WIOA clients with Registered Apprenticeship Sponsors (RAS) |
| WA 206A.1.2 | WIOA clients become skilled workers in demand occupations on Guam |
| WA 206B.1 | |
| WA 206B.2.1 | Conduct quarterly labor clinics to private sector employers promoting WIA services |
| WA 206B.2.2 | Participation in workforce conferences, job fairs and local workforce associations meetings to promote WIOA services |
| WA 206B.2.3 | Brochures on WIOA services |
| WA  206A.3 | |
| WA 206A.3.1 | Number of WIOA clients in apprenticeship programs |
| WA 206A.3.2 | Memorandum of Understandings with RAS |

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| WA 206A.3.2 | Number of WIOA clients in unsubsidized employment |
| WA 206A.3.3 | Number of WIOA clients who graduate from registered apprenticeship program |
| WA 206A.3.3 | Feedback from RAS partners and clients |
| WA 207 | Ex-offender |
| WA 208 | **Post-Secondary Institutions** (Refer to post-secondary Institutional Strategic Plans and Program Initiatives) |
| WA 209 | Adult On-the-Job (OJT) Training-SOW |
| WA 210 | Work Experience (WE) |
| WA 211 | Women Training Programs |
| WA 211.1 | **Women in Non-traditional Jobs** (Helping Achieve TANF Success through Action (HATSA), Women Needing Education and Training, Women Needing Health Care, Women Against Violence, Advancement of Women in Power and Decision Making) |
| WA 211.1A | |
| WA 211.1A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, Promoting recruitment and training for non-traditional occupations. |
| WA 211.1A2 | To increase participation and representation of women across governing boards and commissions, and employers' organizations |
| WA 211.1A3 | Provide Family/Support Integration Services |

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| WA 211.1A4 | To assist women in navigating help for education, health care, abuse |
| WA 211.1B | |
| WA 211.1B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.1B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.1B3 | Support Strategic Planning and grants technical training |
| WA 211.1B4 | Support NGOs on community projects that reduce or eliminate violence against women and child. |
| WA 211.1B5 | Increase the recognition of women for leadership positions with both public and private sectors and through the election process. |
| WA 211.1B6 | Focus on hard to place women and youth into unsubsidized employment and training through Workforce Innovation and Opportunity Act (WIOA), University of Guam (UOG), Guam Community College (GCC) and Guam Trades Academy, particularly training for women in Construction and Caregivers. |
| WA 211.1B7 | Develop community speakers' bureau with subject matter experts to speak on current situations occurring in the schools such as sexual abuse against students, i.e., "good touch, bad touch", violence at schools and village community centers, particularly to protect female (girl) children from sexual abuse within their families or friends. |
| WA 211.1B8 | Transportation Support Initiatives |

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| WA 211.1B9 | Develop mentors for Junior High and Senior High school students in Science, Technology, Engineering and Math (STEM). Additionally, seek industries to assist with developing internships, mentoring relationships and job shadowing programs for successful career path. For high school drop-outs and/or out-of-school youth, Bureau of Women's Affairs (BWA) is hopeful to increase tutoring among the communities by utilizing UOG and GCC interns on their practicum requirements. |
| WA 211.1C | |
| WA 211.1C1 | Number of women assisted with employment and training |
| WA 211.1C2 | Number of women encouraged for continued education, leadership |
| WA 211.1C3 | Increase level of engagement and participation in strategic planning Groups and committees to assist women and children in poverty |
| WA 211.2 | **Women in Poverty** (Supportive Services, Workforce Development, Advocacy, Access to services) |
| WA 211.2A | |
| WA 211.2A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, promoting recruitment and training for non-traditional occupations. |
| WA 211.2A2 | To increase participation and representation of women across governing boards and commissions, and employers organizations |
| WA 211.2A3 | To assist women in navigating help for education, health care, abuse. |
| WA 211.2B | |

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| WA 211.2B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.2B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training |
| WA 211.2B4 | Support NGOs on community projects that reduce or eliminate Violence against women and children. |
| WA 211.2B5 | Teaching Life Skills (self-sufficiency) |
| WA 211.2B6 | Housing Assistance and Support |
| WA 211.2B7 | Transportation Assistance |
| WA 211.1C | |
| WA 211.2C1 | Increase in community base programs addressing poverty |
| WA 211.2C2 | Increase poverty grants |
| WA 211.2C2 | Established collaboration with Government and community organizations |
| WA 211.2C3 | Increase Advocacy |
| WA 211.3 | **Bureau of Women Affairs (BWA)** (Programming Support, Outreach, Technical Assistance, Conference Planning) |
| WA 211.3A | |
| WA 211.3A1 | Promote welfare of wage-earning women |

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| WA 211.3A2 | Provide Referral Services |
| WA 211.3A3 | Conduct studies and research on women issues |
| WA 211.3B | |
| WA 211.3B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.3B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training and research/reports |
| WA 211.3C | |
| WA 211.3C1 | Increases in programming activity and sponsored venues related to women issues |
| WA 211.3C2 | Guam Women Monograph |

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| WA903.5 | Statement of Work (SOW) |
| WA 903.6 | Assessment Tools and Software SOW Assessment Software |
| WA 909 | Workforce Studies and Research |
| WA 903 | Program Evaluations and Monitoring |
| WA 903.3 | Program Evaluation and Monitoring |

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| WA 903.4 | Case Management-Participant Services SOW |
| WA903.5 | Statement of Work (SOW) |
| WA 903.6 | Assessment Tools and Software |
| WA 905 | **Workforce Reports** (Data Gathering, Management, and Analysis) |
| WA 905.1 | Information Technology and Training |
| WA 905.1A | |
| WA 905.1A1 | Provide end users with proficient, cost effective, secured, continually improved technological products, IT support, data management and reporting |
| WA 905.1A2 | Provide staff members with the necessary resources and training to aide in the improvement of efficient comprehensive solutions to information technology concerns and challenges |
| WA 905.1B | |
| WA 905.1B1 | GWDB and Agency Network - Rebuild network backbone to provide consistent and reliable data transfer. |
| WA 905.1B2 | Server - Implement directory services to provide secure authentication of users and computers as well as provisioning centralized management within group policy. |
| WA 905.1B3 | PC Workstations - Deploy industry standard workstations; hardware and software technology driven. |

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| WA 905.1B4 | Mobile Strategic Planning Unit - Provide complete mobile and transportable strategic planning unit to assist in emergency situations. |
| WA 905.1B5 | Guam Workforce System - Provide a system to manage client data, growth analysis and federal reporting. |
| WA 905.1B6 | Agency Website - Rebuild official website with enhanced content to communicate market and provide information to all end-users. |
| WA 905.1B7 | Management Information Systems Staffing - Recruit qualified personnel to maintain current and future technological needs. |
| WA 905.1B8 | Contractual Service - Provide a professional contractual service to assess and assist with all technological advancements. |
| WA 905.1B9 | Capacity Building/Training - Provide training to all end-users to increase knowledge and maintain continuity with the advancements of technology. |
| WA 905.1C | |
| WA905.1C1 | A modern, precise, all-inclusive, quality integrated information in a safe, effective, and reliable standard to reflect agency activities to improve decision making and workflow processes. |
| WA905.1C2 | Solutions for software applications, hardware technology, and network infrastructure to support reliable data delivery |
| WA905.1C3 | Availability of information technology tools to improve agency workflow, therefore more efficient and manageable. |
| WA905.1C4 | Management Information Systems (MIS) staff certified training in their related fields to convey outstanding user service and satisfaction. |

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| WA905.1C5 | Quality technical training and services to agency staff members with the endorsement of security and disaster recovery organization stability. |
| WA 907 | Performance Standards-Performance Measures and Performance Outcomes |

4. Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, local and federal government and non-government organizations (NGOs) as well as Community-based and Faith-based organizations.

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| WA 200-213 | Adult Training Programs-SOW |
| WA 201 | Lifelong Learning |
| WA 202 | Adult Dislocated Worker-SOW |
| WA 202.1 | Dislocated Worker and Rapid Response Services-SOW |
| WA 202.3A | |
| WA 202.3A1 | Provide resources for retraining and re-entry into the workforce |
| WA 202.3A2 | Provides compensated work activity |
| WA 202.3A3 | Provides linkages to network of supportive services via the AJC |
| WA 202.3A4 | Provides economic benefits to needy families |
| WA 202.3B | |
| WA 202.3B1 | Develop partnership MOUs and implement in timely manner |
| WA 202.3B2 | Pilot Dislocated Worker Initiatives |

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| WA 202.3B3 | Integrate Lifelong learning incentives |
| WA 202.3B4 | Outreach and Increase community awareness of displaced homemaker services; Align with Department of Public Health and Social Services (DPHSS) to provide services to individuals exited from their TANF program |
| WA 202.3B4 | Research |

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| WA 202.3B5 | Web based and social media support |
| WA 202.3B6 | Establish criteria for “self-sufficiency” of a dislocated worker |
| WA 202.3B7 | Improve customer-flow for dislocated workers to minimize the disruption caused by unemployment |
| WA 202.3B8 | Establish eligibility standards for displaced spouses of military service members; Improve access to support services for this specific population |
| WA 202.3C | |
| WA 202.3C1 | Increased funding support to new dislocated worker initiatives |
| WA 202.3C2 | Increase employer awareness of dislocated worker programs, especially those not covered by WARN |
| WA 202.3C4 | Established criteria for “self-sufficiency of a dislocated worker |
| WA 203 | Incumbent Worker |

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| WA 206 | Apprenticeship |

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| WA 206A | WIOA Partnerships with Registered Apprenticeship Sponsors |
| WA 206A.1 | |
| WA 206A.1.1 | Initiate apprenticeship training services for WIOA clients with Registered Apprenticeship Sponsors (RAS) |
| WA 206A.1.2 | WIOA clients become skilled workers in demand occupations on Guam |
| WA 206B.1 | |
| WA 206B.2.1 | Conduct quarterly labor clinics to private sector employers promoting WIOA services |
| WA 206B.2.2 | Participation in workforce conferences, job fairs and local workforce associations meetings to promote WIOA services |
| WA 206B.2.3 | Brochures on WIOA services |
| WA  206A.3 | |
| WA 206A.3.1 | Number of WIOA clients in apprenticeship programs |
| WA 206A.3.2 | Memorandum of Understandings with RAS |
| WA 206A.3.2 | Number of WIOA clients in unsubsidized employment |
| WA 206A.3.3 | Number of WIOA clients who graduate from registered apprenticeship program |
| WA 206A.3.3 | Feedback from RAS partners and clients |

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| WA 301 | Industry Collaboration (Industry Clusters and Collaboration-(Statement of Work -SOW) |
| WA 301.1 | ALIEN LABOR – GUAM EMPLOYMENT SERVICE LABOR MARKET TESTING ENHANCEMENTS |
| WA 302 | AJC and Partnerships |
| WA 303 | Organized Labor |
| WA 304 | Vocational Rehabilitation (Public and Private) |
| WA 305 | Community-based Organizations, Non-Government Organizations (NGOs), Community Partners, Faith-based organizations and Volunteerism |
| WA 305.1 | Homeless Individuals; Homeless Coalition; Homeless Supportive Services; Homeless Outreach |
| WA 306 | Economic Development |
| WA 307 | Public Employment Service-Guam Employment Services (GES) |
| WA 307.1 | Job Development Wagner-Peyser |
| WA 307.1A | |

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| WA 307.1A1 | Build and align programs that provide support mechanisms that assist employers and job seekers. |
| WA 307.2A1 | Intensive services provided to job seekers who need additional assistance in seeking employment and staff assisted where appropriate. |
| WA 307.3A1 | A functional integrated service delivery system |
| WA 307.4A1 | Employment Resource and Workplace Information |
| WA 307.1B | |
| WA 307.1B1 | Strengthening the GES Employer database System |
| WA 307.1B2 | Collaboration with employers to post job openings with the GES |
| WA 307.1B3 | Ensure IT and cross-training support provided to GES program staff and partners |
| WA 307.1B4 | Increase integration of all appropriate programing structures and systems of the Guam GES with partner programs |
| WA 307.1C | |
| WA 307.1C1 | Increase employment postings with the GES |
| WA 307.1C2 | Increase funding to programs |

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| WA 307.1C3 | Employability and Job placement of customers |
| WA 307.1C4 | GES Reports and Workforce Information |
| WA 307.2 | Case Management |
| WA 307.2A | |
| WA 307.2A1 | Intake Services (Registration) |
| WA 307.2B | |
| WA 307.2B1 | Provide job seekers intensive services requiring special assistance in seeking employment. |
| WA 307.2B2 | Facilitate the match between job seekers and employers. |
| WA 307.3 | GES Program Operations |
| WA 307.4 | Assessments and Evaluation |
| WA 307.5 | Internet-based Workflow System |
| WA 307.6 | GES Outreach |
| WA 307.6A | |

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| WA 307.6A1 | Support marketing services to employers to eliminate duplication of employe contacts |
| WA 307.6A2 | Employer communication protocol aligned to GES program core services |
| WA 307.7 | GES Employment Outcomes |
| WA 307.8 | GES Program Reports |
| WA 308 | Education |
| WA 308 | Education |
| WA 308.1 | Career and Technical Education (CTE) |
| WA 309 | Policy Makers |

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

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| WA 407.1B | |
| WA 407.1B1 | Conference Sponsorship in accordance with GWDB policies |
| WA 407.1B2 | Updates to Brochures and Workforce Information Series |
| WA 407.1B3 | Job Fairs |
| WA 407.1C | |
| WA 407.1C1 | Increased awareness to the community of employment and training programs available at the AJC |
| WA 407.1C2 | AJC Satellite Centers at village mayor's office to orientate village residents about eligibility for various partner programs/services |
| WA 407.1C3 | Increased partnerships with private sector employers to "Hire Guam" |
| WA 407.1C4 | Increased number of referrals to eligible training providers |
| WA 407.2 | Community-based: Mayor's Council Movement |
| WA 407.3 | 'HIRE GUAM' Targeted Marketing Campaigns |
| WA 407.3A | |

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| WA 407.3A1 | Sponsor and align ‘HIRE Guam” initiatives with Guam’s ‘Buy-Local’ and Made-in-Guam Programs and initiatives. |
| WA 407.3A2 | Advocacy for localizing strategies for employment and economic development |
| WA 407.3B | |
| WA 407.3B1 | Design and develop ‘HIRE GUAM ’ campaign material |
| WA 407.3B2 | Promote Workforce Community Buy-in Events |
| WA 407.3B3 | Hire Guam Workforce Conference and Seminars |
| WA 407.3B4 | Hire Guam Advocacy |
| WA 407.3B5 | Engage the Guam and Regional Business Community |
| WA 407.3C | |
| WA 407.3C1 | Increased Local Initiatives and local employment activity |
| WA 407.3C2 | Increased marketing activity and greater awareness |
| WA 409 | STEAM (Science, Technology, Engineering, Agriculture/Aquaculture & Mathematics) |

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| WA 409.1 | Promoting the Agricultural Sector: Farm Enterprises (Self-Employment ,Value-added of Local Agricultural Products, Start-up Agricultural Incubators) and Aquaculture Farms |
| WA 409.1A | |
| WA 409.1A1 | Promotion of the STEAM initiative and conduct assessments of viable Agriculture/Aquaculture program enterprises to Agricultural producers, industry clusters, schools and others |
| WA 409.1A2 | To increase participation and representation of Agricultural program development across governing boards and commissions, and employers' organizations |
| WA 409.1A3 | Promoting Food Safety |
| WA 409.1B | |
| WA 409.1B1 | Develop an Industry Collaborative GWDB/AJC Agricultural Outreach Plan |
| WA 409.1B2 | Assist AJC participants navigate help for agricultural training programs, education, understand community food security |
| WA 409.1B2 | Outreach Activities |
| WA 409.1B3 | Proposed AJC Services |

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| WA 409.1B4 | Other Requirements of this Outreach Plan |
| WA 409.1C | |
| WA 409.1C1 | Increased farm enterprise industry and program support |
| WA 409.1C2 | Number of farm enterprises participating in programs |
| WA 409.1C3 | Increased cultural capital (village sponsored agriculture based festivals) |
| WA 409.1C4 | Increased agriculture based value-added products |
| WA 409.1C5 | Agriculture training and credentialing |

5. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS) system to ensure efficiency and effectiveness in the delivery of services to both employers and job seekers.

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| WA 104 | High-risk, Underserved Individuals and Families |
| WA 104.1 | In-School Outreach Program |
| WA 104.1A1 | |

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| WA 104.1A1 | Establish pipeline for most at-risk youth to enroll in available Youth Programs |
| WA 104.1A2 | Establish follow through with school counselors on continuing services for students and referral system withdrawing participants |
| WA 104.1A3 | Maintain constant communication between participant, school counselor and program staff with support immediately available as the need arises |
| WA 104.1B | |
| WA 104.1B1 | Provides linkages to network of supportive services via the AJC |
| WA 104.1B2 | Provide technical assistance and support related to immediate employment with a resume and generic job application |
| WA 104.1B3 | Develop system to track participants after program completion |
| WA 104.1B4 | Develop after school l services for participants to engage in positive alternatives |
| WA 104.1B5 | Match participants with mentors and peer support |
| WA 104.1B5 | Match participants with mentors and peer support |
| WA 104.1B6 | Develop annual schedule that allows for program continuity |

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| WA 104.1C | |
| WA 104.1C1 | Increased academic achievement |
| WA 104.1C2 | Increased in youth programming support for workforce training and career pathways |
| WA 104.1C3 | Decreased involvement in risky behaviors |
| WA 105 | Training and Development of Youth Workers |
| WA 105.1 | On the Job Training-SOW |
| WA 105.2 | Customized Training Youth -SOW |
| WA 106 | Youth Talent Development (Career ladders, Articulation of secondary and post-secondary programs, Linking workforce jobs with education programs, School based initiatives) |
| WA 106.1 | Youth Entrepreneurship Education |
| WA 106.1A | Youth Talent Development through the Learning Continuum |
| WA 106.1A1 | |
| WA 106.1A1a | Promote Youth Career Ladder programming |

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| WA 106.1A1b | Articulation of secondary and postsecondary programs that offer career preparation for participating students and provide graduates with lifelong learning and training for career development in emerging growth areas. |
| WA 106.1A1c | Link workforce development jobs with Educational Programs aligned to learning continuum in priority or focused areas: MOUs and MOAs |
| WA 106.1A1d | Structured programs supporting youth core initiatives |
| WA 106.1A2 | Capacity Building: Franklin Covey Tutorials/Training |
| WA 106.1A2a | School Based Workforce Initiatives |
| WA 106.1A2b | Curriculum mapping between secondary and post-secondary programs |
| WA 106.1A2c | Joint-faculty partnerships between the Guam Community College and the University of Guam |
| WA 106.1A3 | |
| WA 106.1A3a | Community based program alignment |
| WA 106.1A3b | Increased youth programming |
| WA 106.1A3c | Increased youth governance |
| WA 106.1B | Localizing Enterprise Facilitation Concepts |

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| WA 106.1B1 | |
| WA 106.1B1a | Understanding and being able to develop action plans (Business plans) |
| WA 106.1B1b | Entrepreneurship Resource Strategic Mapping of programs and successes |
| WA 106.1B1c | Community Based Resource Assessment |
| WA 106.1B1d | Organize Producer/Marketing Cooperatives |
| WA 106.1B1e | AJC based resources and business plans |
| WA 106.1B2 | |
| WA 106.1B2a | Create a HYBRID of Enterprise Facilitation modules and pilot program |
| WA 106.2B2b | Program development for all GWDB partners and collaborators to promote the concept of entrepreneurship |
| WA 106.1B3 | |
| WA 106.1B3a | Number of Entrepreneurship programs offered through partners and AJC |
| WA 106.1B3b | Usage of entrepreneurship resources and business plan adoption |

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| WA 106.1B3c | Reports of Entrepreneurship programs |
| WA 106.1C | Entrepreneurship Initiatives |
| WA 106.1C1 | |
| WA 106.1C1a | Mini-grants for Entrepreneurship Initiatives |
| WA 106.1C1b | Coordinated Entrepreneurship Seminars and Conferences |
| WA 106.1C1c | Provide education activities that give participants basic business skills to evaluate their proposed venture and potential feasibility |
| WA 106.1C2 | |
| WA 106.1C2a | Coordination of SBDC and GEDA programs |
| WA 106.1C2b | Entrepreneurship Summit and AJC Business partner series |
| WA 106.1C2c | Pilot Community based Village Enterprises |
| WA 106.1C2d | Promote Guam Product Seal Program |
| WA 106.1C3 | |
| WA 106.1C3a | Increased funding to programs |

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| WA 106.1C3b | Number of participants in workshops and receiving grants |
| WA 106.1C3c | Number of workshops offered |
| WA 106.1C3d | Number of business licenses secured by participants- AJC |
| WA 106.2 | Youth Career-based Learning Continuum Awareness and Integration (Align workforce development with educational programs) |
| WA 106.2A | |
| WA 106.2A1 | Promote Youth Career Pathways programming and learning |
| WA 106.2A2 | Articulation of secondary and postsecondary programs that offer career preparation for participating students and provide graduates with lifelong learning and training for career development in emerging growth areas. |
| WA 106.2A3 | Link workforce development jobs with Educational Programs aligned to learning continuum in priority or focused areas:  MOUs and MOAs |
| WA 106.2A4 | Structured programs supporting youth core initiatives |
| WA 106.2A5 | Youth Council and GWDB representation |
| WA 106.2B | |

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| WA 106.2B1 | School Based Workforce Initiatives |
| WA 106.2B2 | Curriculum mapping between secondary and post-secondary programs |
| WA 106.2B3 | Joint-faculty partnerships between the Guam community college and the University of Guam in program delivery and teaching, to include local and regional partnerships with the Pacific Post-Secondary Education Council. |
| WA 106.2B4 | Pilot certifications for pathways to emerging career clusters |
| WA 106.2B5 | Village based capacity-building programs aligned to community assets and industries |
| WA 106.2B6 | Incorporating National Guard Bureau Family of Programs with workforce development |
| WA 106.2C | |
| WA 106.2C1 | Community based program alignment |
| WA 106.2C2 | Increased youth programming |
| WA 106.2C3 | Increased youth governance |
| WA 108 | Youth Programs |

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| WA 108.1 | In-school Youth Programs, Internships, Summer Employment, Youth Conferences, Youth Outreach, Junior Statesmen, Supportive Services) |
| WA 108.1A | |
| WA108.1A1 | Build and align programs that provide mechanisms that assist parents, schools, and community to provide learning experiences or service learning that communicate the importance of local employment. |
| WA108.1A2 | Internships cohorts and experience based (youth apprenticeship models) |
| WA108.1A3 | Increase programming efforts in school-to-work linkages |
| WA 108.1B | |
| WA 108.1B1 | Village based program Initiatives and Interagency, NGOs program leveraging working directly with youth serving organizations. |
| WA 108.1B2 | Integrate learning continuum in all youth programming and year round |
| WA 108.1B3 | Youth mini-grants for learning scholarships |
| WA 108.1B4 | Promote Science, Technology, Engineering, Agriculture/Aquaculture, Mathematics (STEAM) career pathways Initiatives |
| WA 108.1B5 | Youth internships and service learning |

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| WA 108.1B6 | Engage with post-secondary institutions to address career counseling, educational components. |
| WA 108.1B7 | Explore options for meeting the demand exhibited during intercessions periods. |
| WA 108.1B8 | Identify service providers to address gaps in leadership skills, employability skills, and mentoring. |
| WA 108.1C | |
| WA 108.1C1 | Number of participants in programs |
| WA 108.1C2 | Number of Youth Internships and sponsors supporting Youth programs |
| WA 108.1C3 | Increased funding to Youth programs and related programs |
| WA 108.1C4 | Strong follow-through from GDOE guidance counselors who provide mentoring and tracking of academic achievements |
| WA 108.1C5 | Credit augmentation |
| WA 108.1C6 | Increased linkages to network of supportive services of the AJC |
| WA 108.2 | Youth Resource and Asset Mapping (Career Mentorship, Career Ladder, Data, Information and Reporting, Industry Collaboration) |

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| WA 108.2A | |
| WA 108.2A1 | Establish initializing program elements to build Career ladder system |
| WA 108.2A2 | Career Mentorship |
| WA 108.2B | |
| WA 108.2B1 | Monitoring and Data Systems– Full integration and implementation of the Pacific reporting system for increased accountability |
| WA 108.2B2 | Strengthen the infrastructure that supports continuum innovations. |
| WA 108.2B3 | Recruit and develop and retain outstanding service providers |
| WA 108.2B4 | Support early childhood education intervention |
| WA 108.2B5 | Establish systems to encourage career mapping |
| WA 108.2B6 | Train youth for core employability competencies |
| WA 108.2B7 | Improve computer facilities available to youth, possibly through IT outsourcing |
| WA 108.2C | |

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| WA 108.2C1 | Number of participants in program |
| WA 108.2C2 | Partner and industry recruitment |
| WA 108.2C3 | Number of service and training providers supporting programs |
| WA 108.2C4 | Number of programs and initiatives and increased funding support |
| WA 109 | Employment and Training Program (Programming Support, Learning Continuum, Technical Assistance, Case Management, Grantsmanship) |
| WA 109.1 | |
| WA 109.1A | Matching youth career interests with AJC programs and services |
| WA 109.1B | Focus on alternative Education through the Learning Continuum and AJC |
| WA 109.2 | |
| WA 109.2A | Promote community based programs for Out-of-School and At-risk Youth |
| WA 109.2B | Promote and encourage village based partnerships, Pilot Out-of-School, and At-risk program_modules that develop basic skills and identify learning disabilities. |
| WA 109.2C | Inventory and search for effective alternative school curriculum and modules and program materials. |

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| WA 109.2D | Mini grants initiative for service providers, faith-based program development, piloting Out-of-School, and At-risk Youth modules. |
| WA 109.2E | Develop proposal for Distance Education Alternative Education programming leveraged through partners (GCC and UOG) aligned through lifelong learning and Learning continuum. |
| WA 109.2F | Create a dedicated Youth Case Worker for all Youth Case File Management across the ARTE programming framework. |
| WA 109.3 | |
| WA 109.3A | Number of youth serving organizations participating in programs |
| WA 109.3B | Number of youth curriculum resources inventory and enhanced life skills programming |
| WA 109.3C | Increased academic achievement |
| WA 109.3D | Decreased involvement in risky behaviors |
| WA 110 | Other Youth Programs (Youth Initiatives, Cost Avoidance Strategies, Youth Coalitions, Youth Council) |
| WA 110.1 | Youth Cross Agency Workgroup |
| WA 110.1A | |

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| WA 110.1A1 | Promote and encourage Youth Initiatives |
| WA 110.1B2 | Focus on importance of cost avoidance strategies |
| WA 110.1C3 | Establish appropriate Youth coalitions |
| WA 110.1B | |
| WA 110.1B1 | Promote Youth program best practices to include but not limited to the following: WIOA youth program public/private partnerships, village and community-based organizations, programs with NGOs, faith-based organizations and volunteerism |
| WA 110.1B2 | Promote and encourage village based partnerships, Pilot Out-of-School, and At-risk program modules that develop basic skills and identify learning disabilities. |
| WA 110.1B3 | Inventory and search for effective alternative school curriculum and modules and program materials. |
| WA 110.1B4 | Establish Youth Council and promote venue to encourage cross planning among and between youth groups and collaborators. |
| WA 110.1C | |
| WA 110.1C1 | Number of youth serving organizations participating in programs |

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| WA 110.1C2 | Establishment of Youth Council |
| WA 110.1C3 | Increase in youth programming support for workforce training and career pathways |
| WA 110.2 | Establish Youth Build and Job Corp |
| WA 110.2A | |
| WA 110.2A1 | Matching youth career interests with AJC programs and services |
| WA 110.2A2 | Focus on alternative Education through the Learning Continuum and AJC |
| WA 110.2B | |
| WA 110.2B1 | Promote community based programs for homeless youth, youth with disabilities, youth offenders and youth transitioning out of foster care |
| WA 110.2B2 | Conduct feasibility of establishing pilot or satellite Micronesian Job Corp Program for Guam and region. |
| WA 110.2B3 | Evaluation of youth transition programs and promoting of best practices |
| WA 110.2C | |
| WA 110.2C1 | Number of youth serving organizations participating in programs |

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| WA 110.2C2 | Number of youth entering unsubsidized employment |
| WA 110.3 | In-School Outreach Program |
| WA 200-213 | WA Adult Training Programs-SOW |
| WA 201 | Lifelong Learning |
| WA 202 | Adult Dislocated Worker-SOW |
| WA 202.1 | Dislocated Worker and Rapid Response Services-SOW |
| WA 202.3A | |
| WA 202.3A1 | Provide resources for retraining and re-entry into the workforce |
| WA 202.3A2 | Provides compensated work activity |
| WA 202.3A3 | Provides linkages to network of supportive services via the AJC |
| WA 202.3A4 | Provides economic benefits to needy families |
| WA 202.3B | |
| WA 202.3B1 | Develop partnership MOUs and implement in timely manner |

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| WA 202.3B2 | Pilot Dislocated Worker Initiatives |
| WA 202.3B3 | Integrate Lifelong learning incentives |
| WA 202.3B4 | Outreach and Increase community awareness of displaced homemaker services; Align with Department of Public Health and Social Services (DPHSS) to provide services to individuals exited from their TANF program |
| WA 202.3B4 | Research |
| WA 202.3B5 | Web based and social media support |
| WA 202.3B6 | Establish criteria for “self-sufficiency” of a dislocated worker |
| WA 202.3B7 | Improve customer-flow for dislocated workers to minimize the disruption caused by unemployment |
| WA 202.3B8 | Establish eligibility standards for displaced spouses of military service members; Improve access to support services for this specific population |
| WA 202.3C | |
| WA 202.3C1 | Increased funding support to new dislocated worker initiatives |
| WA 202.3C2 | Increase employer awareness of dislocated worker programs, especially those not covered by WARN |

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| WA 202.3C4 | Established criteria for “self-sufficiency of a dislocated worker |
| WA 203 | Incumbent Worker |
| WA 204 | Senior Community Service Employment Program (SCSEP) |
| WA 204.1 | Re-training and Education for Older Workers |
| WA 204.1 | Participants to receive their high school diploma or GED |
| WA 204.1 | On the job training from Host Agencies |
| WA 204.1B | |
| WA 204.1 | To link and enroll participants in the Guam Community College and ASMUYAO |
| WA 204.2 | Senior Outreach Efforts (Assign participants to different host agencies) |
| WA 204.2A | |
| WA 204.2A1 | Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA |

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| WA 204.2A2 | Building partnership with the Guam Contractors Association (GCA) and the GCA Trades Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and Maintenance Occupations such as: Groundskeeping Workers, Custodians, Maintenance Workers and Cleaners, Maids and Housekeeping, etc. |
| WA 204.2A3 | Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Civilian Military Task Force (CMTF) Labor -Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries |
| WA 204.2A4 | To attend GHRA, GCA and SHRM meetings. |
| WA 204.2B | |
| WA 204.2B1 | Employer database System |
| WA 204.3 | Priority Enrollment (Veterans, Spouse of a Veteran, Eligible individuals age 60 or older, Eligible individuals age 55 to 59) |
| WA204.3B | |
| WA 204.3B1 | Follow above recruitment priority |

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| WA 204.4 | Program Participant Recruitment and Distribution |
| WA 204.4B | |
| WA 204.4B1 | Follow specified recruitment priority |
| WA 204.5 | Avoidance of Disruption in Service - COVID-19 |
| WA204.5B | |
| WA 204.5B1 | Update all census information |
| WA 204.6 | Unsubsidized Employments |
| WA 204.6B | |
| WA 204.6B1 | Continue to partner with the American Job Center (AJC), Guam Hotel and Restaurant Association and Host Agencies. |
| WA 204.7 | Collaboration and Partnerships |
| WA 204.7B | |
| WA 204.7B1 | Enhance American Job Center Program Delivery for Employers |
| WA 204.7B2 | Employees and Career Strategies. |

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| WA 204.7B3 | Empower people and communities through Reporting of Economic and Workforce Data for Community Solutions |
| WA 204.7B4 | Adopt a Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) LifeLong Learning Philosophy and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies. |
| WA 204.8 | Needs Assessment and Program Evaluation |
| WA 204.8B | |
| WA 204.8B1 | Attend meetings and group discussions |
| WA 204.9 | Program Service Improvement |
| WA 204.9B | |
| WA 204.9B1 | Improve recruitment and unsubsidized employment. |
| WA 204.10 | SCSEP Performance and Results Quarterly Report(SPARQ) |
| WA 204.10B | |
| WA 204.10B1 | Ensure that all staff are entering the correct data |
| WA 204.11 | Re-training and Education for Older Workers |

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| WA 205 | Veterans |
| WA 205.1 | Disabled Veterans Outreach Program (DVOP) |
| WA 206 | Apprenticeship |
| WA 206A | WIOA Partnerships with Registered Apprenticeship Sponsors |
| WA 206A.1 | |
| WA 206A.1.1 | Initiate apprenticeship training services for WIA clients with Registered Apprenticeship Sponsors (RAS) |
| WA 206A.1.2 | WIOA clients become skilled workers in demand occupations on Guam |
| WA 206B.1 | |
| WA 206B.2.1 | Conduct quarterly labor clinics to private sector employers promoting WIOA services |
| WA 206B.2.2 | Participation in workforce conferences, job fairs and local workforce associations meetings to promote WIOA services |
| WA 206B.2.3 | Brochures on WIOA services |
| WA 206A.3 | |

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| WA 206A.3.1 | Number of WIOA clients in apprenticeship programs |
| WA 206A.3.2 | Memorandum of Understandings with RAS |
| WA 206A.3.2 | Number of WIOA clients in unsubsidized employment |
| WA 206A.3.3 | Number of WIOA clients who graduate from registered apprenticeship programs |
| WA 206A.3.3 | Feedback from RAS partners and clients |
| WA 207 | Ex-offender |
| WA 208 | Post-Secondary Institutions (Refer to post-secondary Institutional Strategic Plans and Program Initiatives) |
| WA 209 | Adult On-the-Job Training-SOW |
| WA 210 | Work Experience (WE) |
| WA 211 | Women Training Programs |
| WA 211.1 | Women in Non-traditional Jobs (Helping Achieve TANF Success through Action (HATSA), Women Needing Education and Training,<br><br>Women Needing Health Care, Women Against Violence, Advancement of Women in Power and Decision Making) |

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| WA 211.1A | |
| WA 211.1A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, Promoting recruitment and training for non-traditional occupations. |
| WA 211.1A2 | To increase participation and representation of women across governing boards and commissions, and employers' organizations |
| WA 211.1A3 | Provide Family/Support Integration Services |
| WA 211.1A4 | To assist women in navigating help for education, health care, abuse |
| WA 211.1B | |
| WA 211.1B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.1B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.1B3 | Support Strategic Planning and grants technical training |
| WA 211.1B4 | Support NGOs on community projects that reduce or eliminate Violence against women and child. |

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| WA 211.1B5 | Increase the recognition of women for leadership positions with both public and private sectors and through the election process. |
| WA 211.1B6 | Focus on hard to place women and youth into unsubsidized employment and training through Workforce Innovation and Opportunity Act (WIOA) Guam Community College and Guam Trades Academy, particularly training for women in Construction and Caregivers. |
| WA 211.1B7 | Develop community speakers' bureau with subject matter experts to speak on current situations occurring in the schools such as sexual abuse against students, i.e., "good touch, bad touch", violence at schools and village community centers, particularly to protect female (girl) children from sexual abuse within their families or friends. |
| WA 211.1B8 | Transportation Support Initiatives |
| WA 211.1B9 | Develop mentors for Junior High and Senior High school students in Science, Technology, Engineering and Math (STEM). Additionally, seek industries to assist with developing internships, mentoring relationships and job shadowing programs for successful career path. For high school drop-outs and/or out-of-school youth, to increase tutoring among the communities by utilizing UOG AND GCC interns on their practicum requirements. |
| WA 211.1C | |
| WA 211.1C1 | Number of women assisted with employment and training |

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| WA 211.1C2 | Number of women encouraged for continued education, leadership |
| WA 211.1C3 | Increase level of engagement and participation in strategic planning Groups and committees to assist women and children in poverty |
| WA 211.2 | Women in Poverty (Supportive Services, Workforce Development, Advocacy, Access to services) |
| WA 211.2A | |
| WA 211.2A1 | To aggressively address women employment and training opportunities on all private, public industries and on federal projects, promoting recruitment and training for non-traditional occupations. |
| WA 211.2A2 | To increase participation and representation of women across governing boards and commissions, and employers organizations |
| WA 211.2A3 | To assist women in navigating help for education, health care, abuse. |
| WA 211.2B | |
| WA 211.2B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |

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| WA 211.2B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training |
| WA 211.2B4 | Support NGOs on community projects that reduce or eliminate violence against women and child. |
| WA 211.2B5 | Teaching Life Skills (self-sufficiency) |
| WA 211.2B6 | Housing Assistance and Support |
| WA 211.2B7 | Transportation Assistance |
| WA 211.1C | |
| WA 211.2C1 | Increase in community base programs addressing poverty |
| WA 211.2C2 | Increase poverty grants |
| WA 211.2C2 | Established collaboration with Government and community organizations |
| WA 211.2C3 | Increased Advocacy |
| WA 211.3 | Bureau of Women Affairs (Programming Support, Outreach, Technical Assistance, Conference Planning) |

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| WA 211.3A | |
| WA 211.3A1 | Promote welfare of wage-earning women |
| WA 211.3A2 | Provide Referral Services |
| WA 211.3A3 | Conduct studies and research on women issues |
| WA 211.3B | |
| WA 211.3B1 | Support programs to increase awareness and provide technical support to women groups and organizations on Employment, Training, Education and Health |
| WA 211.3B2 | Establish a Council on Women and Girls to focus on issues affecting women and girls |
| WA 211.2B3 | Support Strategic Planning and grants technical training and research/reports |
| WA 211.3C | |
| WA 211.3C1 | Increases in programming activity and sponsored venues related to women issues |
| WA 211.3C2 | Guam Women Monograph |

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| WA 212 | Classroom Based Training-SOW |
| WA 213 | Adult Customized Training |
| WA 213.1 | Adult Customized Training-SOW |
| WA 301 | Industry Collaboration (Industry Clusters and Collaboration-SOW) |
| WA 301.1 | ALIEN LABOR – GUAM EMPLOYMENT SERVICE LABOR MARKET TESTING ENHANCEMENTS |
| WA 302 | AJC and Partnerships |
| WA 303 | Organized Labor |
| WA 304 | Vocational Rehabilitation (Public and Private) |
| WA 305 | Community-based Organizations, Non-Government Organizations (NGOs), Community Partners, Faith-based organizations and Volunteerism |
| WA 305.1 | Homeless Individuals; Homeless Coalition; Homeless Supportive Services; Homeless Outreach |
| WA 306 | Economic Development |
| WA 307 | Public Employment Service-Guam Employment Services (GES) |

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| WA 307.1 | Job Development Wagner-Peyser |
| WA 307.1A | |
| WA 307.1A1 | Build and align programs that provide support mechanisms that assist employers and job seekers. |
| WA 307.2A1 | Intensive services provided to job seekers who need additional assistance in seeking employment and staff assisted where appropriate. |
| WA 307.3A1 | A functional integrated service delivery system |
| WA 307.4A1 | Employment Resource and Workplace Information |
| WA 307.1B | |
| WA 307.1B1 | Strengthening the GES Employer Database System |
| WA 307.1B2 | Collaboration with employers to post job openings with the GES |
| WA 307.1B3 | Ensure IT and cross-training support provided to GES program staff and partners |
| WA 307.1B4 | Increase integration of all appropriate programing structures and systems of the Guam GES with partner programs |
| WA 307.1C | |

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| WA 307.1C1 | Increase employment postings with the GES |
| WA 307.1C2 | Increase funding to programs |
| WA 307.1C3 | Employability and Job placement of customers |
| WA 307.1C4 | GES Reports and Workforce Information |
| WA 307.2 | Case Management |
| WA 307.2A | |
| WA 307.2A1 | Intake Services (Registration) |
| WA 307.2B | |
| WA 307.2B1 | Provide job seekers intensive services requiring special assistance in seeking employment. |
| WA 307.2B2 | Facilitate the match between job seekers and employers. |
| WA 307.3 | GES Program Operations |
| WA 307.4 | Assessments and Evaluation |
| WA 307.5 | Internet-based Workflow System |

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| WA 307.6 | GES Outreach |
| WA 307.6A | |
| WA 307.6A1 | Support marketing services to employers to eliminate duplication of employer contacts |
| WA 307.6A2 | Employer communication protocol aligned to GES program core services |
| WA 307.7 | GES Employment Outcomes |
| WA 307.8 | GES Program Reports |
| WA 308 | Education |
| WA 308 | Education |
| WA 308.1 | Career and Technical Education (CTE) |
| WA 309 | Policy Makers |
| WA 310 | Youth Council |
| WA 311 | Individual Training Accounts |
| WA 312 | Workforce Waivers |

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| WA 405 | Employee Recognition |
| WA 407 | Marketing and Outreach (Outreach and Advertisement-SOW) |
| WA 407.1 | Marketing Outreach Plan |
| WA 407.1A | |
| WA 407.1A1 | Have a current Marketing and Branding AJC Outreach Plan |
| WA 407.1A2 | Increased Collaboration with Employers |
| WA 407.1A3 | Workforce Conference Sponsorships |
| WA 407.1B | |
| WA 407.1B1 | Conference Sponsorship in accordance with GWDB policies |
| WA 407.1B2 | Updates to Brochures and Workforce Information Series |
| WA 407.1B3 | Job Fairs |
| WA 407.1C | |
| WA 407.1C1 | Increased awareness to the community of employment and training programs available at the AJC |

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| WA 407.1C2 | Propose AJC Satellite Centers at village mayor's office to orientate village residents about eligibility for various partner programs/services |
| WA 407.1C3 | Increased partnerships with private sector employers for "Hire Guam" |
| WA 407.1C4 | Increased number of referrals to eligible training providers |
| WA 407.2 | Community-based: Mayor's Council Movement |
| WA 407.3 | 'HIRE GUAM ' Targeted Marketing Campaigns |
| WA 407.3A | |
| WA 407.3A1 | Sponsor and align 'HIRE GUAM' initiatives with Guam's 'Buy-Local' and Made-in-Guam Programs and initiatives. |
| WA 407.3A2 | Advocacy for localizing strategies for employment and economic development |
| WA 407.3B | |
| WA 407.3B1 | Design and develop 'HIRE GUAM' campaign material |
| WA 407.3B2 | Promote Workforce Community Buy-in Events |
| WA 407.3B3 | Hire Guam Workforce Conference and Seminars |

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| WA 407.3B4 | HireGuam Advocacy |
| WA 407.3B5 | Engage the Guam and Regional Business Community |
| WA 407.3C | |
| WA 407.3C1 | Increased Local Initiatives and local employment activity |
| WA 407.3C2 | Increased marketing activity and greater awareness |
| WA 409 | STEAM (Science, Technology, Engineering, Agriculture/Aquaculture & Mathematics) |
| WA 409.1 | Promoting the Agricultural Sector: Farm Enterprises (Self-Employment ,Value-added of Local Agricultural Products, Start-up Agricultural Incubators) |
| WA 409.1A | |
| WA 409.1A1 | Promotion of the STEAM initiative and conduct assessments of viable Agriculture program enterprises to Agricultural producers, industry clusters, schools and others |
| WA 409.1A2 | To increase participation and representation of Agricultural program development across governing boards and commissions, and employers' organizations |

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| WA 409.1A3 | Promoting Food Safety |
| WA 409.1B | |
| WA 409.1B1 | Develop a Industry Collaborative GWDB/AJC Agricultural Outreach Plan |
| WA 409.1B2 | Assist AJC participants navigate help for agricultural training programs, education, understand community food security |
| WA 409.1B2 | Outreach Activities |
| WA 409.1B3 | Proposed AJC Services |
| WA 409.1B4 | Other Requirements of this Outreach Plan |
| WA 409.1C | |
| WA 409.1C1 | Increased farm enterprise industry and program support |
| WA 409.1C2 | Number of farm enterprises participating in programs |
| WA 409.1C3 | Increased cultural capital (village sponsored agriculture based festivals) |
| WA 409.1C4 | Increased agriculture based value-added products |
| WA 409.1C5 | Agriculture training and credentialing |

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| WA903.5 | Statement of Work (SOW) |
| WA 903.6 | Assessment Tools and Software SOW Assessment Software |
| WA 909 | Workforce Studies and Research |
| WA 903 | Program Evaluations and Monitoring |
| WA 903.3 | Program Evaluation and Monitoring |
| WA 903.4 | Case Management-Participant Services SOW |
| WA903.5 | Statement of Work (SOW) |
| WA 903.6 | Assessment Tools and Software |
| WA 905 | Workforce Reports (Data Gathering, Management, and Analysis) |
| WA 905.1 | Information Technology and Training |
| WA 905.1A | |
| WA 905.1A1 | Provide end users with proficient, cost effective, secured, continually improved technological products, IT support, data management and reporting |

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| WA 905.1A2 | Provide staff members with the necessary resources and training to aide in the improvement of efficient comprehensive solutions to information technology concerns and challenges |
| WA 905.1B | |
| WA 905.1B1 | GWDB and Agency Network - Rebuild network backbone to provide consistent and reliable data transfer. |
| WA 905.1B2 | Server - Implement directory services to provide secure authentication of users and computers as well as provisioning centralized management within group policy. |
| WA 905.1B3 | PC Workstations - Deploy industry standard workstations; hardware and software technology driven. |
| WA 905.1B4 | Mobile Strategic Planning Unit - Provide complete mobile and transportable strategic planning unit to assist in emergency situations. |
| WA 905.1B5 | Guam Workforce System - Provide a system to manage client data, growth analysis and federal reporting. |
| WA 905.1B6 | Agency Website - Rebuild official website with enhanced content to communicate market and provide information to all end-users. |
| WA 905.1B7 | Management Information Systems Staffing - Recruit qualified personnel to maintain current and future technological needs. |

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| WA 905.1B8 | Contractual Service - Provide a professional contractual service to assess and assist with all technological advancements. |
| WA 905.1B9 | Capacity Building/Training - Provide training to all end-users to increase knowledge and maintain continuity with the advancements of technology. |
| WA 905.1C | |
| WA905.1C1 | A modern, precise, all-inclusive, quality integrated information in a safe, effective, and reliable standard to reflect agency activities to improve decision making and workflow processes. |
| WA905.1C2 | Solutions for software applications, hardware technology, and network infrastructure to support reliable data delivery |
| WA905.1C3 | Availability of information technology tools to improve agency workflow, therefore more efficient and manageable. |
| WA905.1C4 | Management Information Systems (MIS) staff certified training in their related fields to convey outstanding user service and satisfaction. |
| WA905.1C5 | Quality technical training and services to agency staff members with the endorsement of security and disaster recovery organization stability. |
| WA 907 | Performance Standards-Performance Measures and Performance Outcomes |

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| WA 908.1 | Guam Registered Apprenticeship Program (GRAP) |
| WA 908.2 | Workforce Development Apprenticeship Program |
| WA 908.3 | Registered Apprenticeship Program |
| WA 909 | Workforce Studies and Research (Workforce Monographs, Industry Reports, Workforce Surveys, Research) |
| WA 909.1 | Workforce Special Surveys and Research |
| WA 909.1A | |
| WA 909.1A1 | Conduct an island-wide survey of needs assessment of workforce needs periodically to include questions on which workforce can be recruited locally, which of the workforce, with additional training can be provided locally, and what types of training must be provided off-island, and which of these off-island training needs can be established |
| WA 909.1A2 | GWDB Annual Reports and Workforce Monographs Commission Special Workforce Reports and Studies through surveys, focus groups |
| WA 909.1A3 | Develop Workforce periodicities for GWDB |
| WA 909.1B | |
| WA 909.1B1 | GWDB Industry Reports and Partner Reports |

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| WA 909.1B2 | Guam Workforce Surveys and Needs Assessments |
| WA 909.1B3 | Workforce Data Sets |
| WA 909.1B4 | Workforce partnerships to conduct research with educational institutions. |
| WA 909.1C | |
| WA909.1C1 | Annual Workforce Report Abstracts |
| WA 909.1C2 | Increase use of reports for GWDB Policy decision-making and establishment of program priorities |
| WA 911.1 | Non-Discrimination Awareness-SOW |

**(B) Goals for meeting the skilled workforce needs of employers.**
**In order for the improvement and delivery of workforce development programs and services to take place, accessibility and availability must be those that employers are looking for and that job seekers would like to find for themselves to have gainful employment.**
Some strategic goals that are recommended to take place include:

- The alignment of core program resources, to coordinate efforts across business partners and businesses alike to eliminate redundancies and secure employment for those seeking employment.
- To promote in-demand occupations and career pathways more aggressively; to leverage technology and data to create improved services and outcomes
- To work collaboratively on promoting the Business Services Unit (BSU), the newest mandate from WIOA to assist businesses with partnerships for workforce development to ensure AJC programs and services are available to those seeking employment and employers looking for skilled workers
- To invest in work based learning and encourage workers to get involved in the pre-apprenticeship and apprenticeship programs readily available with work sponsors and businesses willing to train and develop job seekers.

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

**3. Performance Goals**
**Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)**

**4. Assessment**
**Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.**

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

**1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23)**

**The “Guam Green Growth" Working Group” also known as G3**

On January 30, 2020, representatives from the public, private, and civil sectors gathered in groups to develop solutions to address local challenges using the 17 Sustainable Development Goals (SDG) from the United Nations (UN) to transform the island of Guam. Goals specific to the Guam Department of labor along with other combined agencies such as the University of Guam, Guam Bureau of Statistics and Plans, Guam Department of Agriculture, Guahan Sustainable Culture, the Mayor’s Council of Guam, the Guam Behavioral Health and Wellness Center, Department of Public Health and Social Services, Catholic Social Services, the Galaide Group, and the 35th Guam Legislature include No Poverty (Goal 1), Zero Hunger (Goal 2), Good Health and Well Being (Goal 3), and Decent Work and Economic Growth (Goal 8). The dedicated commitment to the United Nations is a directive from the Governor of Guam, Lou Leon Guerrero.

The commitment made from the Governor has resulted in the “Guam Green Growth" Working Group” also known as G3. Other islands are also committing to the UN SDGs as part of the Local2030 Islands Network. The network aims for local implementation of the UN SDGs and connects communities with the global effort to advance the sustainable development goals. The network engages island partners that are committed to advancing locally driven models for sustainability to set culturally informed priorities, integrate climate goals, measure and track progress and implement concrete actions. This is the future economic plan.

The goals focused by the Guam Department of Labor and its combined agency-partners in the working group submitted a draft framework to the Governor of Guam on March 6, 2020. The G3 framework and guidelines are below:

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| ● 10+ Year Goals | ● FY20-21 Action Items |
| ● 3-5 Year “SMART” Objectives | ● Metrics |

<u>10+ Year Goals</u>

No Poverty:  Reduce Guam poverty rate by 3 percent by 2025 through increased skill training and job preparedness programs.

Zero Hunger: 1) Increase Guam's  food security capacity by 3 percent by 2025. 2) Train and develop 20 or more new farmers using natural farming techniques and methods 3) Promote and support community Food systems planning and development. 4) Promote Human Nutrition Science Education and Capacity Building.

Good Health and Well-being: 1) UN SDG #3: Ensure healthy lives and promote well-being for all ages. 2) Decrease in substance use including narcotic drug abuse and

harmful use of alcohol. 3) Decreased maternal mortality. 4) Decreased infant mortality. 5) Reduce premature death from NCDs. 6) Decreased road accident mortality. 7) Affordable access to quality essential health-care services.

Decent Work and Economic Growth: 1) Ensure to keep and grow Guam's productive workforce and talent pool to remain on island and increase wages across the industries to retain and attract talent. 2) Encourage Guam's labor pool who COULD enter the workforce but CHOOSE not to by incentivising. 3) Keep Guam's economy safe from political uncertainties and major disease and virus outbreaks.4) Protect labor rights and promote safe and secure working environments for ALL workers on Guam. 5) Ensure Guam's workforce development system is efficient, integrated and promotes workplace transdisciplinary practices. 6) Improve the performance of Enterprise Facilitation Development Programs. 7) Promote and Support Regional Economies Development Initiatives.

<u>3-5 Year “SMART” Objectives</u>

No Poverty:

- Increase accessibility to skill training, job training for employment and higher education opportunities for high school graduates and those unemployed, increase skill level of lower income employees to the next tier.
- Increase and provide accessibility to education and to individuals with disabilities; for disabled adults as well as in outer villages.
- Increase and provide to Guam's livestock (pigs, chicken, cows); increase urban farming accessibility to reliable transportation for interested participants.
- Increase the number of carpool options to access remote farms.
- Increase and provide accessibility to clean clothes and hygiene products.
- Increase and place the number of households living in substandard homes in affordable housing and or subsidize public housing.

Zero Hunger:

- Increase access to affordable healthy food that the community is interested in; teach cooking methods of healthy current local cuisine.
- Increase new farmers with sustainable and stable farms.
- Increase the number of backyard farmers.
- Expand the number of Guam's Aquaculture farmers and establish training programs in schools.
- Ensure the food banks have sufficient non perishable dated stock.
- Increase Guam's livestock (pigs, chicken, cows) increase urban farming.
- Update Guam's Agricultural Development Sector Strategic Plan.
- Support research based initiatives  that contribute to consumer informed decision-making.

Good Health and Well-being:

- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
- Reduce the maternal mortality ratio to less than ____ per 100,000 live births.
- Reduce neonatal mortality to at least as low as __ per 100,000 live births.
- Reduce by one third premature mortality from non-communicable diseases through prevention and treatment to promote mental health and well-being.
- Halve the number of deaths based on any road accidents.
- Decrease the incidence of Tb,. Combat hepatitis, water-borne and communicable diseases.

Decent Work and Economic Growth:

- Support Guam's talent, skilled labor pool, and annual graduates for high school, college, and trade schools by giving them the training they need and ensuring Guam has sufficient job openings for all industries.
- The government and its partners will engage systematic outreach to industry and business stakeholders to create a community-wide understanding of the need and importance of specific career and educational requirements to improve productivity and employability of local and regional workers.
- Campaign and pursue aggressive outreach to "hire local" with Guam's biggest industries: hotels and restaurants, retail, and construction.
- Encourage lawmakers to expand on PL 35-38 or create a new law that will raise the minimum wage after March 2021 to more than $9.25 per hour - the hope is to incentivize Guam's untapped labor pool to get to work with a higher minimum wage in that every hour not working is a high hourly wage not earned.
- Welcome the opportunity to get those who are unemployed qualified and trained to fill open and much needed H-2B positions in construction, healthcare, and education (Guam's largest outsourced industries) by incentivising apprenticeship, lifetime skills training, and a high hourly wage.
- While the momentum for growth in tourism and the economy is building, it must be recognized that major issues could impair Guam's GDP such as the following: political tensions, foreign entry restrictions, denial of H-2B's, and the more recent Coronavirus. The effect that this virus could have on Guam's tourism and economy in FY 2021 and beyond is unknown, but it potentially could be significant. Therefore, we must keep watch and take significant precautions.
- Work with GDOL's Fair Employment Office to provide public policy information and extensive outreach and training to Guam business owners and employers. The public policy information will consist of print material and massive online content in regards to the following: protect the civil rights of all individuals who seek, have access to, obtain, and hold employment without discrimination because of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, sex and/or age.
- Strengthen Workforce development policies and decision-making authority across local and federal programs through program and data fluency initiatives.

- Identify and clarify leadership roles in workforce development that is specific to private-sector led development and strengthen and reinforce the conjunctive roles of government programs such as the WIOA Act and local mandates and policies.
- Increased collaborative and effective, sustained relationships across workforce development authorities, stakeholders.
- Expand and innovate existing enterprise development programs and increase entrepreneurial training; business leadership education through grades K-16.
- Ensure the workforce interest and discussions are represented in regional forums such as the Micronesian Island Forum.

<u>FY20-21 Action Items</u>

No Poverty

- Conduct public outreach to the community (targeted group) on the trainings and education programs and scholarships that are available locally to build skill capacity through the Guam Trade Academy, the Guam Community College and the University of Guam via the Pell Grant and first time college student program and through the WOIA; Guam Marianas Training Center to increase employment income of lower wage employee and to increase the number of first time college degrees recipients in Guam's household and to increase the number of high school graduate obtain a college degree, associate degree and vocational certificate.
- Implement satellite Adult High School Diploma Programs in the South to target the Merizo and Umatac Population and in the North to target the Yigo Population.
- Implement a stipend program for fuel and bus passes.
- Implement a stipend programs for clothes and hygiene products.

Zero Hunger

- Conduct public outreach at the malls, elementary schools, public housing, mayors office residential natural farming techniques; education on the importance and value of nutrition; and to educate of natural farming methods aligned and in harmony with ecosystems and natural habitats.
- Implement food gardens in all elementary schools and teach the children where their food comes from.
- Implement raised gardens, vertical gardens, and aquaponic systems in public housing, implement community gardens in locations identified by the Mayor.
- Obtain land, arrange leases, train farmers, identify crops to start.
- Implement community kitchens to develop value added produce products for barter.
- 1) Implement 20 backyard farmers. 2) Revive the different producer associations (Guam piggery association, Guam Aquaculture Association, Guam Nurserymen's association, etc.) 3) Support farm planning and capacity building programs for food producers, growers, and manufacturers.
- Identify potential sites on Guam to pilot a Community Hatchery Program for fish.

- Identify potential sites to raise livestock.
- Conduct a Guam Food Systems Asset Map.
- Collaborate with the University of Guam Cooperative Extension Programs in Human Nutrition, Food Safety and Family and Consumer Sciences.

Good Health and Well-being

- Increase outreach efforts to the community: partner with medical mobile outreach; provide training on mental health first aid to community partners and organizations; increase pool of certification substance abuse treatment specialists; expand substance abuse treatment-add a day treatment service.
- Increase access to prenatal care; increase education on family planning and prenatal care, increase education in local communities.
- Increase access to prenatal care; increase breastfeeding rates through NCD Strategic plan initiatives.
- Implement NCD strategic plan initiatives.
- Implement Tobacco control coalition plan.

Decent Work and Economic Growth

- Build up current industries and create new ones such as agriculture and aquaculture.
- Businesses will play a central role in the development and implementation of workforce development programs. Businesses will have more input in shaping and driving training content to meet their requirements and to develop a workforce supply that aligns with what the market demands.
- Skills training and entrepreneurial training must be strengthened to address the growing and emerging economies, and to revitalize the industries that are weakening.
- Have a uniformed branding approach to hiring local with GVB, GDOL/AJC, Gov's office, GEDA, GDOE, GCC, & UOG.
- Raise the minimum wage to $10.25 after March 2021 and then to $11.25 after March 2022.
- Work in collaboration with the construction, healthcare, and education organizations to hire and train locals through a pre-apprenticeship or apprenticeship program.
- Work in collaboration with HSA, GVB, DPHSS, GDOL, GIAA, PAG, the Legislature, and the Executive branch to provide aggressive outreach and safety measures for the people of Guam.
- Ensure fair employment practices in the workplace by holding employers accountable if they have performed unfair practices and mistreated or discriminated against their employees. Start a business ethics campaign
- Start a "Know Your Rights" campaign as an employee.
- Promote the use and flow of timely workforce intelligence reports and infographics promoting workforce development best practices and initiatives.

- Promote and strengthen capacity building strategies and initiatives for all workforce programs involved in skills training and development and evaluation of programs.
- Leverage workforce system program resources and assets across all workforce training units and authorities.
- Support and strengthen made in/grown-in Guam initiatives and programs.
- Revisit the management and purpose of the Guam Micronesian Island Fair (MIF).
- Supporting the work of the Regional Workforce Development Council (RWDC) through the Guam Workforce Development Board and its planning structures.
- Update the RWDC Workforce Strategic Plan for the MIF.
- Support research and analysis of conditions for regional economic development within Micronesia.

No Poverty

- Decrease Guam population poverty level from 22.9% to 19.9% (U.S. Census Bureau)
- Decrease in the unemployment rate (Department of Labor baseline data)
- Increase employment income of lower wage employees (Department of Labor baseline data)
- Increase number of first time college degrees in Guam's household (UOG and GCC data)
- Increase the number of high school graduate to obtain a college degree, associate degree and vocational certificate
- Increase the number of satellite Adult High School Diploma Program from 4 to 6 (GCC); increase the number of High School Graduates (GCC) from the diploma program or school.
- Number of stipends issues and individuals gainfully employed

Zero Hunger

- Number of public outreach conducted by organization and or entity; Number of backyard farmers apply at Department of Agriculture to be a certified farmer.
- Number of new farmers who become certified with the Dept. of Agriculture.
- Increase the number of registered farmers at DoAG Development Services
- Increase the number of fish aquaculture businesses from 2 to 4
- WIC, Food Stamp, Food banks/pantries (WIC beneficiary can avail the coupons at the the registered farmer)
- Number of programs implemented, research publications, reports and grants funded

Good Health and Well-being

- Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders, harmful use of alcohol, narcotic drug abuse rates, and the misuse of prescription drugs.
- Maternal mortality ratio
- Neonatal mortality rate

- Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease, suicide
- Death rate due to road accidents
- Proportion of persons covered by insurance. Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population.
- Tobacco use rates including adolescent tobacco use.

Decent Work and Economic Growth

- Increase the 22.92% of the civilian labor force who choose not to work 27% . The 22.92% is not inclusive of those who are underemployed such as retirees, persons with disabilities, and students aged 16 to 18.
- According to the FY 2021 Guam Economic Outlook report, the effect that the Corona virus could have on Guam's economy is unknown at this time but could have a significant impact.
- In 2019, GDOL's Fair Employment office reported a combined total of 37 discrimination and retaliation cases from the employee and against the employer. Therefore the goal is to significantly decrease the number of charged cases to 1 to 2%.
- Improve performance measures as defined by funder and program requirements and compilation of baseline workforce data.

As a result of COVID-19, according to the University of Guam's Center for Island Sustainability, the Local2030 Islands Network responded by pulling together partners and focusing in the short term on a virtual platform that will help islands share solutions, solidarity and connections. This virtual platform will provide a space for sharing, support and solutions to the immediate needs of islands, as well as to help create a space for building back better in the face of this crisis and with appreciation of the other long term crises that face islands.

The GWDB, through its members and their network, will work with industries or sectors that have been identified needing attention for workforce development. In addition, the GWDB will work closely with local state industry groups, such as the Guam Visitor's Bureau and the Guam Economic Development Authority, to establish workforce development as a priority.

The Board also works with contractors who are involved and may avail the services at the American Job Center (AJC) as they pursue federal contracting opportunities associated with the expansion of military facilities on Guam. In demand industry sectors, as described in the analysis of employment trends, provide the careers needing attention on Guam. In working with partner agencies (i.e. Guam Community College, Guam Department of Education), businesses and local industry groups (i.e. Guam Contractors Association, Nursing Association, etc.), Career Pathways that fit Guam and regional needs will be developed and implemented.

Beginning with existing Career Pathways established, GCC's new and innovative "on–ramps" will be implemented to allow access to those considered most hardest to serve, as well as mainstream job seekers young and old. Career Pathways identified, developed and endorsed by the GWDB will guide the local post– secondary institutions on Guam (i.e. University of Guam, Guam Community College, and Pacific Islands University) on how they can better partner and serve the needs of Guam AJC, its partners, businesses and customers served. This would include innovative and alternative entries to career pathways, such as ways to certify veterans or those with extensive work experience. In addition, in–school and new K–12 Teachers will be trained in the importance and relevance of their work in career and college readiness education. This helps address mandates required of the College and Career Readiness Act (Guam PL 31–156) requiring the integration of career and technical education with academic curriculum, as well as on–going GCC programs occurring in Guam DOE. As the University of Guam educates and prepares local teachers, their post–secondary program are needed to support the initiatives set forth by the Plan. Teacher education regarding workforce development is needed.

**2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2)**

**The Platform for Service Delivery**

The service delivery platform is based upon four elements:

1. Labor and economic data that is shared by all the partners, and represents the combined contributions of the information driving economic development from the Guam Economic Development Authority (GEDA), labor market data provided by the Bureau of Labor Statistics, and occupational cluster analyses reflecting business concerns regarding skill gaps and shortages provided by the Guam Community College;

2. A commitment to service continuity across partner engagement and throughout all of the service delivery centers ensuring uniform quality and performance no matter if the system is delivered through a single center or multiple service centers;

3. Evaluation and feedback to assure continuous quality control and improvement. An ongoing quality control program will provide regular feedback to the operators of each service delivery center and the Guam Workforce Development Board to monitor effectiveness and performance outcomes; and, Sector strategies that identify how the needs of businesses are being effectively addressed. The sector strategies will be developed to address businesses facing worker shortages. Initially companies that are applying for temporary foreign worker visas will be affected. This will provide for a piloting structure of the plan.

4. Sector strategies that identify how the needs of businesses are being effectively addressed. The sector strategies will be developed to address businesses facing worker shortages. Initially companies that are applying for temporary foreign worker visas will be affected. This will provide for a piloting structure of the plan.

Service Continuity

Guam is a small community when compared to others in the United States. Though small, there are a number of active programs, partners and stakeholders aiming to achieve WIOA–related objectives.

STRONGER PARTNERSHIPS and SERVICE DELIVERY: To ensure there is improved integration of services, the Guam AJC, its core and other partner programs have been meeting and will continue to meet to streamline efforts via the AJC and its VOS system.

STRENGTHENING CAREER AND INDIVIDUAL SERVICES: Case Managers to be certified as Workforce Development Specialists are guided by the initiatives set forth in the Combined Plan. Understanding shared objectives among AJC Partners will enable to better serve their customers requiring employment and/or training support. These workforce specialists (currently "case managers") will assist participants through career

counselling, training and placement and help coordinate the services provided by all the partners to ensure the participant is aware and/or avails of needed services.

STRENGTHENING BUSINESS SERVICES: In response to meeting local business needs, a “single point of contact” approach via the AJC is adopted. The assigned Business Services Representative(s) will serve and inform businesses of AJC and partner resources to meet their workforce development needs. The goal is to increase business awareness of AJC services, and reach out to their Business Services Representative to coordinate and improve the quality of the recruitment, placement and technical services provided by the AJC.

Setting standards of services requires a degree of service quality across all partners and their team. In commitment to continuity, all AJC and partner case managers, as well as Business Service Reps will be certified as National Workforce Development Specialists. This will help ensure adherence to higher standards of customer service, case management and continued professional development. Core and combined partners will work together to fulfill a unified brand promised to participants and businesses. The HireGuam brand will exemplify a uniform level and commitment to customer service to participants, businesses and the community.

Feedback System

The American Job Center will utilize the information generated from the performance outcome evaluation system described later to constantly update and improve the delivery of services to participants and businesses. During the first year, the current service delivery system will be updated and redesigned to meet the requirements and performance benchmarks of WIOA. Three approaches will be used to identify participant and business perceptions of the AJC and progress towards meeting mandated performance targets.

1. An online survey will be developed and included in the registration process. All participants will be asked to answer a short survey as they complete their registration process. The survey will be designed to generate a “net promoter” score for the center based upon the services provided. Net promoter scores are used to measure the likelihood of customers to recommend the services of the AJC to others. Net promoter scores will become part of the overall evaluation system used to evaluate the center(s).

2. Each of the mandated federal performance metrics will be reported on a monthly basis to allow progress towards meeting annual performance goals throughout the year. Independent third party “mystery shop” surveys will be conducted to measure the impact and performance of the AJC in meeting customer service expectations. In addition, third party surveys of businesses that participate in the program will be conducted to provide regular feedback to the GWDB on the customer service provided businesses that participate.

## Business Services

HireGuam will be a demand based service. That means that meeting the demand for workers that meet the needs of expanding businesses is its primary focus. To succeed the AJC must demonstrate its value in identifying, preparing and connecting qualified candidates with private employers. Employers must believe that the AJC provides the kind of value added services that support their investment priorities and can be a reliable partner in meeting their manpower requirements. The AJC will support a staff that is responsive to the needs of business and knowledgeable of how to align AJC services in ways that maximize performance in placement, retention and creating positive wage effects. The AJC will build a brand identity in Guam's business community that will be based upon performance. That performance will be recognized because of the knowledge and experience of its business representatives and their responsiveness, timeliness and follow through.The business services of the AJC will include, but will not be limited to, the following:

- Recruitment Services;
- Customized Training;
- Incumbent Worker Training;
- Supporting A Labor Exchange;
- Incentives; and,
- Rapid Response

## Recruitment Services

Recruitment will be the primary benefit employers will seek from the AJC. Their ability to rely on the AJC will depend upon its ability to identify qualified candidates. This will require that AJC business representatives refer suitable candidates and develop customized programs to find and prepare candidates for employers. Businesses will be able to rely on the AJC to offer cost effective and timely services to access the talent pool needed for the positions they need to fill. Business services staff conduct on site business visits prior to the start of recruitment services to establish a clear understanding of the human resources requirements of each business partner. The objective is to establish a partnership relationship in developing tailored and customized recruitment services to meet the needs of each business in a timely manner. The AJC referral–to–hire ratio is targeted to meet or exceed 5:1. The recruitment and placement services provided through business services will include a feedback mechanism between the AJC and employers. Employers will be contacted by AJC management to review and validate the readiness and quality of referrals from the AJC. The AJC will share the feedback with the GWDB and make adjustments to career and training services provided accordingly.

## Customized Training

Business Services Representatives (BSRs) will work with businesses and Employment Training Providers, certified by the GWDB, to develop specialized training programs for businesses. Customized training will be provided so long as the business commits to employ the participant once he or she successfully completes the training provided through the AJC.

## Incumbent Worker Training

The GWDB will reserve funds in the first year to pay for the federal share of providing training for workers in businesses seeking to increase the productivity of their workers. The level of funding provided by the GWDB will be provided on a sliding scale based upon the size of the employer. In addition, how businesses utilize training services, offered through the AJC, to improve wages and benefits of its workers will be considered. Also, the history of advancement training provided by the business will be reviewed as part of the approval process.

## Job Postings

The HireGuam Virtual One Stop (VOS) system provides an island wide internet based labor exchange and workforce development tool for businesses and interested candidates. Employers will be encouraged to register job opportunities in the labor exchange. Business Services representatives will provide training to businesses on how to use the services of HireGuam to maximize its utility as a recruitment tool.

## Workforce Incentives

There are some workforce incentives offered by the Guam Workforce Development Board (GWDB) for WIOA funded programs and services at the American Job Center where all programs are housed that are under GDOL as well as partner programs.

These include On the Job Training (OJT) subsidies paid to registered and approved businesses to encourage work experience. Direct subsidies of up to 50% of the cost of wages participant employed will be paid to the employer for a period of up to six months.

The Apprenticeship Program GRAP offers tax incentives for the apprentices they train. The Preferred Worker Program (PWP) also offers subsidies to employers that hire veterans or the physically and mentally challenged. In addition, the GWDB is working with Guam’s congressional representative to obtain Work Opportunity Tax Credit (WOTC authorization for Guam. A specific allocation from Congress to pay for the program has been developed and is currently under review. This important program is expected to be made available to local businesses sometime in the near future.

Finally, Guam has one of the most successful apprenticeship programs in the region. Currently, more than 600 Guam workers across a broad spectrum of industries are employed as registered apprentices. The program pays employers up to 50% of the cost of participant wages, supervisor wages, and the cost of training in the form of tax credits against Business Privilege Tax assessments. The training curriculum must be certified and approved prior to allowing the incentive. It is important to recognize that the Guam Department of Labor has received the extraordinary authority to grant apprenticeship program qualification which has dramatically decreased the amount of time required for businesses to obtain apprenticeship certification. BSRs at the AJC will work with employers to craft individualized incentive programs. These programs will be tied to specific employment commitments agreed to by employers to hire qualified candidates identified through the recruitment services offered by Guam's AJC. Feedback from the success and challenges encountered by businesses that enjoy these incentives will be used to continually improve the apprenticeship program.

**Rapid Response**

The mission of the Rapid Response team at the American Job Center is to provide comprehensive information and technical assistance leading to employment of dislocated workers affected by layoff, closure and/or disaster. Rapid Response activities are provided to employers and workers when a layoff or closure is going to occur, is occurring or has occurred, in compliance with state and federal regulations.

**Rapid Response: COVID-19 Pandemic**

Based on the recent report from the Estimate of Employment Impact of COVID-19 from GDOL's Bureau of Labor Statistics division, businesses on Guam will be closing their doors either temporarily or completely. Therefore, as stated in the **Economic and Workforce Analysis section under section III of Employers' Employment Needs**, the employment needs for businesses have shifted its focus from recruiting and hiring talent to assisting with financial hardships utilizing federal funds and activating Rapid Response in which the BSU helps businesses to prepare for layoffs and assists with transitioning employees into new employment, training, education, and a possible new career path.

Since COVID-19 has entered our shores, the BSU Rapid Response (RR) team has set up a data collection strategy to capture businesses that have been impacted by the virus and in a direct result, constituted the laying off of employees, furloughing, reducing hours, and shutting down completely. The Rapid Response data collection strategy instructs employers and employees to report their dislocated statuses directly to the RR email at rapidresponse@dol.guam.gov. Since the email insertion, the RR team has received data on over 600 employers that have displaced their workers and about 3,000 employees that have reported their displaced statuses from a variety of industries to include our biggest GDP, tourism and hospitality. The information reported is used to estimate the max amount of federal assistance Guam will need and can request for. Below are the specific instructions for what employers and employees can report:

For individual employees:

1. Name of Employer
2. Identify if you were Furloughed or Laid Off
3. Identify if your hours were reduced

For business owners or managers:

1. Employer name and location
2. Number of employees laid off or are anticipated to be laid off
3. Anticipated date and length of layoffs (e.g. 1 to 2 weeks, 3 to 4 weeks, or unknown at this time)
4. Number of employees with reduced work hours or anticipated number of employees with reduced work hours
5. When hours were reduced or anticipated date to implement reduced hours
6. Specifics on reduced work week imposed (e.g. reduce to 32 hours per week, 20 hours per week, 10 hours per week, or unknown at this time)
7. Duration of reduced hours (e.g. 1 to 2 weeks, 3 to 4 weeks, or unknown at this time)

In April 2020, GDOL prepared to implement the Pandemic Unemployment Assistance (PUA) Program that will assist thousands of individuals whose jobs have been impacted by the 2019 Novel Coronavirus (COVID-19). During that time, Guam Governor Lourdes Leon Guerrero signed the agreement with the U.S. Department of Labor (USDOL) as mandated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

On April 6, 2020, the Assistant Secretary of Labor, John Pallasch, and the Employment and Training Administration, issued its advisory which provides the details of the PUA Program's operating, financial, and reporting instructions.

As we continue to work expeditiously and diligently toward the implementation of the PUA Program, GDOL is one step closer in providing the economic relief for the people of Guam. The Governor also assigned the Guam Economic Development Authority (GEDA) to collaborate on PUA in conjunction with GDOL.

In preparation for those that may be eligible for the PUA Program, GDOL has sent out numerous press releases on preparing the necessary documents and information ahead of the application submission process for displaced workers. Such documentation and information include:

- Valid photo ID or passport
- Copies of recent check stubs
- Social Security number
- Certification Letter from employer (GDOL will need this to cross-verify the employment status of displaced workers)

In addition to the Rapid Response data collection email, the Guam Department of Labor is requiring all employers and business owners who have displaced workers to register on the department's virtual one-stop system, hireguam.com. Employers and business owners must register their organization if they are experiencing business shutdowns, layoffs, furloughs, and reduced hours caused by COVID-19.

This requirement is authorized by Executive Order No. 2020-07 in which businesses must comply with "Required Reporting Regarding Reduction in Workforce or Employee Hours". The registration requirement is set in place for the department to have a dual verification process for when employees apply for Pandemic Unemployment Assistance (PUA) along with the Federal Pandemic Unemployment Compensation (FPUC).

On April 15, 2020, the department also announced its plans for the HireGuam Phase II module. The new module is dedicated to employers and business owners so they can start to implement employee information who have been furloughed, laid-off, or have reduced hours caused by COVID-19. The Phase II module is mandatory so that those displaced workers can avail PUA along with FPUC. On May 4, 2020, the new employer module was installed.

To ensure that no fraudulent activity occurs, GDOL is working with the Department of Revenue and Taxation to cross-verify those employers and businesses that register. Part of the registration process is providing GDOL proof of business whether it's a business license or a contractor's license – therefore GDOL urged businesses to have their documents ready and start to prepare employee statuses and information.

On the same day of April 15, 2020, GDOL received verification from the US Department of Labor for the weekly benefit amount (WBA) to be issued to those that are displaced due to COVID-19. The Pandemic Unemployment Assistance will be in the amount of $345 a week. The Pandemic assistance period (PAP) is between Jan. 27, 2020 to Dec. 31, 2020. This dollar amount is for the 39-week PUA program. On April 11, 2020, the Governor received approval for Guam to qualify for the $600 per week supplement from the Federal Pandemic Unemployment Compensation Program. FPUC will supplement the PUA amount from April to the end of July. For those unemployed who meet the qualifications, they will receive $945 during the approved timeframe. After that, they will continue to receive the $345 PUA check.

In addition to PUA and FPUC, Guam was awarded the funding of $1.5 million for the National Dislocated Worker Grant (DWG). The period of performance is from April 14, 2020 through March 31, 2022. This newly approved program will provide jobs focused on humanitarian efforts related to COVID-19 and to assist first responders on Guam. The following areas are the sites/services needed (for employment) to assist with the COVID-19 public health emergency:

- 7 quarantine sites located around Guam
- A.B. Won Pat International Airport: to assist with the screening of inbound passengers
- Assist with the issuance of free lunch meals to school students and senior citizens
- Assist with the intake processing of all COVID-19 tests
- Assist with the screening of phone calls and providing Guam residents with information
- Assist with the issuance and processing of applications that allow for individuals to receive federal aid
- Cleanup assistance: assist the Department of Education with sanitizing our public schools, sanitizing our Mayor's offices, senior citizen centers, and all quarantine sites.

The funding provided will create the following disaster-relief jobs for workers and self-employed workers who have been displaced as a direct result of COVID-19 including long-term unemployed workers:

- Customer Services Representatives
- Community Program Aide
- Public Health and Social Services Aide
- Maintenance Workers
- Maintenance Worker Leader

From what the DWG funding allows, GDOL is anticipating to provide about 200 disaster-relief jobs and about 100 career and training opportunities for individuals who qualify.

**Rapid Response service performed before COVID-19**

For Rapid Response services rendered before the COVID-19 pandemic, there was only one restructuring which took place with an organization on Guam, and that was the private hospital, the Guam Regional Medical City (GRMC). On June 10, 2019, a news media article was published that numerous employees were affected and laid off by the GRMC restructuring which was done to streamline hospital operations. The restructuring of GRMC was made to minimize redundancies and to reduce operational and overhead costs to provide better quality healthcare. Once the news was known, the Rapid Response team with the AJC contacted GRMC to confirm the reported layoff and offer our services to those employees who were laid off. A meeting with GRMC was

held to inform them of the services available at the AJC. Upon completion of the scheduled meeting with GRMC, the AJC staff presented the service and function of the Rapid Response efforts to assist the recently laid off employees. Citing AJC guidelines and purpose, the team immediately got to work with the GRMC Sr. Vice-President who provided a list of the names of the thirty-six (36) former employees identified who were affected by the layoff and the list also included their occupations.

Of the total employees laid off, nineteen (19) were interested in participating in the Re-employment process available at the AJC. The Rapid Response team informed the participants that they could be assisted by Case Managers from the AJC with services such as:

1. Review of skills and assessment of work interests;
2. Connect with employers in numerous business organizations and companies who have vacancies; and
3. Provide options on increasing their current skills or new careers through the apprenticeship program.

The laid-off GRMC employees were contacted by the AJC and concerted efforts were made to provide very thorough Rapid Response services through email and those without email addresses were contacted via telephone calls made to them. The AJC staff performed tasks to include:

- Having the GRMC laid off employees register on HireGuam, our Virtual One Stop (VOS) case management system
- Identify if basic or individualized services are required
- Upload resumés (if available) into the system
- Identify current job openings with identical or similar career fields
- Schedule AJC Orientation if necessary

The outcome of the Rapid Response services with GRMC resulted in eight (8) laid off employees responded and registered with HireGuam and actively working with AJC staff while five (5) participants have found employment and no longer seek technical assistance, and six (6) participants have not responded to the initial email or telephone calls made to them.

Follow-up services were also provided at the AJC for these participants. Follow-up telephone calls were made with second email notices to the remaining six (6) participants that could not be contacted earlier. The Wagner-Peyser Guam Employment Services Supervisor inquired about the progress of the Rapid Response services provided and also suggested creating an event file in the VOS. This means that whenever there are Rapid Response services given, all activities and participants must be captured that were affected by the layoff for data and to identify the participants affected by the layoff as a group in the VOS for tracking purposes. Eventually, the final

six (6) participants were contacted and they responded that they no longer required services and were actively seeking employment.

A courtesy email was sent to the GRMC Human Resources Manager to inform them of the progress made with the participants who were provided with Rapid Response services.

Career and Training Services

The AJC is a one–stop service center where people are guided through the process of finding employment. It does not provide “one–size–fits–all” solution. Instead is provides one–on–one interaction with trained workforce development staff to ascertain the needs of each participant and work to identify a career path towards unsubsidized employment for each participant. For those that choose to interact electronically, the HireGuam web based workforce system provides the means for participants to register their skills, educational background, and job preferences while receiving online assistance in developing a resume and advertising their availability to hundreds of employers on the island. At the same time, jobs that may fit their job skills are also displayed and participants are encouraged to contact employers with jobs they believe fit their needs. When the participant believes more is required and/or when they have been unsuccessful in securing a job through HireGuam, they can come to the AJC and obtain one–on–one counseling with professionals trained on how to guide individuals in finding the right fit with employers offering sustainable unsubsidized employment opportunities.

Welcome Contact

All participants entering the AJC are immediately greeted by AJC staff. Participants are queried to ascertain the reasons why they visited the center and what kind of help they are looking for. After greeting the participant, AJC staff informs the participant of the resources offered through the AJC and services and options that might be available to the participant. Also, the next steps to receive services will also be explained. Participants are guided through registering with HireGuam to join the labor exchange. They will also be provided access to the computer resources at the AJC and may be referred to a partner agency if AJC staff believes they qualify for assistance. All of the partner agencies will have accessible information at the AJC. All of the staff, regardless of their parent agency, are familiar with the requirements of all of the agencies and are competent to refer participants to each of the partner programs.

Individual Engagement

Each participant seeking career counselling or job training services will be provided a one–on–one interview with a career and training specialist. This interview occurs within 15 minutes of the participant completing the “Welcome Contact” encounter with the center. During the individual interview the specialist reviews the registration information provided by the participant, listens to their needs, and provides additional information

regarding the services offered by the AJC. The next steps available to the participant are explained and documented. After reviewing the available employment opportunities, the next steps for the participant are planned and scheduled.

AJC Specialists Staff for Career & Training Services

The career and training specialists at the AJC are trained case managers with proven skills in assessing participants job readiness. They assist each participant in determining what their skills are, how those skills match with what labor market is looking for and what will be required for them to acquire the skills necessary to be competitive in the job market. The provision of career services involves several steps:

- Job search: From job vacancies and requirements identified through the labor exchange and BSRs, jobs available are matched to the skill and educational qualities of the participant;
- Placement Services: The participant's CTS works with a BSR to make sure that each placement represents a "good fit" for the employer and the participant
- Career counselling: Each participant will work with his or her assigned CTS to develop a detailed individualized employment plan.
- Labor market awareness: Participants are informed of the nature and requirements of employment opportunities available on the island as well as the skills required to fill those jobs.

The success of the delivery of career services will depend upon the accuracy and quality of the assessment conducted on each participant and the quality of the Individualized Employment Plan that is developed. The AJC's certified workforce development staff works closely with each participant to develop an individualized employment plan that is part of a broader career pathway that identifies the need for continuing education and training to meet the advancement needs of the participant.

Career Services Assessment

Before an individualized employment plan can be developed the capabilities and skill sets of the participant must be determined and ranked in comparison job competitors on Guam and the U.S. Each participant will be assessed to determine:

- Literacy, numeracy and information processing skills;
- Soft skills (interpersonal, motivation, attitude, and workforce ethics); Hard skills (trade and technical skills);
- Aptitude and career interests;
- Abilities including skill gaps; and,
- Employment barriers and supportive services needs.

The assessment conducted at the AJC includes the use of the internet based Key Train system which assesses participants reading, math and information processing skills,

and places the performance of participants among a ranking of all U.S. workers. In addition, the AJC helps participants to use O–NET which helps to match skills, interests and attitudes with careers. The assessment process is completed through a combination of on–line tools such as Key Trains and O– NET and individual interviews by the participant's assigned CTS. The participant's life situation and needs, as they relate to employment, are prepared in an electronic case file. Also included in the interview is the identification of any barriers to employment, prior work experience as well as educational attainment. In addition, the Career and Training Specialist (CTS) as well as the Business Services Representative (BSR) will interview participants to ascertain their motivation, attitude towards work and to uncover behavior patterns that may affect their employment potential. A key component of the assessment is validating existing skills, and helping participants realize what their skills are. The information obtained from observation and interviews will provide the foundation for the individual's case file which will be updated and reviewed as the participant attains additional credentials and certification through training and continuous education. This form of progressive assessment will be provided on an as needed basis to ensure that services being provided reflect the qualities and challenges of the participant in real time. The assessment provides the foundation for building each participant's Individual Plan for Employment , which serves as the participant's roadmap to services.

Determining the Individual Plan for Employment (IPE)

The career planning services offered by the AJC helps job seekers identify and research career goals. Participants identify their interests, match their skill sets with opportunities available on Guam, and identify any training or educational advancement necessary to achieve their employment and career goals. CSTs inform participants about employment trends and the types of employees that business employers are looking for.

A key outcome of the career planning process is the creation of an Individualized Plan for Employment (IPE) for each participant. The IPE identifies a career path for participants that outlines employment goals, achievement objectives, and the right combination of services needed for the participant to achieve his or her goals. The participant's assigned CST helps the participant prepare his or her IPE. An important outcome of the IPE is the identification of any additional training or educational attainment required to make the plan achievable. The IPE is a required step before any training can be authorized for the participant. The plan is largely based upon the outcomes of the assessment process. The gaps in workforce skills, technical and trades skills and educational attainment are identified and used as the basis of justification for any investment in training provided through the AJC. It also represents the next step in the job search process which links the manpower needs of businesses that have partnered with the AJC, and the supply of participants looking for unsubsidized employment that have registered with the Hire.Guam labor exchange.

## Job Search

The job search process at the AJC utilizes all appropriate techniques for locating and accessing employment opportunities. CTS staff will teach customers the job search process and provide them the tools they need to search for jobs in the current market environment on Guam. The process involves the use of a variety of techniques and tactics, including social media, online job boards, and networking. The participant's CTS works with the participant to develop a strategy and assist in the preparation of applications, resumes, cover letters, and effective interviewing techniques. The CTS refers individuals to talent development workshops, as appropriate to best prepare participants for job search process.

At the same time BSRs at the center will be presenting job openings obtained from business partners that register with the AJC to the CTS staff. Both will comb through the resumes and capabilities of registered participants to identify suitable candidates for the job openings BSRs are trying to fill. If a suitable candidate is identified, the CTS will facilitate an interview for the participant first with the BSR and if a suitable match appears to be possible, the candidate will be introduced to the employer. The job search process is not linear. It is a continuous process that results in next steps that continue to be pursued until the participant is placed. The AJC staff are strategic and take into account the skills, interests and motivation of each participant in assisting them. The AJC job search process is designed to be a transformation to the participant providing validation and achievement of the participants goals. It is not transactional, simply filling any job opportunity that may present itself.

## Validating Skills

Validating the skills of the participant is a key component of the job search process. Employers are looking for workers that can demonstrate their mastery of the tasks they will be required of. This means that both the CTS representing the participant and the BSR representing the business with the job opportunity must work together to make sure that the participant recommended meets the needs of the employer. It is not simply a matter of matching qualifications but also identifying the underlying motivation, reliability and capabilities of the participant.

In addition to validating the nature and character of the participant, the AJC also validates the skill attainment of the participant as well as any gaps that may exist. Gaps that the employer expects the participant to have filled. To ascertain what those gaps might be, BSR's will engage private employers on a regular basis to validate the skills requirements for occupations. This process is intended to provide insight as to the types of participants most likely to be accepted by employers and those most in demand. These pools of employees, once identified, provides a ready source of manpower for businesses. The success of the AJC is dependent upon the success of its staff in engaging with businesses and with participants in ways that employers truly believe

display an understanding of their needs and that participants truly believe provides value to their job search efforts.

Placement Assistance

Placement assistance is delivered by the AJC based upon an individual–centered and customized approach meeting the career goals identified by participants. The BSR and the CST staff work together to place the pool(s) of job ready and available participants, prioritizing based upon business needs and investment strategies outlined in the economic development plans of the government and the investment strategies of businesses.

The placement process begins with the series of “pre–placement” procedures that BSRs and CSTs coordinate. The first step involves identifying candidates with the perceived qualifications and capabilities required by the employer. The CTS and BSR staff then conducts a skills validation audit which includes an interview by the BSR representing the business where the participant(s) will be placed. By effectively conducting the pre–placement process the likelihood of securing employment is increased significantly.

The placement process, as with all other procedures, has a feedback mechanism that is maintained by regular AJC management visits to employers as well as satisfaction surveys, and mystery shopping studies conducted at the center to ascertain that standards are being maintained. The information is used to continuously improve the quality of service offered to businesses and participants.

Training Services

In the pre–screening process with the employee and the interaction with the employer the training needs for the participant to sufficiently compete in the job pool becomes evident. CSTs and BSRs have the flexibility to recommend training for participants if they believe that employment, because of that training is likely, even if the participant has not been provided an employment commitment. The requirements that employers are looking for from the “pool(s) of job ready employees that have been identified by the CST and BSR staff are many times well understood. The BSR’s, working with approved training providers and the Guam Community College routinely survey businesses to identify the certified skills in most demand. In addition, BSRs are regularly canvassing all sectors of the economy looking for areas of growth and networking with businesses to anticipate the nature and magnitude of the demand for workers in the near and medium term. However, training for anticipated growth is the exception and not the rule and requires approval from AJC management to be allowed.

Currently there are employers unable to find qualified workers in a number of industries with time sensitive projects that require workers in the near term. If from the pool of job ready participants there are workers that lack a skill or lack certification, BSR’s will work

with those employers to establish a training plan that will facilitate the placement of workers. In exchange for the investment in training authorized by the GWDB, employers are required to commit to placing participants that successfully complete the training provided by the AJC.

The training services provided by the AJC fall into the following categories:

- Adult Education and Literacy
- Talent Development
- Skill Development
- Work–based Learning

Adult Education and Literacy

Adult Education and Literacy activities are made available through the AJC in coordination with GCC. In addition, English language acquisition, integrated education, training programs, and workforce preparation activities (as defined under Title II) is also available through the AJC. These activities are provided both concurrently and in combination with other services.

Workforce Preparedness

Workforce preparedness training increases the capacity for someone to learn and/or demonstrate work–related skills. The AJC facilitates workforce preparedness workshops to teach essential skills for work readiness including resume development, basic computer skills, interviewing skills, networking/social media use, and other soft skills such as short–term pre–vocational services, including development of learning skills, communication skills, punctuality, and dressing for success. If workers lack a skill or lack certification, BSRs will work to enhance skills, professional conduct, and financial literacy. Workforce preparedness training is required of participants lacking work readiness skills prior to receiving a staff referral for employment.

Skills Training

The AJC offers skills training through an approved list of training providers. The types of skills training approved by the GWDB range from construction related skills to health care technical training to information technology skills training. In addition, the GCC offers a wide range of technical skills training programs as well. The approved list of training providers is largely composed by private sector training providers already providing training services to businesses. Skills training primarily involves programs of study that provide education and vocational skills that lead to proficiency in performing functions required by certain occupational fields at entry, intermediate or advanced levels. They also lead to credentials required by employers in the occupational field (defined as Individual Training), as well as skill upgrades and retraining.

## WorkBase Training

The AJC is a job–driven center that focuses on work–based learning, industry recognized/ postsecondary credentials, career pathways, and enhanced connections to registered apprenticeship. The AJC makes work–based opportunities available to businesses and participants in accordance with the island's economic development strategy and the investment strategies of the AJC's business partners.

## On-the-Job Training (OJT)

Work–based learning opportunities supported by the AJC includes On–the–Job (OJT) training, apprenticeship, work experience and internships that are linked to careers. Work–based learning services also include job shadows, volunteer opportunities, and career exploration to help participants develop skills, experience and/or exposure to careers or industries based on their interests and competencies. In all instances work experience offered through the AJC is linked to careers offered by the participating business partner.

## Apprenticeship

Work–based learning opportunities offered by the AJC are marketed by both CTS and BSR staff. Staff pursue opportunities with employers and make appropriate referrals for work–ready participants. The GWDB coordinates work–based learning opportunities across partner agencies to ensure maximization of employer contact and avoid business–contact fatigue. The GWDB researches opportunities and develops relationships with local businesses and partners (including apprenticeship programs and training providers) to make these training models available to participants. In accordance with standards described under Career Services above, feedback mechanisms between Training Services and placement functions are in place to ensure that the training being provided is meeting the needs of business.

## Follow–up Services

The AJC recognizes that successful workforce development does not end with placement, and that it needs to extend effort in improving retention of program participants who successfully enter the workforce. As such, the AJC Business Services Division will periodically coordinate with employers to keep track of AJC–sponsored employees. In the event that the employee requires further assistance in order to sustain employment, such as additional training, the AJC will work with the employer and its partner programs to see how that assistance may be provided. In addition to improving retention rates, this also assists with data collection and evaluation efforts. AJC employees will use the VOS to maintain status records of each client, allowing the AJC to keep track of gaps within the service delivery system, as well as commonly occurring technical assistance needs within different industries and the workforce in general.

## III. Operational Planning Elements

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

**The Unified or Combined State Plan must include–**
**1. State Board Functions**
**Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).**

The Guam Workforce Development Board (GWDB) currently has five (5) Standing Committees in place to ensure that requirements of Section 101 (d) of WIOA are carried out. Committees include:

1. Executive Committee
2. Planning & Coordinating Committee
3. Finance & Technology/Monitoring & Oversight Committee
4. Business Service & Outreach Committee
5. Youth Committee

**<u>Background</u>**

Pursuant to P.L. 113-128, the Workforce Innovation and Opportunity Act, (re-authorized from the Workforce Investment Act of 1998), the name of the Guam workforce board was changed from the Guam Workforce Investment Board (GWIB) to what is now known as the Guam Workforce Development Board (GWDB). The board is comprised of private sector members mostly and the appointing authority is the Governor of Guam. The WIOA was enacted on July 22, 2014 by President Barack Obama and implemented effective July 15, 2015.

Current Make-up/Composition of GWDB members

The Guam Workforce Development Board (GWDB) is the official State Board for the service delivery area, the island of Guam, in conformity with the standards set forth under the Workforce Innovation and Opportunity Act (WIOA) and its corresponding rules and regulations. The board shall provide policy guidance for and exercise oversight with respect to activities under the Combined State Plan. The board shall also be an

advisory body to the Governor coordinating island-wide employment, training and related delivery of services and activities as specified in the Combined State Plan.

Membership roster for the State Board, including members' organizational affiliations consist of business representatives from the private sector, workforce representatives, and government representatives.

The Planning & Coordinating Committee in coordination with the Guam Department of Labor commenced State Plan meetings since November 4, 2019 to discuss the new 2020 State Plan. Meetings were consistently held weekly up to the shutdown of the Government of Guam due to the Coronavirus pandemic on March 16, 2020.

Total weekly meetings/Planning sessions were conducted 11/4, 11/18, 11/25 and 12/2 - 2019. Meetings/Planning sessions continued from 1/13, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25 and 3/3 respectively in 2020 prior to the Government of Guam shutdown. This gave a total of 12 meetings to date to inform staff and management about the preparation of the State Plan ICR; required elements, strategic planning elements, operational planning elements, coordination with Combined State Plan programs, common assurances and Program-Specific state plan requirements for core programs.

The Planning and Coordinating Committee submitted a summary of the Feb. 18, 2020 Strategic Planning Meeting/working session at the GWDB Executive meeting on March 11, 2020 and a Draft Timeline schedule had been prepared for all to follow leading up to the submission of the 2020 State Plan. The Planning meetings were also held at the American Job Center (AJC).

**Minutes from 2020 State Plan Strategic Planning Meeting of Feb. 18, 2020 – at AJC**

The state plan planning meeting was called to order at 207pm by the GWDB Planning Chair Peter R. Barcinas. He started the meeting by saying that the process and approval have always been led by board members and with the state plan, key timelines must be kept for the public input period.

He spoke about what does it look like for title reference, for us, general referencing to Title I, etc. We're just framing it if the private sector was looking at this, it's a gov't lens (transparency), gov't structure. Biggest part, for planning, challenge is data, the concept of data fluency.

Discussion on portal users. Names of users mentioned from DVR, GCC and GDOL. Per PRB, who is safekeeper for that function, entering into the portal for the various depts.

PRB

1. Data fluency

2. Advisory structure (Ex: DVR State Council); updating where we are in terms of compliance then how are we managing our programs and how did we arrive at this? Are we compliant?

3. Current culture programs. What about goals? Do we use the same goals from the last Combined State Plan?

An exhibit of the strategic map with all the different programs was shown on the board. It included the TOC updates and Titles and programs; Section II was for Strategic Planning Elements, Section III was Operations Planning Elements, etc. The Planning Chair then spoke about the goals, that the Governor's commitment was to the UN Goals, particularly #8: Decent Work and Economic Growth. To address issues such as better transportation system, renewable energy, etc.

What we need to do is develop a short digest to show our plan and impact on the goals language; we can revise it to update the goals. He also mentioned how the Governor announced that the UN Sustainable Development Goals is the planning process. He went on to say that the GDOL partners with the UoG School of Nursing with Dr. Margaret Hattori-Uchima to introduce a new program, to certify caregivers. (File: UoG article titled: Caregivers train at UoG to become Certified Nursing Assistants. Moved to state plan draft. An abstract, a summary of how many were trained and impact should be prepared.

And focusing on healthcare and providing specialized training for caregivers. Was that an activity that was defined in a planning context? What we need to do is update our plan and say this is where it fits. So that when we write our story narrative on what we did in 2019-2020, you have a nice abstract of why this program matters, how much we spent, how many people were trained, and the impact of that training.

Malory mentioned the GDOL Director has her working on UN project and the department was in Goal 8 - Decent Work and Economic Growth and includes Goals 1 & 3, No Poverty and Zero Hunger. PRB mentioned FSM and their initiative is prohibiting plastic into the region and that MIF endorsed recycling. (This was also mentioned in the MCES (now MIF) Micronesian Islands Forum from Micronesian Chiefs Executive Summit).

He told those present to imagine economies of scale and how to recognize that in a plan. Economies of scale (Defined: In microeconomics, **economies of scale** are the cost advantages that enterprises obtain due to their **scale** of operation (typically measured by amount of output produced), with cost per unit of output decreasing with increasing **scale**.

At the basis of economies of scale there may be technical, statistical, organizational or related factors to the degree of market control. Economies of scale apply to a variety of organizational and business situations and at various levels, such as a production, plant or an entire enterprise. When average costs start falling as output increases, then economies of scale are occurring. Some economies of scale, such as capital cost of manufacturing facilities and friction loss of transportation and industrial equipment, have a physical or engineering basis.)

When we update our state plan, progress reports are due. For example, a visit for the apprenticeship program from the ETA Federal partners is coming up. PRB then talked about the Codified Work Areas List to be applied to the new goals for the state plan and to justify additional Statement of Work (SOW). If the write-up is not there, then prepare new information for this. The strategic map with the program Titles was used in the meeting to show how to align the core programs with the work areas for the new state plan. It showed sections of the ICR, the approach, the strategic and operational planning elements, common assurances and program specific requirements for core programs. He asked those in attendance “where do we put programs” ? looking at the strategic map? That we must understand the planning process, that we still have to document activities related to the programs, how was input conducted, etc.

He also asked “are the current five (5) goals with the existing combined state plan still relevant? He also mentioned that the UN Sustainable Development GOALS are to be added and aligned to the new state plan. He continued by saying that the current occupation today is “service learning” or volunteerism. GDOE has offered this type of training, and can be included as a work experience or service opportunity in the workforce, and how this can be done as a career path. For example, there is Emergency Preparedness and could be a career path as some individuals are trained in doing this. Other areas of concern are for clients in SNAP and the GCC CTE programs. This is mentioned in the TEGL 10-19 for use as guidance in preparing the 2020-2023 new combined state plan. Financial literacy training was also mentioned.

The next topic of discussion was about the public comment period. Due to the timeline we have, some dates were given within the due date for submittal which is April 30, 2020 as an extension request was made and granted by U.S. DOL ETA. Further discussion was on the Common Assurances for the programs and the following points were made:

1. The UN 17 Goals is a huge overarching project to be accomplished
2. The WIOA state plan – how do we use the Federal dollars ?
3. What expectations do you have for your programs?

He suggested that when working on the state plan, to go through the Work Areas classification list and find out what the emphasis areas are. For example, when using the portal, a narrative is provided following the Work Areas that support the goals for the state plan. The apprenticeship program continues to be strong and when we write the new state plan we write what is that next level of the program.

Information Technology (IT) is the key to the future for education. There are now available from universities for students online courses, technical support, etc. For example, UoG, does it have the capacity to offer that? And credentialing and certificate training is also utilized to determine potential for employment with work skills for job seekers. Skill sets are being redefined in terms of initiatives and programs.Christine S.N. asked if she should include their state plan from DPHSS and asked for portal access. Portal access discussion to present strategic plan and work effort to the Executive committee meeting will be made. PRB also mentioned the AJC outsourcing project under governance.

For military personnel and public service comment _____ the outcome is for workforce development. What solutions do we have? Is the move to the old Legislature building a strategy? Yes, for common co-location of program partners, such as DVR.

PRB was asking about data. Response was only for employee training and ETA funded programs. What our similarities were from last year, but we have to update it but we have for all ETA funded programs.

He went on to say, Like DVR, are you familiar with your title? With WIOA portal requirement into state plan, now your mission, now you’re part of this workgroup process, you're coming to the next round and updating where in terms of reporting

requirements. When the request for portals users went out, that request went to all the partner agency heads and director identified who the portal users are, each title had their specific data entry process.

So for DVR, GDOL, GCC portal users, it was confirmed. PRB stated ...So the formality of data fluency is who is gatekeeper of that function. Getting up to speed or just assigned to come to meeting, there's a lot of catching up,that needs to be done but welcome all the newcomers and people getting immersed in this planning activity . So one of the activities of the state plan is document how we plan and part of that is where are we in terms of contributing information to planning process. Each partner has differ stages of planning levels right now. So if you navigate some of the workforce plans for other states, they've completed their plan. Its amazing, some could be 385 pages or so, some could be as simple as the 6 pg. profile of summaries of what the 5 goals are and some of the overarching strategies and initiatives but for us we have to operationalize how does that look in terms of dollars spent, clients served and impacts and performance measures.

It's a simple circular process that has to be embedded in planning. . so one activity is this concept of portal access because the time will come when its directors, like David,...

Discussion on portal: Doris spoke: So just for clarification I hold down the educational component Title II then our portal, that they provided to us is wioa.plans.ed.gov which is different from your portal, right? Helen: Our portal access is wioa.plans.ed.gov. it's a Wioa portal but manned by education. PRB stated that access, reporting requirements, how Wioa evolved when you have long standing programs embedded in different federal agencies, so bipartisan language in congress is included, let's preserve the programs and still put it in the conversation which was to put it in labor. Under education, key is how do we work together. So is the conduit that has structures for reporting and planning. Do you have a compliant State Rehabilitation Council board?

So data fluency is the business part of how do we get information and what is reporting requirement of each partner. So that's one activity that we'll focus on.

#2. PRB, Process, like DVR they have a council. Does your program have a council or similar structure, Doris, yes, we have. 2nd activity, Where are we like the state rehab council, where are we in terms of structure. Updating where are we in terms of compliance if we are not structured today, as required how are we planning our programs without that input, where is your advisory board, so we have to document

that, accountability part. So get portal access, how are you getting feedback from stakeholder,

#3 Current culture of program for all of us today are carrying out program activity, what happened in 2019, 2020, when we close out report, as of 2019 here are the 5 goals, goals 4 & 5 have most activity. We lay out report and submit that. Right now in terms of strategic plan reporting, it doesn't come out like that.. its all individual subprogram reports, that's part of gap. So what about our state plan, what about goals 1 t 5, Why should we continue to say , how does this plan relate to our activities today?

At the last meeting for those of you that were here, one of the things the board adopted was nomenclature ( list of work areas) how do we classify program activities and align to goals., so we adopted what we call work areas. Align all the activities that you come up with and that idea of codifying it into the work program reporting structure so that if we say who's working on youth but how does that look in Title I , II, III or V? one of the conversations, and I've seen other organizations. Look at their existing plans and it's still ok to consider existing goals and evaluate is it still sound, is it still relevant for today's time, we don't have to go through the whole process of goals-smithing and trying to develop new language because that really takes a lot of different input processes but for us because WIOA came in at a different mandate era, our goals became ambitious and overarching, so if you look at some of the language, we can tweak these goals.

But for some of you, this is the first time you're seeing these goals, how does this translate down to your role in your agency? Because the worse thing to do is this is what we want and then again a public comment comes in and might be going to ETA because that's part of the process, the public comment period or somebody in the region is saying the pipeline doesn't really work. We're here to get constructive criticism about how are we doing. Where are we offtrack? What's missing here in terms of the next 5 years? But this is one of the challenges when an organization like GovGuam doesn't have a comprehensive big plan that says where do we want to be 50 years from now? In the last meeting I shared with you, the Governor's commitment to United Nation (UN) sustainable development goals and for our interest to that commitment is Goal 8 – decent work and economic growth. Look at how the references to that goal, captures everything we do. Decent work. Now when we carry goal 8 in terms of UN big planning it embeds where the world is focusing on, is it sustainable? What is influencing change? Climate issues, right? So bring economies, everything around better transport systems, new renewable energies, that's driving innovations. So if industries are not ready to

address those skill needs, our plan is only just dealing with the process just now and look back and see where we want to be in terms of our programs.

So goal 1 I think what we'll do is develop short digest and show where WIOA mandates, the performance measures to the title and show where we're at with current plan and have some kind of input on is the goal language still relevant today, what's missing, how can we tweak it, and then this input process is across all the partners; we come to board meeting and share that dialogue and say this is how we want to move forward in terms of strategies for goals development and have to document how did we come to that conclusion that we are not changing our goals and leave it open to what's missing.

So where is sustainability in terms of the tweaking of the goals? Sometimes the goals are just referencing a planning language as opposed to initiatives or being relevant in the way we address specific work issues. Now I'll say this out loud the Governor when she pronounced that the UN goals is to be the planning standards, is that we don't want to get caught up in this process, we don't want to make it too difficult to implement a program activity. But the nature of programs to be transparent and accountable, still has to be held; someone still has to address that, so mining what the Governor is saying, simplify it but still be accountable to the process.

When you say how much do you need to implement a program, $250K, where does it align up to a goal? You see that planning process? But we have to answer why did we do that, where was the need? What need reference, how did we come to that conclusion that that was a priority? You see the 2 parts there? It's one thing to develop a program, it's another to define the need. So we're in between, if we scrap our current plan and say we're going to start brand new, we had to do this since last year, and we don't have that luxury and that's the usual challenge. Any questions on this?

PRB continued...when we write the summary of our plan because this is the Governor's state plan, we have to reflect where the government priorities are and that's why I'm saying, the UN national goals is a nice fit, because Micronesia are also subscribing to what they're doing, you see it in the news, was it FSM that prohibited entry of plastics? You see how they're getting on board with environmental awareness policies? That's a form of innovation that's going to drive certain workforce programs. Our job is to be ahead of that and figure out, where do we do that? In the past, the Micronesian Chiefs, which is now the Micronesian Island Forum (MIF) endorsed regional cooperation around common interests and one of them was recycling. One of them was energy resiliency, one of them was bulk pharmaceutical purchases, instead of every country buying their own, they want to consolidate into a cooperative and buy as one block. Imagine the economies of scale that you can get from that. But all those are big ideas but how do

you operationalize it into a plan?  So in the past, the arm that connected us to the region was the creation of the RWDC. So we had counterparts of people like us in Pohnpei or FSM that deal with this kind of planning work. And they say okay, where do we need to be together on a planning step? So when we update our plan in terms of current reporting, this is where we're at on the timeline, this is what we said we're going to accomplish, it's like a progress report, a dashboard scorecard, did we fulfill what we set out to do? If you're not constantly updating your plan which is part of the requirement, is every year we update our annual report, this is where we're off, this is that preference of slippage factor, the challenge is when we don't convene regularly, we kinda don't have that luxury because ETA issues letters like EDMR and says can you account for why we gave you this money and there's no activity? You cannot do this because…..pause….then asks, is there a visit coming up, yes from ETA. So if we know where the feds are focusing, we better demonstrate to make it look good to report on where we're strong and focus on building  what we're good at and concentrate on the ones that we could spend more time on to develop.

The Work Area codes was again, you take # series, for example, 100 series, is high risk then you build 104.1 home schooled kids, .2 is private school, etc. how are we targeting these subgroups, it was something that was to address the challenges of what are we reporting on.

**The DRAFT WIOA 2020 Combined State Plan Timelines Schedule prepared is shown as follows:**

(This schedule was prepared prior to the COVID-19 pandemic.)

March 9, 2020

DRAFT

WIOA 2020 Combined State Plan Timelines and Action Items for the WorkWeeks

Action Items by Category:

GDOL Title I and Title III Programs and Strategies

Partnerships and Corresponding Other Titles

Local (State) Leadership and Governance

# American Job Center (AJC) Service Design

WorkWeeks to coincide with GWDB March 18, 2020 meeting and follow ups.

NOTE: Proposed PUBLIC COMMENT PERIOD: April 2-16, 2020

WK 10 (March 1 – 7)

- Review and Assessment: GDOL and GWDB Workgroup final approach to development of 2020 Combined State Plan

  - Weekly Strategic Planning/Working Meeting – March 3, 2020

  - Development of the workplan: Assignment of tasks, workflow, tracking and how we are to achieve our goals with this workforce tool for this project to meet timelines and submittal of the new 2020 new state plan

  - Appointment of writing leads to submit narrative submissions and supporting documentation: i.e., data and supporting statistics

  - Appointment of 2020 Combined Plan Writing Workgroup – GDOL

  - Appointment of 2020 Combined Plan Writing Workgroup - Partnerships

  - Appointment of 2020 Combined Plan Writing Workgroup – Other Workgroup

WK11 (March 8-14) – *1st Revision*

*To include accommodations for Federal officials here from Region 6 during the week of March 9-13, 2020.*

- Transition of Writing Workgroups for the new 2020 state plan and strategic planning and aligning to the WIOA mandates – GDOL/GWDB Specific with Partners/Programs

  - Weekly Strategic Planning Meeting – moved to 10:00am -Friday March 13, 2020

  - GWDB Workgroup development of response/write ups approach – to be reported at GWDB Executive Meeting

  - Discussion of Forum for stakeholders input during Public Comment Period (in April) – to be reported at GWDB Executive Meeting

- First portal input draft review of 2020 Combined State Plan

Note: Last Planning meeting held.

WK12 (March 15-21) – *Government SHUTDOWN BY GOVERNOR effective March 16, 2020 due to Coronavirus- COVID-19 pandemic declared global.*

- GDOL/GWDB approach to cursory examination of 2020 Combined State Plan
  - Weekly Strategic Planning/Working Meeting – March 17, 2020
  - Support and strategies recommended for further development of Combined State Plan until submittal
  - Discussion of Draft 2020 Combined State Plan at GWDB Board Meeting

WK 13 (March 22-28)

- 2nd draft review of 2020 Combined Plan responses and information from portal
  - Weekly Strategic Planning/Working Meeting – March 24, 2020
  - Review and Development of first write ups
  - Review and Refinement of first write ups and input of 2020 state plan
  - Further Planning, research and evaluation of approach to 2020 state plan with workgroups

WK14 (March 29-April 4)

Consolidation of comments and write-ups for new 2020 Combined State Plan

- Weekly Strategic Planning/Working Meeting – March 31, 2020
- Proposed Public Comment Period – April 2-16, 2020
- 3rd draft review of 2020 Combined State Plan from portal

WK 15 (April 5-11)

- Continuation of Public Comment Period – April 2-16, 2020

- Weekly Strategic Planning/Working Meeting – April 7, 2020
- 4th draft review of 2020 Combined State Plan from portal
- WIA and WP Performance Review Update to reflect WIOA implementation
- Cushion period for technical report preparations, addressing all action items and write ups to be included in Combined state plan report preparation concerns

WK 16 (April 12-18)

- Governor's review period – April 13-17, 2020
  - Weekly Strategic Planning/Working Meeting – April 14, 2020
  - Cushion period for 2020 Combined State Plan report preparation and concerns – Ongoing
  - Preliminary exit review

WK 17 (April 19-25)

- Cushion period for Combined State Plan report preparation concerns – Ongoing
  - Weekly Strategic Planning/Working Meeting – April 21, 2020
  - Final exit review

*INITIAL COVID-19 Period*

- Management/Staff headed back to work to finish 2020 Combined State Plan and other Labor-related matters such as PUA/DUA, etc. due to COVID-19 pandemic

WK 18 (April 26-April 30 (Original due date of new 2020 COMBINED STATE PLAN ***to*** May 2, Saturday ***– 2nd Revision to PROCEED with Public Comment Period, a WIOA requirement, in spite of COVID-19.***

- Weekly and FINAL Strategic Planning/Working Meeting – April 28, 2020
  - Widest dissemination to all: GDOL Administration, Partners, Workgroups, etc. for distribution to the public through electronic and other means, to include members of GWDB, private sector

partners/representatives of businesses, NGOs, workforce partners, etc. and education partners

- For adoption/endorsement at GWDB Special Meeting – pending (with resolution)

- ***COVID-19 Period***

- Management/Staff headed back to work to finish 2020 Combined State Plan and other Labor-related matters such as PUA/DUA, etc. due to COVID-19 pandemic

WK 19 (May 3-9, 2020)

- Writing, Research and Analysis continuous for write-up completion and submittal of Guam's 2020 new Combined State Plan:

  - Draft State Plan Portal document populated with new information for sections that are outlined in the Information Collection Request (ICR)

  - Public comment period will still be provided through publication on the department's website at gol.guam.gov due to COVID-19 current condition of economic affairs

  - Period for public comment will be during the next two weeks prior to submittal of 2020 Combined State Plan to U.S. DOL ETA

WK 20 (May 11 -16, 2020)

- Public Comment Period for Draft Guam 2020-2023 Combined State Plan – 1st Week

WK 21 (May 17-22, 2020)

- Public Comment Period for Draft Guam 2020-2023 Combined State Plan – 2nd and Final Week

- New Guam 2020-2023 Combined State Plan to be submitted Friday May 22, 2020

Guam was placed in a shutdown mode by the Governor on Monday March 16, 2020 shortly after the last Planning/working session Friday March 13th, where our Federal partners came to Guam.

The Draft 2020-2023 Combined State Plan Timelines have been revised twice as the Public Comment Period is still to be met as a requirement under WIOA. The Public Comment Period for the Draft Guam 2020 Combined State Plan will be published on the department's website at dol.guam.gov for review from May 11 to May 22, 2020.
The 2020 state plan describes the programs and services that are provided by the Guam workforce system to help jobseekers and businesses alike with their needs for gainful employment in light of the COVID-19 recovery and employment related needs.

The purpose of the public comment period is to give the people an opportunity to present their opinions and recommendations about the plan.

Roles and responsibilities for each committee can be found on the GDOL website at: dol.guam.gov/employment–and–training/gwdb/

Guam has no local areas or boards so each Sub–Committee is responsible to ensure that Guam meets both state and local requirements of the board.

In keeping with WIOA mandates and recognizing the planning framework approach of the first Combined State Plan, the Board retains the view of addressing and meeting the WIOA program requirements and challenges.

Established GWDB policy alignment provisions are retained in addressing both program specific requirements for core programs and combined state plan partner programs and recognize both the transitory period required under WIOA and the existing ready–state of existing and planning capacities to address and meet the workforce challenges for Guam and the region.

- Program–Specific Requirements for Core Programs
- Program–Specific Requirements for Combined State Plan Partner Programs

GWDB Policy Recommendation 1. Promotion of Work Area and Plan Alignment regarding the realization and improvement to the GWDB programming culture. This provision allows for the GWDB workgroups to adopt and/or improve a regulatory framework as defined under the combined plan in order to promote stronger and sustained improvements within the recognized workforce training infrastructures. Rationale: This is with the intent to leverage, enhance and strengthen access to but not limited to core program and partner program resources, expertise related to workforce development programs defined under the plan and consistent with the WIOA intent.

GWDB Policy Recommendation 2. Promotion and support to GWDB training and capacity building initiatives of the Guam American Job Center as well as GWDB recognized affiliate programs and collaborators. Rationale: The existing AJC core programs and partner programs do not have the necessary technical background and knowledge for setting–up, providing, managing the AJC programming support. This

capacity and training challenge has a clear impact on the service delivery of programs to business partners and job seekers.

GWDB Policy Recommendation 3. Promotion of cross–sector agreements that result in enhanced training programs and improving training systems for high demand training and skill development between core programs and industry. Rationale: There is a need to address the training infrastructure support across all programs.

GWDB Policy Recommendation 4. Establishment of a GWDB Core and Partner Program allocation of funds based on strong evidenced–based planning approaches and guided by the identified GWDB programming priorities. Rationale: Providing competitive funding for realizing the identified GWDB workforce strategies and initiatives.

GWDB Policy Recommendation 5. Encourage the robust establishment of Public–Private Partnerships. Rationale: This will strengthen career pathways and sector partnerships with in– demand industries and occupations, thereby increasing employment.

The Guam Workforce Development Board (GWDB) reconvened and held an Executive Committee Meeting on March 11, 2020, ***the week prior*** to the Coronavirus pandemic. Topics discussed included:

- Update on Standing Committees
- Development and Submittal of new 2020 Combined State Plan – due April 30, 2020
    - Required Stakeholder collaboration and public comment period
    - MOU with AJC Partners (*draft in process*)
    - Status of DVR for services with AJC for individuals w/disabilities
    - Ongoing/Pending Policy Updates
        - Approval of AJC SOPs
        - Approval of BSU Resolution
        - Approval of Youth Program Waiver (50% funding for Out-of-School Youth- OSY) from 75% of In-School Youth (ISY)

Other Board discussions focused on:

- **Current Labor Market Issues:**
    - *Industry updates from board members' perspective; real industry conditions dealing with the coronavirus and contingency plans taken to address the matter*

- **Training:**
  - *To meet the needs of businesses' to find skilled workers and for workers to find good jobs to increase their employment opportunities*
- **Employment:**
  - *To implement sector strategies to for government of Guam, education partners and private sector to collaborate together to focus on workforce needs for the economy*

The Guam Department of Labor had a visit from Federal Officials during the week of March 9-13 for State Apprenticeship Expansion grant and Acting Administrator for U.S. DOL ETA Region 6, Ann Leonetti. Also, Office of Apprenticeship (OA) U.S. DOL ETA, to provide TA to Guam, CNMI and Palau on March 12 at AJC Conference Room.

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

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

**B. Alignment with Activities Outside the Plan**
**Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.**

**C. Coordination, Alignment and Provision of Services to Individuals**
**Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.**

**D. Coordination, Alignment and Provision of Services to Employers**
**Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.**

**E. Partner Engagement with Educational Institutions**
**Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).**

**F. Partner Engagement with Other Education and Training Providers**
**Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.**

**G. Leveraging Resources to Increase Educational Access**
**Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).**

**H. Improving Access to Postsecondary Credentials**
**Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.**

**The GWDB in concert with our institutions of higher learning supports workforce development programming that addresses both training and meeting industry credentialing requirements by: Aligning industry credentialing needs; educating and developing industry Human Resource Systems credentialing capacity; and developing innovative programs to improve overall training while offering the most flexibility to meet both worker training needs and industry skills.**

GWDB WIOA Goal Area:

Core Work Area

- WA 208-Post-secondary Institutions

- WA 211.1B6- Hard to Place Women and Youth into Unsubsidized Employment and Training  with Institutions of Higher Learning

Supporting Documents

- Institutions of higher learning current strategic plan documents

Related Work Area

- WA 204.1 Re-training and Education for Older Workers
- WA 202.3B1- Develop partnership MOUs and Implement in a timely manner

## I. Pre-Apprenticeship Program

Guam HR Magazine (SHRM, Guam Chapter) Cover Photo with the Guam Department of Labor's industry and institution partners in pre-apprenticeship. Pictured from left to right: Dr, Thomas Krise, UOG President; Mary Rhodes, GHRA President; David Dell'Isola, GDOL Director; Bert Johnston, GCA Trades Academy Education Director, and Dr. Mary Okada, GCC President.

In 2018, the Guam Department of Labor (GDOL) secured nearly $1 million dollars in grant funds for the Pre-Apprenticeship Recruitment Pipeline Initiative (PARPI). This pre-apprenticeship program is designed to prepare individuals to enter and succeed in Guam's workforce through an apprenticeship program and ultimately – create and develop a skilled applicant pool for employers on Guam. But how does the GDOL develop skilled workers and how is the pre-apprenticeship program beneficial and why is this better as opposed to going straight into the Guam Registered Apprenticeship Program (GRAP)?

Pre-apprenticeship is similar to a probationary period before allowing employees/trainees to enter the actual apprenticeship program within an organization. With this opportunity, it gives the employer a good handle on those employees who want to better themselves and grow with the company. This shows loyalty and the willingness for the employee to learn and increase his/her skills. However, the program is not only tailored for existing employees. It's also for organizations willing to take in and train unskilled job seekers on Guam or someone who simply wants a career change. The Guam Department of Labor encourages businesses to use the pre-apprenticeship program as the first step to hiring and training entry-level workers into qualified positions while contributing to building a diverse and skilled workforce on Guam.

Pre-apprenticeships are a comprehensive training support program and to be successful, GDOL must connect with a variety of employer partners and organizations. Just as they are important to functionality and delivery of registered apprenticeships, collaboration is fundamental to pre-apprenticeship programs. Employers and other sponsors such as industry associations, intermediaries, and higher education institutions like the Guam Community College (GCC), GCA Trades Academy, Guam Hotel and Restaurant Association (GHRA), Guam Department of Education (GDOE), and the University of Guam (UOG) play a critical role in GDOL's quality pre-apprenticeship framework.

Employer partners bring value to pre-apprenticeships because of their firsthand and intimate knowledge of each industry. Creating a work environment that supports workers and helping them succeed is a sound business investment especially in troubled times like this current pandemic. The focus here at the Guam Department of Labor is to involve employer partners and intermediaries with each program to ensure that pre-apprentices are successful in the workplace as well as to help retain those employees.

Pre-apprenticeships help strengthen and diversify the talent pool available to fill entry-level positions. Many employers report considerable difficulty recruiting for these positions and claim high levels of turnover. Employees who arrive without prior screening and training often have little understanding of the work they will be expected to perform and are unprepared either academically or physically to do the work, and

frequently quit within months if not days or weeks from being hired. This is why the pre-apprenticeship program is essential to the workplace. When businesses and institutions accept individual diversity in skillsets, it brings economic growth to Guam's workforce and it develops a certified applicant pool for all industries.

The Guam Department of Labor and our partners are committed to working together to increase the level of skilled workers on Guam along with helping employers hire trained individuals. The listing below indicates industry recognized credentials and certifications from our pre-apprenticeship partners.

The GCA Trades Academy presented certificates to their first cohort of pre-apprentices at the Westin Resort Guam in May 2019. Senators from the 35th Guam Legislature were in attendance along with the Guam Workforce Development Board chairperson.

GCA Trades Academy: As of July 2019, GCA took in more than 60 pre-apprenticeship enrollees with over four cohorts. The pre-apprentices who succeeded in the program received NCCER Construction Site Safety Orientation certificate, NCCER Core Curriculum certificate, OSHA 10-hour card, American Red Cross Adult First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillation card, Franklin Covey Seven Habits of Highly Effective People certificate, personal protection equipment (hardhat, safety glasses, reflective vest, and safety shoes), and tool sets (claw hammer, screwdriver sets, measuring tape, adjustable wrench sets, etc.).

University of Guam's School of Nursing and Health: The pre-apprenticeship program for health care began in late Fall 2019. This was a 12 week program to provide participants

with career pathway exploration as Certified Nursing Assistants, individualized coaching, and the opportunity to earn a variety of certifications such as Basic Life Support, SaveSafe, Mental Health First Aid, Health Insurance Portability and Accountability Act (HIPAA) -- and skills in bloodborne pathogens, medical terminology, basic communication, and employability skills.

University of Guam's School of Nursing and Health Sciences graduation ceremony (top) with Governor Lou Leon Guerero, Dean for UOG's School of Health, Dr. Margaret Hattori-Uchima, and Gerard A. Toves, Deputy Director of Guam Department of Labor.Bottom: CNA pre-apprentices in training.

Guam Hotel and Restaurant Association (GHRA): GHRA started their pre-apprenticeship program in 2019 and enrolled 284 pre-apprentices. A majority of the pre-apprentices were employees of Guam's hospitality and tourism workforce in which those pre-apprentices moved into a registered apprenticeship program. GHRA pre-apprentices received certifications in each respective track/program that they were enrolled in such as: AHLEI START Program (Skills, Tasks, and Results Training), Marketing and Digital Marketing, Public Relations, OSHA, Personal Protective Equipment, Materials Handling Awareness, First Aid, CPR, and AED.

Officials discuss the launch of the Guam Restaurant and Hotel Association's pre-apprenticeship program during a press conference at the Governor's Office in Adelup on Sept. 17, 2019. GHRA President, GDOL Director, LT. Governor of Guam, the Governor of Guam, Speaker of the 35th Guam Legislature, and other Guam Senators were present in the discussion.

Some of GHRA pre-apprentice graduates pictured above at the Hilton Guam Resort and Spa in December 2019.

**Bootcamps**

The Guam Community College (GCC) in conjunction with the Guam Department Labor and other training providers have invested in the unskilled workforce by empowering that workforce into rigorous, short-term programs such as bootcamps.

GCC and GDOL both have the ability to grow and tailor workforce needs in areas that are lacking. GCC has more than 1,000 participants in apprenticeship programs, but if you count all of the GCC programs such as bootcamps, pre-apprenticeship, as well as programs placed in participating high schools, they've touched about 2,900 individuals willing to get trained in Guam's workforce. The GCC programs also give students dual credit.

GCC and GDOL have engaged in truck driving bootcamps, ship repair, and construction bootcamps that give participants nationally recognized certificates and licenses after successful completion of the program. Some of the earned credentials include: C-class licenses, OSHA-10, CPR/Basic First Aid certificates, and National Career Readiness certifications. Successful participants are also offered job positions from local employers who have helped train-up the boot camp participants such as Cabras Marine Corp. and Angcoco's Trucking. Under the program, participants will work during the day and continue fulfilling education requirements with GCC after working hours.

GCC Bootcamp ceremonies for participant graduates. Senators, business partners, the GCC president, the GDOL director and deputy director are pictured above.

**I. Coordinating with Economic Development Strategies**
**Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.**

**b. State Operating Systems and Policies**
**The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section.**

**II Strategic Elements**. This includes—
**1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–**
A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.)
B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers
Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.[10]
[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

**2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system**

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

**B. STATE BOARD**
i. Membership roster for the State Board, including members' organizational affiliations.

**Members of the Guam Workforce Development Board (GWDB) include:**

Chief Elected Official - The Honorable Lourdes A. Leon Guerrero, Governor of Guam

***Business Representatives:***

1. Maria S. Connelley, , President, CEO, Pacific Human Resource Services (Chairperson)

2. Jerrold C. "Jere" Johnson, President - Hawaiian Rock Products (Vice Chairperson)

3. Derrick Quinata, President and CEO - Guam Auto Spot

4. Robert W. Haulbrook, Jr. - GTA

5. Jina Rojas, Vice President - Corals Enterprises

6. Ashley Ayuyu, Human Resources Director, JCA Inc. dba: McDonald's of Guam

7. Sanjay Dewan, Owner, Port of Mocha

8. Wayne Bigler, Human Resources Director, Cabras Marine Corporation

***Workforce Representatives:***

1. Kenneth Laguana, Business Representative - International Brotherhood of Electrical Workers (IBEW), Local 1260 (Labor Org)

2. James Martinez, President - Guam Contractors Association

3. Mary Rhodes, President - Guam Hotel and Restaurant Association

***Government Representatives:***

1. David M. Dell'Isola, Director - Guam Department of Labor (GDOL)

2. Mary Okada, Ph.D., President - Guam Community College (GCC)

3. Thomas Krise, Ph.D., President (Designee - Peter R. Barcinas, Program Leader) - University of Guam (UOG)

4. Phyllis Leon Guerrero, Director - Department of Integrated Services for Individuals with Disabilities (DISID)/Division of Vocational Rehabilitation (DVR)

5. Jon Fernandez, Superintendent (Designee: Frank Leon Guerrero, Project Director - Career Pathway, Division of Curriculum & Instruction) - Guam Department of Education (GDOE)

***Additional Partners***

The GWDB also recognizes additional partners:

1. Linda U. DeNorcey, Director - Guam Department of Public Health & Social Services (DPHSS) (designee: Christine San Nicolas)

2.Melanie Mendiola, Administrator - Guam Economic Development Authority

3. Melanie Brennan, Director - Department of Youth Affairs

4. Ray Topasna, Executive Director - Guam Housing & Urban Renewal Authority

5. Peter R. Barcinas, Program Leader, UOG - GWDB Planning Chair

6. Martha Rubic, Staff Support - GDOL

7. Victoria Helen Mafnas, Staff Support - GDOL

8. Phyllis Topasna, Staff Support - GDOL

9. Dorothy Gutierrez, Staff Support - GDOL

10. Theresa Camacho, Staff Support - GDOL

11. Malory Cruz, Staff Support - GDOL

12. Ryan Topasna, Staff Support - GDOL

13. Hannah Cho, Staff Support - GDOL

14. Gary Hiles, Chief Economist - GDOL Bureau of Labor Statistics (BLS)

15. Gerard Toves, Deputy Director - GDOL

16. Stephen Stettenbenz - SPC - GDOL

17. Roy Gamboa - SPC - GDOL

**ii. Board Activities**

**Background**

Pursuant to P.L. 113-128, the Workforce Innovation and Opportunity Act, (re-authorized from the Workforce Investment Act of 1998), the name of the Guam workforce board was changed from the Guam Workforce Investment Board (GWIB) to what is now known as the Guam Workforce Development Board (GWDB). The board is comprised of private sector members mostly and the appointing authority is the Governor of Guam.

The WIOA was enacted on July 22, 2014 by President Barack Obama and implemented effective July 15, 2015.

**State Board - Current Make-up/Composition of GWDB members**

The Guam Workforce Development Board (GWDB) is the official State Board for the service delivery area, the island of Guam, in conformity with the standards set forth under the Workforce Innovation and Opportunity Act (WIOA) and its corresponding rules and regulations. The board shall provide policy guidance for and exercise oversight with respect to activities under the Combined State Plan. The board shall also be an advisory body to the Governor coordinating island-wide employment, training and related delivery of services and activities as specified in the Combined State Plan.

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

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

B. Assessment of One-Stop Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

C. Previous Assessment Results

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

D. Evaluation

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

**5. Distribution of Funds for Core Programs**

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I Programs

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth Activities in Accordance with WIOA Section 128(b)(2) or (b)(3)
ii. Adult and Training Activities in Accordance with WIOA Section 133(b)(2) or (b)(3)
iii. Dislocated Worker Employment and Training Activities in Accordance with WIOA Section 133(b)(2) and Based on Data and Weights Assigned
B. For Title II
i. Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness
ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers
C. Vocational Rehabilitation Program
In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

**6. Program Data**
A. Data Alignment and Integration
Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.
i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation
ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan
iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals
iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2))
B. Assessment of Participants' Post-program Success
Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.
C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)
D. Privacy Safeguards
Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

**7. Priority of Service for Veterans**
Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

**8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities**
Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

**9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners**
Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.
IV. Coordination with State Plan Programs
Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.
V. Common Assurances (For All Core Programs)
The Unified or Combined State Plan must include assurances that:
VI. Program-Specific Requirements for Core Programs
The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

**Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B**

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

a. General Requirements

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

A. Identify the regions and the local workforce development areas designated in the State

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas

D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding

**2. Statewide Activities**

A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities

B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.

**RAPID RESPONSE**

The National Dislocated Worker Grant (NDWG) funding was recently received by the department although this is for Rapid Response and layoff aversion services at the AJC for those affected by the COVID-19 to resume employment even if just temporarily.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement).

Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

**b. Adult and Dislocated Workers Program Requirements**

**1. Work-Based Training Models**

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

**2. Registered Apprenticeship**

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

**3. Training Provider Eligibility Procedure**

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

**4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.**

**5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs**

**c. With respect to youth workforce investment activities authorized in section 129 of WIOA—**

**1.** Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

**2.** Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

**3.** Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element. [12]
[12] Sec. 102(b)(2)(D)(i)(I)
**4.** Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.
**5.** Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.
**6.** If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

**d. Single-area State Requirements**
In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—
**1.** Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)
**2.** The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)
**3.** A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)
**4.** A description of the roles and resource contributions of the one-stop partners.
**5.** The competitive process used to award the subgrants and contracts for title I activities.
**6.** How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.
**7.** How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

**8.** Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

**e. Waiver Requests (optional)**
No waivers to date but the GDOL working on Out of School Youth (OSY) writeup.

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:
1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;
2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;
3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;
4. Describes how the waiver will align with the Department's policy priorities, such as:
A. Supporting employer engagement;
B. Connecting education and training strategies;
C. Supporting work-based learning;
D. Improving job and career results, and
E. Other guidance issued by the department.
5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and
6. Describes the processes used to:
A. Monitor the progress in implementing the waiver;
B. Provide notice to any local board affected by the waiver;
C. Provide any local board affected by the waiver an opportunity to comment on the request;
D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
E. Collect and report information about waiver outcomes in the State's WIOA Annual Report.
7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.
Title I-B Assurances
The State Plan must include assurances that:
Adult Program Performance Indicators

A draft letter to U.S. DOL ETA was prepared prior to the COVID-19 pandemic when the Guam Workforce Development Board (GWDB) met to discuss Action Items and Priority Areas for board meeting discussions. One of these pending items was the WIOA Waiver Request for a reduction in Out-of-School Youth (OSY) to 50% and also meeting In-School Youth (ISY) funding with the same percentage of 50%.

Pursuant to the Workforce Innovation and Opportunity Act (WIOA), Section 129(a)(4)(A) and 20 CFR 681.410, The Guam Department of Labor (GDOL) is requesting for a WIOA Waiver to lower the local area Out-of-School Youth (OSY) funding requirements for statewide activities from 75% to 50% of the total funds received. The waiver is an incentive to provide services and support to our youth to assist them with workforce training and work experience with our youth programs as well as a summer youth program and this includes training to decide which CTE program or career development program or similar programs to pursue with our education partners, GCC and UoG as well as ETPL providers. This is also to meet the workforce needs of young workers and employers to increase economic growth in Guam and the region.

At the same time we would like to increase our In-School Youth (ISY) funding to 50% from 25% to meet the needs of participants who may come from a household of public assistance and other low income individuals. The Individual Training Accounts (ITA) training service for job seekers coming to the AJC looking for employment will be used in preparation for Career pathways they are interested in and leading to economic self-sufficiency. More ISY will experience the world of work and have first-hand exposure with the work environment and how employers provide learning opportunities for them. The ITAs are funded with Youth Program funds.

Performance measures will be monitored and data will be provided to U.S. DOL ETA on the progress made with these youth participants. The period covered for this waiver will be for PY2020.

**Performance Goals for the Core Programs**

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

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA.

A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance

levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

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

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

Due to the COVID-19 pandemic, we were not able to include the WIOA and Wagner-Peyser negotiated performance levels for 2nd and 4th quarters. However, the approved Approved US DOL ETA Performance Measures for PY2018 and PY 2019 and listed on the tables below.

| WIOA Adult | PY2018 | PY2019 |
|---|---|---|
| Employment 2nd quarter after exit | 32.0% | 34.0% |
| Employment 4th quarter after exit | 30.0% | 32.0% |
| Median earnings 2nd quarter after exit | $4,500 | $4,700 |
| Credential attainment rate | 60.0% | 62.0% |

| WIOA Dislocated Worker | PY2018 | PY2019 |
|---|---|---|
| Employment 2nd quarter after exit | 38.0% | 40.0% |
| Employment 4th quarter after exit | 36.0% | 38.0% |
| Median earnings 2nd quarter after exit | $4,500 | $4,700 |
| Credential attainment rate | 56.0% | 58.0% |

| WIOA Youth | PY2018 | PY2019 |
|---|---|---|
| Education, training, or employment 2nd quarter after exit | 42.0% | 44.0% |

| | | |
|---|---|---|
| Education, training, or employment 4th quarter after exit | 30.0% | 32.0% |
| Credential attainment rate | 30.0% | 32.0% |

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

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

| Wagner-Peyser Employment Service | PY2018 | PY2019 |
|---|---|---|
| Employment 2nd quarter after exit | 53.0% | 55.0% |
| Employment 4th quarter after exit | 50.0% | 52.0% |
| Median earnings 2nd quarter after exit | $4,500 | $4,700 |

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

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

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

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

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to

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

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

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

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | | | | |
| Employment (Fourth Quarter After Exit) | | | | |
| Median Earnings (Second Quarter After Exit) | | | | |
| Credential Attainment Rate | | | | |
| Measurable Skill Gains | | | | |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*[1] "Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

**Dislocated Program Performance Indicators**

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

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

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

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

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

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

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

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains

indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

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

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

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

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

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

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | | | | |
| Employment (Fourth Quarter After Exit) | | | | |
| Median Earnings | | | | |

| | | | | |
|---|---|---|---|---|
| (Second Quarter After Exit) | | | | |
| Credential Attainment Rate | | | | |
| Measurable Skill Gains | | | | |
| Effectiveness in Serving Employers[1] | Not Applicable[1] | Not Applicable[1] | Not Applicable[1] | Not Applicable[1] |

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

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

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

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

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

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

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

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

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

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

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

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

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

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

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | | | | |
| Employment (Fourth Quarter After Exit) | | | | |
| Median Earnings (Second Quarter After Exit) | | | | |
| Credential Attainment Rate | | | | |
| Measurable Skill Gains | | | | |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

**Program-Specific Requirements for Wagner-Peyser Program (Employment Services)**

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Staff

1. Describe how the State will staff the provision of labor exchange services under the Wagner-Peyser Act, such as through State employees, including but not limited to state merit staff employees, staff of a subrecipient, or some combination thereof.

2. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers

OLD PLAN: The GWDB as established shall carry out certain functions including, in part, the development of strategies for staff training. The following certification training has been identified for all staff working in core programs to participate and complete by program year 2016 or July 1, 2016:

The Foundations of Workforce Development Professional Certification Training which includes 9 learning courses and a final certification exam encompassing all the courses. These courses align with the competencies set for by the National Association of Workforce Development Professionals (NAWDP). Competencies are: Business & Economic Development Intelligence; Career Development Principles; collaboration and Problem Solving; Customer Service Methodology; diversity in Workforce Development; Labor Market Information and Intelligence; Principles of Communication; Program Implementation Principles and Strategies; and Workforce Development Structure, Policies and Programs

3. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication
OLD PLAN: Guam does not have Unemployment Insurance Programs. However, in order to achieve cross-programming standards, program partners began assessing the types of services currently offered, evaluated strengths and identified ways to better improve the delivery and quality workforce activities. During meetings held among partners, it was apparent that there needs to be clarity on what is offered, how responsibility for customers are shared. As a result of those meetings the AJC Team proposed to the Guam Workforce Development Board the implementation of Guam's American Job Center (AJC) Workforce Program Standards across core programs and combined partner programs. The standards will provide detailed dialogue and description of the one-stop services and activities across core programs and partner programs. The standards can be found at:
http://dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf
b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

OLD PLAN:
Not applicable, Guam does not have a UI program. However, core programs at the American Job Center provide necessary guidance and support as needed for customers filing claims with participating states or last contributing state.
c. Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals
d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:
1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;
2. Registration of UI claimants with the State's employment service if required by State law;

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and
4. Provision of referrals to and application assistance for training and education programs and resources.
e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include an assessment of need. An assessment need describes the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.
1. Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.
2. An assessment of the agricultural activity in the State means: 1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State
3. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration
4. Outreach Activities
The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:
A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices
B. Providing technical assistance to outreach staff. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the Employment Service and Employment-Related Law Complaint System ("Complaint System" described at 20 CFR 658 Subpart E), information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues
D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers
E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups
5. Services provided to farmworkers and agricultural employers through the one-stop delivery system
Describe the State agency's proposed strategies for:
A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:
i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers
ii. How the State serves agricultural employers and how it intends to improve such services
B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups
C. Marketing the Agricultural Recruitment System for U.S. Workers (ARS) to agricultural employers and how it intends to improve such publicity.
6. Other Requirements
A. Collaboration
Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).
B. Review and Public Comment
In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.
The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

C. Data Assessment
Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.
D. Assessment of Progress
The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.
E. State Monitor Advocate
The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.
Wagner-Peyser Assurances
The State Plan must include assurances that:
Wagner Peyser Program Performance Indicators

**Performance Goals for the Core Programs**
Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.
For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.
For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

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

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

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

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.6

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

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

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

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

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

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

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | | | | |
| Employment (Fourth Quarter After Exit) | | | | |
| Median Earnings (Second Quarter After Exit) | | | | |
| Credential Attainment Rate | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Measurable Skill Gains | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*[1] "Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

**WAGNER-PEYSER ACT PROGRAM (Employment Services) for 2020 State Plan – 11.25.2019**

(a) Employment Service Professional Staff Development. *Pg.106*

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

**In an effort to provide high quality services to both job seekers and employers, professional development training sessions will be provided to Employment Service staff as it relates to workshop presentations, public speaking, resume writing and critiquing, interview skills, networking, career exploration and use of related assessment instruments, and the use of social media for job seeking and outreach purposes.**

**To maintain these skills, periodic refresher training sessions will be required of and provided to staff performing employment services. Future internal certification based on industry standards and Agency policies and procedures is currently under discussion and development. In addition, Training will ensure that all Employment Services staff will have the knowledge base and skill set to successfully administer Wagner-Peyser programs and operate the HireGuam labor exchange system. Further, comprehensive training will give ES staff a thorough understanding of the services and resources at their disposal to competently and effectively serve the job seekers and employers of Guam, while meeting performance goals and compliance guidelines outlined in WIOA.**

(2) Describe strategies developed to support training and awareness across core programs and the
Unemployment Insurance (UI) program and the training provided for Employment Services and
WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

**The strategies that will be developed to support training and awareness across core program partners will be a**

**collaborative effort. This collaboration among the core and required partners will include the provision of training and general knowledge of each core and required program by the appropriate partner, related to their respective services.**

**Effective methods of communication will be established to provide all staff with updates to programs and services offered by the core and required partners.**

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

**Not Applicable**

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

**Not Applicable**

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

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;.

(2) Registration of UI claimants with the State's employment service if required by State law;

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

(4) Provision of referrals to and application assistance for training and education programs and resources.

**Not Applicable**

(1) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

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

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

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

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

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights,
including their rights with respect to the terms and conditions of employment.

(c)Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

(D) Providing State merit staff outreach workers professional development activities to
ensure they are able to provide high quality services to both jobseekers and employers.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private
community service agencies and MSFW groups.

**Not Applicable**

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

ii. How the State serves agricultural employers and how it intends to improve such services.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

(4) Other Requirements.

(A) *Collaboration*. Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

(B) *Review and Public Comment*. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment
on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

(C) *Data Assessment*. Review the previous four years Wagner-Peyser data reports on
performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

(D) *Assessment of progress*. The plan must include an explanation of what was achieved
based on the previous AOP, what was not achieved and an explanation as to why the
State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

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

**WAGNER-PEYSER ASSURANCES**

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

**Program-specific Requirements for Adult Education and Family Literacy Act Programs**

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

a. Aligning of Content Standards

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

a. Aligning of Content Standards

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

**Description of Allowable Activities**

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

Program activities include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, workforce preparation activities, or integrated education and training.

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

1) who has attained 16 years of age;

2) who is not enrolled or required to be enrolled in secondary school under Guam law[1]; and

3) who ---

i) is basic skills deficient;

ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

iii) an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

Since 2014, Guam aligned adult education its content standards for adult education to Susan Pimentel's "College and Career Readiness Standards for Adult Education" standards and framework that prepares adult learners for success in postsecondary education by incorporating the English language arts/literacy and mathematics standards into existing adult education curricula. The Adult Education Office will continue to update and submit curricula (Non-Substantive Revisions) to the College's Curriculum Review Committee (CRC) for its review, approval, and implementation. The College will provide English language acquisition programs or services [§203(6)]to eligible individuals to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. **Adult Education -** Academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

b. **Literacy - Basic Skills -** Academic instruction and education services to assist an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. **Workplace adult education and literacy activities -** Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

d. **Family literacy activities -** Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate *all of the following activities*: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and age-appropriate education to prepare children for success in school and life experiences. Funds awarded under WIOA, Title II cannot be used to support activities, services, or programs for individuals under the age of 16 and are enrolled or required to be enrolled in secondary school under Guam law, except for the purpose related to family literacy activities.

e. **English language acquisition learner/activities -** *English-as-a-Second Language* (ESL) for students whose native and/or their first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

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

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

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

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

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

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

[1] Guam Public Law 34-104, An Act to Amend Section 6102 of Article 1, Chapter 6, Title 17, Guam Code Annotated, Relative To Raising The Age From Sixteen (16) to Eighteen (18) Years Old In Reference To The Duty To Send Children To School, June 15, 2018

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined

State Plan must include at a minimum the scope, content, and organization of these local activities.
Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

**Special Rule.** Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.
b. Local Activities
The State Agency/GCC will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. Guam's Unified or Combined State Plan includes at a minimum the scope, content, and organization of these local activities.
Guam will also establish and operate programs under section 225 for corrections education and education of other institutionalized individuals, for adult education and literacy activities and secondary school credit to reduce recidivism. Priority will be to those individuals who are likely to leave the correctional institution within five years of participation in the program.

**Adult Education and Literacy Activities (Section 203 of WIOA)**

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

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

**Description of Allowable Activities**

As the State Agency, GCC will provide adult education and family literacy through academic instruction and educational services below the postsecondary level that increases an individual's ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

Program activities include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, workforce preparation activities, or integrated education and training.

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 18 years of age and are not enrolled or required to be enrolled in secondary school under Guam law; and -

- are basic skills deficient;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

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

**a. Adult Basic Education -** Academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equitant; transition to postsecondary education and training; and obtain employment.

**b. Adult Secondary Education Program -** Academic instruction and education services at the secondary level to increase an individual's ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training and obtain employment.

**c. ESL/English Language Acquisition Program**—A program of instruction designed to help eligible individuals who are English language learners (ELLs) to

achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to the attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.

**d. Family literacy Program–** Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and age-appropriate education to prepare children for success in school and life experiences. Funds awarded under WIOA, Title II cannot be used to support activities, services, or programs for individuals under the age of 18 and are enrolled or required to be enrolled in secondary school under Guam law, except for the purpose are related to family literacy activities.

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

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

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

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

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

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

**EDUCATIONAL LEVEL DESCRIPTORS[1]**

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

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

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

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

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

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

knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

**Beginning Basic Level 2**: (CASAS Reading GOALS scale scores 204-216)
*Reading:* Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.[2] They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.
*Writing:* Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.
*Speaking and Listening:* Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and

provide the main ideas and appropriate elaboration and detail about the information presented.
*Language:* When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships

**Low Intermediate Level 3**: (CASAS Reading GOALS scale scores 217-227)
*Reading:* Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).12 They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and[3] affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.
*Writing:* Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases,

and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.
*Speaking and Listening:* Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.
*Language:* When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

**High Intermediate Level 4**: (CASAS Reading GOALS scale scores 228-238)
*Reading:* Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185).13 They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.
*Writing:* Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.[4]
*Speaking and Listening:* Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the

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

**Low Adult Secondary Level 5**: (CASAS Reading GOALS scale scores 239-248)
*Reading:* Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).[5] This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their

reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.
*Writing:* Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.
*Speaking and Listening:* Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
*Language:* Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

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

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

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

*Speaking and Listening:* Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise[7] leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
*Language:* Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

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

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

**Beginning Literacy Level 1**: (CASAS Math GOALS scale scores 193 and below)
*The Mathematical Practices*: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

*Number Sense and Operations*: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.
*Algebraic Thinking:* Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.
*Geometry and Measurement*: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half-and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.
*Data Analysis*: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

**Beginning Basic Level 2**: (CASAS Math GOALS scale scores 194-203)
*The Mathematical Practices*: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.
*Number Sense and Operations*: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one-and two-step word problems

involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.
*Algebraic Thinking:* Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.
*Geometry and Measurement*: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.
*Data Analysis*: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one-and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half-and quarter-inch and display that data by making a line plot marked off in appropriate units.

**Low Intermediate Level 3**: (CASAS Math GOALS scale scores 204-214)
*The Mathematical Practices*: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.
*Number Sense and Operations*: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers

and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.
*Algebraic Thinking:* Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.
*Geometry and Measurement*: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.
*Data Analysis and Statistics*: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

**Middle Intermediate Level 4**: (CASAS Math GOALS scale scores 215-225)
*The Mathematical Practices*: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.
*Number Sense and Operations*: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this

level also understand ratio, rate, and percent concepts, as well as proportional relationships.
*Algebraic Thinking:* Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.
*Geometry*: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.
*Statistics and Probability*: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

**High Intermediate Level 5**: (CASAS Math GOALS scale scores 226-235)
*The Mathematical Practices*: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.
*Number Sense and Operations*: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.
*Algebraic Thinking:* Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at

this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.
*Geometry*: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.
*Statistics and Probability*: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

**Adult Secondary Education Level 6**: (CASAS Math GOALS scale scores 236 and above)
*The Mathematical Practices*: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.
*Number Sense and Operations:* Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.
*Algebraic Thinking:* Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities

and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.
Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).
*Geometry:* Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).
*Data Analysis and Statistics*: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one-and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

***Description of Guam's Adult High School (AHS) Diploma Program:***
An eligible individual who is no longer eligible to enroll in the Guam Department of Education (GDOE) or who has not received a high school equivalency diploma is eligible for admission into the AHS Diploma Program (AHSDP). Eligible individuals must

first take the Comprehensive Adult Student Assessment System (CASAS) – Reading and Math GOALS Series appraisal to determine their current abilities in the areas of reading, mathematics, and language.
Individuals scoring below 239 on the reading portion of CASAS and below 236 on the math portion will begin by taking courses to refresh basic skills (Adult Basic Education (ABE)) until scores of 239 and above in reading and 236 and above in math are met. Individuals may go into the AHS Diploma Program after successfully completing the ABE program and exiting with the CASAS score. The time individuals spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program Individuals who score at least a 239 in reading and 236 in math may go directly into the AHS Diploma Program or schedule to take the high school equivalency diploma (GED® or HiSET®. Students scoring below 236 will receive tutorial services.
Individual's advisor/counselor must approve his/her enrollment into courses for the semester. Students will be limited to register in no more than 9 credit hours of adult high school courses (English, Mathematics, Science, Social Studies, and Student Success Workshop) and no more than 12 credit hours of a combination of adult high school courses and postsecondary career and technical (CTE)/elective courses.

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

1. Students receiving more than five (5) absences in any registered course will receive a failure grade (F) or unsatisfactory completion (NC), whichever is applicable, for the course. Students must communicate with instructors, Adult Education Office, and AHS advisor/counselor concerning absences. If a student receives more than two (2) failure grades (F) and/or unsatisfactory completion (NC) resulting from absences, the student will no longer be eligible to continue with the AHS Diploma Program and will be referred to the advisor/counselor to the Adult Education Office for other program options.
2. Students who receive a failing grade (F) or unsatisfactory completion (NC) will be allowed to retake the course only once. Students may retake no more than two (2) courses while enrolled in the AHS Diploma Program. Students must make an effort to seek tutoring services. After retaking two (2) courses and it is determined that the student will be unable to complete the requirements of the AHS Diploma Program, the student will be referred to his/her advisor/counselor or the Adult Education Office for other program options.
3. After the official add/drop dates posted in the Schedule of Classes, any student who withdraws (W), who has been technically withdrawn (TW), and/or who abandons any course he/she has registered in resulting in a failing grade (F) or a technical failure grade (TF) will not be eligible to continue to participate in the AHS Diploma Program. Admissions and Registration will automatically disapprove the student's application for admission as a Diploma Student, change the student's status to an undeclared status and the student will be referred to the advisor/counselor or the Adult Education Office for other program options.

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

**AHS Diploma Requirements:**

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

a. English - 9 credit hours
b. Mathematics - 9 credit hours
c. Social Studies - 9 credit hours
d. Science -6 credit hours
e. Computer Skills - 3 credit hours
f. CTE Electives - 9 credit hours. Nine credits of Career and Technical Education (CTE) electives should be from the same career program of study area as part of the student’s approved plan of study.

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

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

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

5) Students will take the ACT WorkKeys® National Career Readiness Certificate, a credential that verifies workforce readiness. AHS students must achieve a minimum cumulative GPA of 2.0 to earn an Adult High School Diploma.

**<u>English as a Second Language[9]</u>**

**<u>Beginning ESL Literacy Level 1</u>**: (CASAS Life and Work Reading scale scores Reading: 180 and below and L&W Listening: 162-180))

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

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read aloud, visual images, and oral presentations using a very limited set of strategies. ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read aloud about familiar topics, experiences, and events.

They can recognize the meaning of some words learned through conversations, reading, and being read to.

**Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)**
ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.
ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.
With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh-questions.
ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

**Low Beginning ESL Level 2**: (CASAS Life and Work Reading scale scores Reading: 181-190 and L&W Listening: 181-189))
**Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)**
ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.
ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.
Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

**Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)**
ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.
ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.
ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh-questions.
ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

**High Beginning ESL Level 3**: (CASAS Life and Work Reading scale scores Reading: 191-200 and L&W Listening: 190-199))
**Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)**
ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.
ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.
ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

**Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)**
ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.
ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.
ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.
ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.
ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh-questions.
ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

**Low Intermediate ESL Level 4**: (CASAS Life and Work Reading scale scores Reading: 201-210 and L&W Listening: 200-209))
**Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)**
ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.
ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.
Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

**Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)**
ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.
ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.
When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.
ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.
In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.
ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.
ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

**<u>High Intermediate ESL Level 5</u>**: (CASAS Life and Work Reading scale scores Reading: 211-220 and L&W Listening: 210-218))
**Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)**
ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

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

**Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)**
ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.
ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.
When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.
ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.
In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.
ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.
ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print and digital sources, integrate

information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

**Advanced ESL Level 6**: (CASAS Life and Work Reading scale scores Reading: 221-235 and L&W Listening: 219-227))

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

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

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

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

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

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

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

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

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

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

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

**Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)**
ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.
ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

**Workforce preparation activities**
***To be developed***
Guam will further advance the workplace adult education and literacy activities through the Student Success Workshop course.
**Description**/Eligibility:
Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**Integrated education and training**
***To be developed***
Guam will further advance the integrated education and training initiative through the Student Success Workshop course.
**Description**/Eligibility:
A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.
**Special Rule**
WIOA, Title II shall not be interpreted to prohibit or discourage the use of funds for activities that help eligible individuals transition to postsecondary education and training or employment, or for concurrent enrollment activities.

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

**Grant Applications**
An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam will suspend FY2020 competitions and extend current eligible providers' grants and contracts for a one-year period.
The grant/program agreement application shall contain information and assurances including [§231(a-e)]:
1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:
a. **Adult Education -** *Adult High School Diploma***;**
b. **Literacy -** *Basic Skills***;**
c. **Workplace adult education and literacy activities;**
d. **Family literacy activities;**
e. **English language acquisition learner/activities -** *English-as-a-Second Language (ESL)***;**
f. **Workforce preparation activities; and**
g. **Integrated education and training.**
2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
3. A description of those described in §231(e)(1-13) —
a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).
b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
c. To provide past effectiveness of improving the literacy of eligible individuals to meet Guam's adjusted levels of performance [§116].
d. To demonstrate alignment between proposed activities and services to Guam's Unified Plan (strategy and goals) [§108] and activities and services of the One-Stop partners.
e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.
f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.

g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.
h. To demonstrate how activities provide learning in context.
i. To demonstrate that program and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established.
j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.
k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.
l. To demonstrate a high-quality information management system that has the capacity to report measurable participant outcomes [§116].
m. To demonstrate the need for additional English language acquisition program and civics education programs.
n. To include a description, information, and assurances related to §232.

**Program Strategies for Populations**

The State Agency/GCC will ensure equitable access to and equitable participation in projects or activities to be conducted with WIOA federal assistance. Strategies will be geared towards providing programs and services to eligible individuals [§203(4)]. To facilitate transitioning eligible individuals into postsecondary education and training, several activities are supported by State (government of Guam) local appropriations. The community is involved in a public-private assessment of overall workforce skill requirements. In evaluating and implementing strategies to meet the basic literacy requirements as determined by the Federal Government and supplemented by the community six key strategic objectives will be met. The strategies outlined below are designed:

1. To develop comprehensive adult education programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.
2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.
3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.
4. To develop alliances with key public and private sector organizations to ensure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.

5. To continue in implementing special projects designed to increase the training skills of providers to ensure that instructional techniques specifically designed for eligible adult participants are continually improved.
6. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

**INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:**
WIOA Federal funds, in conjunction with local funds, will support and enhance the quality of Guam's adult education and family literacy programs. Emphasis is placed on revising programs, curriculum, support services, professional development, marketing, industry partnerships and improving measurement of performance standards.
INTEGRATION WITH OTHER BUREAUS
GCC will continue to maintain partnerships with entities that provide services to eligible individuals. They include:
Catholic Social Service | Department of Corrections | Department of Education Head Start | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Department of Mental Health and Substance Abuse | Department of Public Health and Human Services | Department of Youth Affairs | Guam Housing and Urban Renewal Authority | Guam Judicial Branch | Guam's Mayors' Council | Guam Public Library | University of Guam
These partnerships generally have clientele who desire to participate in adult education. GCC enters into Memorandum of Agreement (MOA) to provide instructors, curriculum, assessment, and instructional supplies and equipment to conduct classes at sites chosen by the partner.

**INTEGRATION WITH REGIONAL GUAM WORKFORCE DEVELOPMENT BOARD AND DEPARTMENT OF LABOR:**
GCC's adult education and family literacy and postsecondary education and training programs and partnership with DOL were a form of community cement. GCC will collaboratively work with the One-Stop Career Center members, as well as the Guam Workforce Development Board, to refine services and support to eligible individuals [§203(4)]. The entities involved include:
Workforce Investment and Opportunity Board | Department of Education | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Guam Behavioral and Wellness Center | Goodwill Industries | Guam Chamber of Commerce | University of Guam | Salvation Army | Private enterprise
In consultation with the Guam Workforce Development Board and its partners, GCC will develop and offer in-service training to help improve the overall quality of services provided to target populations.
GCC recognizes and supports an education blueprint that aligns education standards to community needs. Education and healthcare remains a priority for social services on Guam.

**Steps to Ensure Direct and Equitable Access**

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

**Notice of Availability**

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

Direct and equitable access to services and programs for eligible individuals and participation in such services and programs by instructors, administrators, and support staff will be ensured by all eligible providers [§231(a)]. The Project Review Committee will evaluate multiyear applications to ensure that direct and equitable access is addressed in the operation of the programs and activities to eligible individuals. Evaluation of application shall include the eligible provider's ability [§231(e)] (page 17). Eligible provider's grant/program agreement application shall also include a description, information, and assurances [§232] on the following:

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

An eligible provider will be awarded an amount that not less than 95% shall be expended for carrying out adult education and literacy activities. The remaining amount,

not to exceed 5% shall be used for planning, administration (including carrying out the requirements of section 116, professional development, and the activities described in paragraphs (3) and (5) of §232. Should the cost limits be too restrictive to allow for the activities described in §232(a) (2), the eligible provider shall negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes [§233(b)].
Eligible providers are reminded that funds available shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

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

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

c. Corrections Education and other Education of Institutionalized Individuals

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

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

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

**c. Corrections Education and other Education of Institutionalized Individuals**

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

1. Adult education and literacy activities;
2. Special education, as determined by the eligible agency;
3. Secondary school credit;
4. Integrated education and training;
5. Career pathways;
6. Concurrent enrollment;
7. Peer tutoring; and
8. Transition to re-entry initiatives and other post-release services to reduce recidivism.

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

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

- Administer CASAS assessment test or an alternate assessment instrument as approved by USDE;
- Expand the availability and use of computers by both the instructors and the students;
- Modify Basic Skills curriculum to incorporate attainment of basic computer literacy skills;

- Implement the new Adult High School curriculum to address employability skills, increased academic standards and contextual learning relating to requirements of the workplace; and
- Conduct Professional development for instructors and administrators on techniques and approaches to increase learning gains and retention among adult learners.

**Priority**

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

**Types of Institutional Settings**

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

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

d. Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

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

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

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

d. Integrated English Literacy and Civics Education Program

1. Guam does not receive funding to establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

2. Guam does not receive funding to support the requirements of Title II, subtitle C, an Integrated English Literacy and Civics Education program.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA

e. State Leadership

1.The State Agency/GCC will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

**Description of Activities**

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

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

e. State Leadership

2. Guam will use funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

**Description of Activities**

Section 242 allows funding of activities to enhance the quality and outcomes of adult education and literacy activities nationwide. Funding national leadership activities either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with postsecondary educational institutions, institutions of higher education, public or private organizations or agencies [§242(c)(2)].

Required Technical Assistance Activities:

1. To assist States to meet the requirements of §116;
2. To assist local providers in using performance accountability measures based on indicators described in §116, and data systems for the improvement of adult education and literacy activities;
3. To implement rigorous research and evaluation on effective adult education and literacy activities, as well as estimating the number of adults functioning at the lowest level of literacy proficiency, which shall be coordinated across relevant Federal agencies, including the Institute of Education Sciences; and
4. To carry out an independent evaluation at least once every four years of the programs and activities under this title, taking into consideration the evaluation subjects referred to in §169(a)(2).

Other Allowable Technical Assistance Activities:

1. Professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, based on scientifically valid research where available;
2. Assistance in distance education and promoting and improving the use of technology in the classroom, including instruction in English language acquisition for English language learners;
3. Assistance in the development and dissemination of proven models for addressing the digital literacy needs of adults, including older adults; and
4. Assistance to support efforts aimed at strengthening programs at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this title.

As the eligible agency responsible for the administration of adult education and family literacy, Guam Community College shall adhere to the requirements of Maintenance of Effort [§241(b) (1-4)].

The State Agency/GCC shall use no more than 12.5% of grant funds to carry out the required state leadership activities [§223(c)]. When carrying out these required activities, the State Agency/GCC shall collaborate where possible to avoid duplicating efforts, to maximize the impact of the activities described below.

1. The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
2. The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults,

instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

3. The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including— the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
4. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

The State Agency/GCC may use State Leadership funds for one or more of the permissible activities listed below.

i. The support of State or regional networks of literacy resource centers.

ii. The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

iii. Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

iv. Developing content and models for integrated education and training and career pathways.

v. The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

vi. The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

vii. Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

viii. Activities to promote workplace adult education and literacy activities.

ix. Identifying curriculum frameworks and aligning rigorous content standards.

x. Developing and piloting of strategies for improving teacher quality and retention.

xi. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

xii. Outreach to instructors, students, and employers.

xiii. Other activities of statewide significance that promote the purpose of this title.

f. Assessing Quality

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

f. Assessing Quality

The State Agency/GCC will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.
The quality of providers will be assessed through quarterly evaluations focused on providers' ability to attain targeted performance levels. Evaluation of quantitative data (e.g., average attendance hours, educational functioning level gains, and the number of students pre- and post-tested) will be reported and reviewed by providers and instructors. The State Agency Office will also conduct an annual site visit to meet local administrators, to ensure compliance with federal and local policies, and to review quarterly evaluations. Information compiled from the site visit (such as areas of underperformance) will contribute and personalize the technical assistance session which ensures continuous improvement.
GCC's academic and non-academic programs all follow an annual curriculum review cycle. The Committee on College Assessment was established to monitor assessment activities that guide "improvements at the course, program, and institutional levels". The State Agency Office will require a Corrective Action Plan detailing strategies the provider will implement to ensure areas of underperformance are addressed.
Several handbooks were updated (Assessment Handbook, Advisory Committee Handbook, and the Student Learning Outcomes Handbook) to strengthen and improve curriculum, retention, and program completion. While the Assessment Handbook formalized the College's process, the Advisory Committee Handbook guides committee members - representatives of business, labor, subject-matter experts, faculty, and students - when assessing, reviewing, and improving adult education. The Student Learning Outcome (SLO) Handbook assists in developing measurable SLOs and learning demonstrated at the program and course level.
Finally, an associate dean provides varied professional development to faculty or instruction provided by volunteers or paid personnel emphasizing on materials and training that incorporates research-based components on fluency, reading comprehension, phonemic awareness. Areas of professional development include teaching methodologies, student assessments, assisting students with disabilities, and common core state standards to increase student success. Faculty participating in a professional development session will evaluate the training as it relates to the session's objectives, materials, presentations, trainer and participants' use of new knowledge or skills. Evaluation results will be used to modify and strengthen future sessions.

**Distribution of Funds Procedures**
**Eligible Providers**
Eligible providers, that demonstrated effectiveness in providing adult education and literacy activities, are encouraged to apply for a grant/program agreement. Eligible providers [§203(5)] include:
a. A local educational agency;
b. A community-based organization or faith-based organization;
c. A volunteer literacy organization;
d. An institution of higher education;
e. A public or private nonprofit agency;
f. A library;
g. A public housing authority;
h. A nonprofit institution that is not described in A-G and has the ability to provide adult education and literacy activities to eligible individuals;
i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in A-H; and
j. A partnership between an employer and an entity described in A-I.
Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977 (17 GCA §30101 and §30102), established Guam Community College as the sole entity responsible for the administration and implementation of adult education programs within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Educating Agency (LEA) for adult education.

**Notice of Availability**
The State Agency/GCC will publish a Notice of Availability in Guam the ***Pacific Daily News or the Guam Daily Post*** and on Web sites (dol.guam.gov, guamcc.edu, and disid.guam.gov) each year. Additional notices will be posted through the same media in February or another month if funding remains available after the initial award period. Although the announcement is made in February, the Program Agreement's start date is dependent on actual Grant Award Notification from the Federal government. Applications are available at the State Agency Office of the State Director for Adult Education located at Guam Community College, Student Service & Administration Building, room 2208; telephone number (671) 735-5514/7; e-mail, doris.perez@guamcc.edu.

**Process**
The eligible provider shall expend grant funds to carry out adult education and literacy activities.
The eligible provider seeking WIOA, Title II funds shall submit a grant/program agreement application following the Guide for Writing a Grant Proposal to be evaluated for funding consideration.
A six member Project Review Panel will conduct evaluation for Career and Technical and Adult Education. The Panel, appointed by the State Director, wills five-voting members (three (3) from educational institutions and two (2) from private businesses) and a none-voting member from the State Agency/GCC Office.

Grant/program agreement applications should be submitted to:
**Guam Community College**
**State Agency Office**
**State Director for Adult Education**
**Post Office Box 23069**
**GMF, GU 96921**
Notice of award will be made by the State Agency/GCC based on the Project Review Panel's review and recommendation no more than sixty (60) days of the application submittal deadline.

1. The eligible provider will be advised as to whether or not the project is funded.
2. The eligible applicant whose project is awarded will receive a Notice of Award letter. Each eligible applicant whose project is NOT selected for funding will be advised in writing indicating the reason(s) for non-selection.
3. An eligible provider aggrieved by the action of the Project Review Committee, and alleging a violation of Territorial or Federal law, rules, regulations, or guidelines governing the programs, may within ten (10) business days from the date of the Notice of None Selection letter, request in writing (addressed to the State Director) clarification or reconsideration.

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

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

**Evaluation and Performance Measures Adult Education and Family Literacy**
**Annual Evaluation of Adult Education and Literacy Activities**
The State Agency/GCC will conduct an audit and an on-site evaluation of all providers. A Close-Out Report will be submitted at the end of the program agreement.
At least once a year or at the completion of a program, the State Agency/GCC will conduct a comprehensive evaluation to ensure that local programs employ research in designing and implementing a program and which will include fiscal reporting compliance, program reporting requirements, physical layout of project, methods and materials used, linkage or cooperative arrangements with other programs or entities, staff development needs, outreach activities, student recruitment and retention efforts for those most in need of basic education.

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

i. the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
ii. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
iii. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
iv. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
v. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
vi. the indicators of effectiveness in serving employers established pursuant to clause (iv).

**MONITORING EVALUATION:**
Eligible providers will submit a Consolidated Monthly Activity Report having information on the progress of programs concerning target goals and objectives. Program providers may include information after twelve hours of instruction to establish baseline data on students. At least one interim assessment will be conducted to evaluate progress in achieving performance standards and identify recommendations for program improvement. A final evaluation will be conducted to measure the accomplishment of performance standards. The latter will be included in the Consolidated Report.
The State Agency/GCC will transition from TOPSpro (Tracking of Programs and Student) - existing management information system and employ the use of Guam Department of Labor's "Hire Guam" a Virtual One-Stop (VOS) System - when training and full implementation is achieved. The goal is for VOS to maintain data whereby all partners will have regional and national capacity to report eligible individuals' outcomes

and to monitor program performance against the eligible agency performance measures.

Adult Education and Family Literacy Act Program Certifications

States must provide written and signed certifications that:

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

Adult Education and Family Literacy Act Program Assurances

The State Plan must include assurances that:

| The State Plan must include | Include |
|---|---|
| 1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement); | Yes |
| 2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA; | Yes |

| | |
|---|---|
| 3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; | Yes |
| 4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. | Yes |
| 5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). | Yes |

Authorizing or Certifying Representative

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants,

and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

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

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

| | |
|---|---|
| **APPLICANT'S ORGANIZATION** | **Enter information in this column** |
| Applicant's Organization | Guam Community College |
| **PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE** | **Enter information in this column** |
| First Name | Mary A.Y. |
| Last Name | Okada |
| Title | President/State Director |
| Email | mary.okada@guamcc.edu |

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Section 427 of the General Education Provisions Act (GEPA )

Eligible recipients of WIOA, Title II funds shall ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. Barriers that can impede equitable access or participation include gender, race, national origin, color, disability, or age. Eligible recipients shall describe clear and succinct steps to be taken to overcome and address these barrier to ensure that in designing its project, all can fully participate in the project and achieve high standards. Eligible recipients may use federal funds awarded to eliminate the barrier identified.

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

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

Adult Education and Literacy Program Performance Indicators

**Performance Goals for the Core Programs**

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

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

likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

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

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

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

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

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

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

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

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

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

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.
States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | 15.0 | | 16.0 | |
| Employment (Fourth Quarter After Exit) | 15.0 | | 16.0 | |
| Median Earnings (Second Quarter After Exit) | $1,000.00 | | $1,000.00 | |
| Credential Attainment Rate | 25.0 | | 26.0 | |
| Measurable Skill Gains | 44.0 | | 44.0 | |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

## Program-Specific Requirements for Vocational Rehabilitation (Combined or General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____
[13] Sec. 102(b)(2)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

Due to resignations and term expirations, the SRC has not been able to officially meet to vote on certain items due to a lack of quorum. New members have been identified to fill these vacancies and we are in the process of submitting their applications and nomination forms to the Governor for appointment. The Previous recommendations that were provided by the SRC regarding goals and priorities were taken into consideration:
Goal 1- Service Delivery: The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.
Priorities: • Transition services for youth with disabilities • Managing resources to stay off an order of selection • Improving services to those individuals adversely impacted by transportation deficits • Enhance the VR service delivery system through the use of technology • Develop new CRPs and/or enhance delivery of CRP services • Meet or exceed federal performance standards • Assess service delivery system for individuals who are blind or visually impaired
Goal 2- Staff Development: DVR will recruit, employ, retain and train the most qualified and highly skilled rehabilitation staff. Priorities: • Recruit and retain qualified staff • Provide on-going training opportunities • Support leadership development and succession planning
Goal 3- DVR will develop a program delivery system that is comprehensive, coordinated with our stakeholders, effective, efficient and accountable.
Priorities: • Complete an updated Case Services Manual • Continue to develop and refine planning strategies and program outcome measurements • Develop and implement a case file review system • Continue development program quality assurances measures • Develop a streamlined vocational evaluation system
Goals for Supported Employment (SE) Goal 1- Increase the supported employment services provided to SE clients. Goal 2- Increase the number of vendors providing supported employment services. Goal 3- Work with stakeholders to develop increased capacity for extended support in the community

2. The designated State unit's response to the Council's input and recommendations; and

The DSU prepares the VR portion of the Combined State Plan based on past and on-going SRC deliberations and decisions over the past years through to present. SRC

and DSU discussions and areas of interest gleaned from SRC quarterly meetings and SRC Executive Committee planning sessions will be included in the State Plan.

3. The designated State unit's explanations for rejecting any of the Council's input or recommendations.

Not Applicable.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

No waiver of Statewideness will be requested by Guam DVR.

2. The designated State unit will approve each proposed service before it is put into effect; and

Not applicable

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

Not applicable.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

• Federal Entities: A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of formal linkage agreement B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local Military Bases
• State Entities: A. Guam Dept. of Education (DOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD) B. Guam Dept. of Administration (DOA) Human Resources Office: Development of SOPs for the compliance and implementation of the 2% law regarding the hiring of Individuals with significant

disabilities within the Government of Guam C. Guam Behavioral Health & Wellness Center: Two way referrals for mental health counseling services and employment services D. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support - Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences

• Local Entities and NPOs: A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades B.: Referrals for Job Coaching/Employment Training Services C. Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services D. I-CAN and PARE Inc.: Referrals for Job Training and Placement in the Military installations under the Ability One Program E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance F. Discover Abilities: Referrals for Job Coaching Services G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings I. Veterans Affairs Office: Referrals for Training and Employment Services J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services

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

University of Guam (UOG) Guam System for Assistive Technology (GSAT): Referrals for Client AT Assessments, Training, Demonstrations, AT Lending Library, Recycling and Equipment Exchange, and Alternative Financing • DISID/DVR currently serves as an active member of the GSAT Advisory Board and participates in the planning and implementation of the Annual AT Conference and Resource Fair • DISID/DVR participates as a Co—sponsor and program presenter during the Annual Assistive Technology Conference and Resource Fair • The Annual AT Conference and Fair provides an opportunity for the community to experience and become greater aware of AT devices that could be utilized to overcome barriers and challenges within the work environment and at home.

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

DISID/DVR has collaborated with our local Department of Agriculture and the Farm to Table NPO to provide training and placement services for our VR Clients • DISID/DVR has provided technical assistance support to ensure that the local Dept. of Agriculture Office complies with the Programmatic Access requirements under the ADA and that physical barrier are eliminated. Renovations have recently been completed with two accessible parking stalls provided, lowered customer service counters, accessible route of travel, accessible toilet facilities and provision of levered door handles • The Dept. of Agriculture has also provided OJT and hired a former transition student with autism.

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

GDVR is collaborated with the Guam Dept. of Youth Affairs (DYA) to conduct outreach and provide transition services to out of school youth • GDVR is currently an active

member of the Youth Affairs Subcommittee under the Guam Workforce Development Board • GDVR also collaborates with representatives from our local juvenile justice system at the Guam Superior Court and child welfare agencies at the Dept. of Public Health and Social Services (DPHSS) • GDVR also participates in the Guam Systems of Care Council to support the development and implementation of Guam's first Child Mental Health Initiative Cooperative Agreement known as "I'Famagu' on—ta" (Our Children, for those of ages 14-21) under the Guam Behavioral Health & Wellness Center (GBHWC) for children with behavioral disorders

5. State use contracting programs.

The Flame Tree Freedom Center, a local NPO, has collaborated with NEXGEN and ADZTECH to submit a contractual bid proposal with the Government of Guam for the design/development, redesign and support of websites and mobile apps • Flame Tree has collaborated with DISID/DVR to identify Clients that would be interested in participating in a Work Exploration, On—the—Job Training, and Job Placement Opportunity with their company as a result of this State Contracting Program which requires that the majority of the work be done by qualified individuals with disabilities

d. Coordination with Education Officials

Describe:

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

With the on site visit of Brenda Simmons from WINTAC and Mike
to define roles and responsibilities and scope of services that would be provided by GDVR and DOE/SpEd, was updated with the emphasis on Transition Services to include the provision of pre—employment services for students • A Program Coordinator is currently being recruited to work on updating the linkage agreements with DOE/SpEd • GDVR staff met with Guam DOE SpEd Administrators, CRTs, and Transition Coordinators to review and update the existing linkage agreement and to coordinate the procedures for the provision and funding of transition/pre—employment services and the timely development and approval of the individualized plans for employment for the students • Educational brochures regarding the provision of DISID/DVR's Transition/Pre—employment Services will be developed and disseminated to students with disabilities, parents, school officials, and during community outreach events. • GDVR Counseling Staff are assigned to each of the Public Schools to serve as a liaison to Education Officials and to conduct VR Program Orientation presentations to Students, Teachers, and their Parents and participate in regularly scheduled IEP Meetings • GDVR Staff will continue to serve as an active member of the Guam Advisory Panel for Students with Disabilities (GAPSD)

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

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

Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities

*B. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;*

VR Counselors are assigned to each of the local High Schools and collaboratively participate in providing input towards the development and implementation of the student's IEP. VR Workers are available to make follow up visits to the High Schools.

*C. Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;*

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

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

• Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities

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

• VR Counselors are assigned to each of the local High Schools and collaboratively participates in providing input towards the development and implementation of the student's IEP

*C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;*

• It is mutually understood that Guam DOE/SpEd will be responsible for covering the financial costs of the educational and pre—employment related services identified in the IEP for the student until they graduate out of High School • In the best interest of the

student, all known assistive technology device(s) provided for the student's use by Guam DOE during the student's senior year shall be considered as a possible AT need essential for employment outcome. • Once the student is declared eligible for VR services and existing AT device is determined essential by the VRC for an employment outcome, GDVR shall purchase the AT device(s) so that when the student exits Guam DOE, the GDVR purchased AT device(s) can be returned to Guam DOE for use by other students. • Should the GDVR purchased device not arrive by the student's graduation date,
Guam DOE will loan the student the AT device(s) until arrival, provided that GDVR submit a copy of the requisition to Guam DOE. • If the AT device(s) was customized for the student and is not usable for other students, GDVR will purchase the equipment at a reasonable used price. Qualified personnel responsible for Transition Services may include team members involved in the development and implementation of the Individualized Education Plan (IEP) such as the School Principal, Consulting Resource Teacher, School Transition Teacher (Certified Education Teachers at each school who monitors and coordinate the implementation of the transition plan) Occupational Therapist, Physical Therapist, Speech and Language Therapist, Psycho-Educational Evaluators, Job Coaches, Regular Education Teacher, School Counselor, VR Counselor, or other professional staff from the Guam Behavioral Health and Wellness Center (if student is being referred to their special programs)
While the student is under the purview of Guam DOE, they serve as the primary service provider for transition services prior to exiting the Guam DOE System.
GDVR pays for all VR related employment services such as Assistive Technology, Job Coaching service pre-employment skills training, and DOE pays for all related educational costs.
The Consulting Resource Teacher takes the lead in coordinating the IEP meetings and works collaboratively with the School Transition Teacher (Certified Education Teachers at each school) who monitors and coordinate the implementation of the transition plan services
The Transition plans have to be set in place and provided by age 14 on Guam.
Guam DOE SpEd is responsible for providing the funding support for the students with disabilities while they are still in school up to the age of 21 or before their 22nd birthday. These services that may be identified in the IEP and provided by Guam DOE SpEd includes: Job Coaching, Speech and Language, Physical Therapy,, Occupational Therapy, Leisure Education, Autism Services, Assistive Technology, Community Based Education Job Placement, Transportation, Vision Services, Deaf and Hearing Services, ASL Interpreting Services, Independent Living Services, and other accommodations services.

*D. procedures for outreach to and identification of students with disabilities who need transition services.*

• GDVR will make information available annually to parents, teachers, and students at the high schools regarding GDVR services and the application process. The orientation

presentation will also be provided to other Guam DOE staff that are responsible for referrals to GDVR for VR services. • GDVR will provide a description of the purpose of the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to VR eligible individuals. • GDVR will designate a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school. The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial. Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. • GDVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation. GDVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services. • GDVR will make a determination of eligibility for VR services within sixty days of the student/parent's and VRC's signing of the application during (or after) the initial interview. • GDVR will collaboratively develop with Guam DOE an Individualized Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed. • GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE. • During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division. • The above activities have been articulated in the Formal Linkage Agreements that have been established in the past with DOE/SpEd but a scheduled meeting is planned for the Summer of 2016 to update the agreements and to conform with the requirements under WIOA

*D. Procedures for outreach to and identification of students with disabilities who need transition services.*

GDVR will make information available to parents, teachers, and students at the high schools regarding VR services and the application process. The orientation presentation will also be provided to other Guam DOE staff that are responsible for referrals to GDVR for VR services. • GDVR will provide a description of the purpose of the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to VR eligible individuals. • GDVR has designated a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school. The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial. Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. • GDVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation. GDVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services. • GDVR will make a determination of eligibility for VR services within sixty days of the student/parent's and VRC's signing of the application during (or after) the initial interview. • GDVR will collaboratively develop with Guam DOE an Individualized

Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed. • GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE. • During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division.

e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.
Outreach presentations have been conducted with various local NPOs that are members of the "Puyuta" Umbrella NPO organization on Guam to solicit their collaborative assistance in providing fee proposals for various VR related services to our Clients • Cooperative agreements have been established with Faith—based organizations such as Oasis Empowerment Center for Job Coaching Services, with Veterans services providers such as WestCare Inc., FlameTree Freedom Center for OJT and Web Page design Trainings, • GDVR has established agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services. Discussions between GDVR, the CRP and the individual receiving services come to agreement on the provider and services based on needs in connection with the vocational goal on the IPE and informed choice of the client. These services with the stated expected outcomes are outlined on the IPE and/or any needed supportive documents and signatures gathered as appropriate. • GDVR continues in its efforts to recruit for new service providers and to encourage non—profit organizations to be a part of its pool of CRPs. • GDVR currently has agreements in place with the following CRPs: Oasis Empowerment Center, Farm To Table, Flame Tree Inc., Ican Resources, Discover Abilities, Nene and Me, Sewing Bee, SMC Security, WestCare of the Pacific, Pacific Ability Resource Incorporation (PARI)

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.
DISID's Division of Vocational Rehabilitation (GDVR) has collaborated with local Government of Guam agencies such as Guam Housing & Urban Renewal (GHURA), Dept. of Agriculture, 33rd Guam Legislature, and NPOs within the community to identify and make arrangements for the provision of supported employment services and extended services.

g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR Services; and

GDVR will work collaboratively with the Employer Services Unit of the AJC to identify Private Employers, Federal Contractors, Federal Agencies, Government of Guam Agencies, and NPOs to identify competitive integrated employment and career exploration opportunities through their Virtual One Stop System (VOSS). • GDVR also participates in the Society of Human Resources Managers (SHRM) briefing meetings and foster relationships with member employers to identify competitive integrated employment and career exploration opportunities • GDVR collaborates with the Federal Civilian Personnel Office Human Resources Representatives to identify individuals with disabilities who may qualify for VR services.

2. Transition services, including pre-employment transition services, for students and youth with disabilities.

GDVR will continue to work with Guam DOE to foster relationships with existing employers that participate in the Community—Based Education (CBE) Placement Programs • GDVR will work with local Federal Agencies such as U.S.D.A, U.S.E.P.A. and SSA to establish Internships on Guam • GDVR will collaborate with these employers to develop pre—employment trainings opportunities for students with disabilities • GDVR will collaboratively work with the DOL/AJC to establish pre—employment transition training services for youth with disabilities

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

DISID will work collaboratively with the Guam Department of Public Health & Social Services (DPHSS), Medicaid Program and Division of Support Services (DSS) in seeking Medicaid reimbursements for medical durable equipment and personal care assistance services for our Clients by working towards updating and amending Guam's Medicaid State Plan • GDVR is currently working with DPHSS and other key Government of Guam agency stakeholders in the establishment of the "No Wrong Door" Long Term Services and Support (LTSS) System for Guam • GDVR is also providing technical assistance support to the State Medicaid Office in their efforts to recruit and hire qualified individuals with significant disabilities.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

DISID serves as the single point of entry State agency that is responsible for coordinating and providing services for all individuals with disabilities to include those with developmental disabilities • Unfortunately, there is no Division or Program Unit within DISID that is dedicated to specifically address the needs of Individuals with Developmental Disabilities and program funds are quite limited • DISID is currently a member of the Guam Developmental Disabilities Council (GDDC) and collaboratively participates In the development of systems change strategies to promote the independence, integration and inclusion of people with developmental disabilities within the community by conducting community awareness activities and public forums to help address access to employment, transportation, housing, recreation, and education issues that impact on individuals with developmental disabilities

3. The State agency responsible for providing mental health services.

GDVR works collaboratively with the Guam Behavioral Health & Wellness Center (GBHWC) and is represented in the Mental Health Planning Council • Client referrals for employment services are often received from staff at the GBHWC • Referrals for Mental Health services are sent to GBHWC by DISID's DVR and DSS program staff • DISID/DVR participates as an active member of GBHWC's I'Fuma Guonta (our children) Systems of Care Council to address issues affecting children with behavioral disorders.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. System on Personnel and Personnel Development

*A. Qualified Personnel Needs*

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:
i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant

disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

*B. Personnel Development*

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:
i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
ii. The number of students enrolled at each of those institutions, broken down by type of program; and
iii. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

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

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

*A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and*

*B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.*

4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

*A. A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and*

*B. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.*

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

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

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

j. Statewide Assessment

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

*A. With the most significant disabilities, including their need for supported employment services;*

*B. Who are minorities;*

*C. Who have been unserved or underserved by the VR program;*

*D. Who have been served through other components of the statewide workforce development system; and*

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

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

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

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services

2. The number of eligible individuals who will receive services under:

*A. The VR Program;*

*B. The Supported Employment Program; and*

*C. Each priority category, if under an order of selection.*

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

## l. State Goals and Priorities

## The designated State unit must:

1. Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs

3. Ensure that the goals and priorities are based on an analysis of the following areas:

*A. The most recent comprehensive statewide assessment, including any updates;*

*B. The State's performance under the performance accountability measures of section 116 of WIOA; and*

*C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.*

## m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

*A. The order to be followed in selecting eligible individuals to be provided VR services*

*B. The justification for the order*

*C. The service and outcome goals*

*D. Time within which these goals may be achieved for individuals in each priority category within the order; and*

*E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities*

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment

n. Goals and Plans for Distribution of title VI Funds

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

*A. The provision of extended services for a period not to exceed 4 years; and*

*B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.*

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services)

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities

8. How the agency's strategies will be used to:

*A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;*

*B. Support innovation and expansion activities; and*

*C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.*

## p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

*A. Identify the strategies that contributed to the achievement of the goals*

*B. Describe the factors that impeded the achievement of the goals and priorities*

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

*A. Identify the strategies that contributed to the achievement of the goals*

*B. Describe the factors that impeded the achievement of the goals and priorities*

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA

4. How the funds reserved for innovation and expansion (I&E) activities were utilized

q. Quality, Scope, and Extent of Supported Employment Services

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities

2. The timing of transition to extended services

Vocational Rehabilitation (Combined or General) Certifications

States must provide written and signed certifications that:

1. The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

*Enter the name of designated State agency or designated State unit, as appropriate*

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[17] , the Rehabilitation Act, and all applicable regulations[18] , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

*Enter the name of designated State agency*

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19] , the Rehabilitation Act, and all applicable regulations[20] , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7. The (enter the name of authorized representative below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

*Enter the name of authorized representative below*

8. The (enter the title of authorized representative below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

*Enter the title of authorized representative below*

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes

[14] Public Law 113-128. [15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014. [16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph. [17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act. [18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations. [19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.[20] Applicable regulations, in part, include the citations in footnote 6.

Certification Signature

Assurances

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

Vocational Rehabilitation Program (Combined or General) Performance Indicators

**Performance Goals for the Core Programs**

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

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient

data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

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

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

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

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

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

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

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

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

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

Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

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

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

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Employment (Fourth Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Median Earnings (Second Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Credential Attainment Rate | Baseline | Baseline | Baseline | Baseline |
| Measurable Skill Gains | | | | |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

# VII. Program-Specific Requirements for Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program. [24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## 1. JOBS FOR VETERANS' STATE GRANT (JVSG) - In support of the Disabled Veterans' Outreach Program (DVOP) at the American Job Center

Guam receives funding from the JVSG annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year basis (not program year). However, performance metrics are collected and reported quarterly on a Program Year (PY) basis (as with the ETA-9002 Series). Currently, the VETS grant operates on a multi-year grant approval cycle which is modified and funded annually.

Ann Greenlee, JVSG Regional Administrator was in Guam in 2019 to conduct a review of the grant application. ADD writeup.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State including Guam to support the Disabled Veterans Outreach Program (DVOP) specialists and Local Veterans Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. §4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG.

Guam's Disabled Veterans' Outreach Program (DVOP) specialists function within the AJC, serving as a catalyst for navigating eligible veterans and eligible spouses who have significant barriers to employment and are most in need of intensive services to become gainfully employed.

Guam is committed to serving transitioning service members, veterans, and their families by providing resources to assist and prepare them to obtain meaningful careers and maximize their employment opportunities. Guam's commitment to the men and women who have served our country, in line with fulfilling our national obligation, remains strong.

The DVOP specialists are part of the staff at the Guam American Job Center (AJC). They are fully integrated into the AJC operations and continue to provide intensive services and facilitate employment placements to meet the needs of eligible veterans and eligible spouses with a significant barrier to employment (SBE).There were no changes from JVSG 2015-2019 state plan. An eligible veteran or eligible spouse will be determined to have a SBE if he or she voluntarily attests to meeting at least one of the six (6) criteria below:

- Special disabled and disabled veteran who are entitled to compensation (or who but for receipt of military retired pay would be entitled to compensation ) under laws administered by the Secretary of Veterans Affairs; or who were discharged or released from active duty because of a service connected disability;
- Homeless veterans as defined in Section 103(a) of the Stewart B. McKinley Homeless Assistance Act;
- Recently separated service members as defined in 38 USC 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;
- An offender as defined by WIA Section 101(27),who has been released from incarceration within the past 12 months;
- A veteran lacking a high school diploma or equivalent certificate
- A low income veteran as defined by WIA Sec 101(25)(B)-WIA Section 101(25) defines the term "low income individual" for eligibility purposes;

- And any additional populations of veterans identified by the Secretary of Labor to receive DVOP services. Currently, veterans ages 18-24 are included in the population to be served per VPL 04-14. - (VPL 04-14: Designation for Additional Population of Veterans Eligible for Services from Disabled Veterans Outreach Program Specialist – Veterans Ages 18-24 Author U.S. Department of Labor)

Having the DVOP specialists serve only the veterans and eligible spouses who meet the criteria above will ensure the DVOPs are serving the specific population of eligible veterans and eligible spouses.

(b) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance.

Changes from 2019 include collaboration with Guam Vet Center, Local TV and Radio Stations, and the VA Community Based Outpatient Clinic (CBOC) to locations to conduct outreach activities, including businesses in the Eligible Training and Provider List (ETPL) . The DVOP is under the AJC structure of programs and services provided by U.S. DOL ETA for WIOA and Wagner-Peyser (W-P) Guam Employment Service (GES) along with DVOP case files. Performance measures are reported quarterly on a Program Year (PY) basis.

Observance/Recommendations

1. It has been brought up that perhaps when the DVOP specialist facilitates the provision of services at the partner and business locations, so as to gauge performance, to track, could it be considered a mandatory performance measure? And that it be used in performance evaluations of deliverables, how many veterans were assisted looking for placement in employment.

2. Add another performance indicator as measure, to perform minimum quarterly visits to each location ( at least 4 times a year) and a minimum of performing outreach activities and efforts at each location and the DVOP specialist presence at outreach events. This would help define some duties for the DVOP specialist.

3. Another recommendation is to add a DVOP Corrective Action Plan (CAP) to this section. This portion clearly identifies three (3) major approaches:

    - Reviewing and revamping the specific efforts of the DVOP staff in working directly with clients and in documenting activities and concerns effectively in case files.

    - Articulating specific steps by the AJC in ensuring that the DVOP staff efforts are in compliance with VETS policies and expectations.

    - Must ensure that DVOP Specialists update JVSG DVOP state plan writeup as needed and submit timely program reports.

PURPOSE

The Disabled Veterans Outreach Program (DVOP) is designed to provide intensive services and facilitate job placement to veterans who attest to have a significant barrier to employment (SBE). When addressing the veterans' employment needs, maximum emphasis should be placed on assisting economically or educationally disadvantaged veterans. DVOP specialists help identify job opportunities that are appropriate for the veteran's employment goals and assist that veteran in preparing for and targeting particular job opportunities.

PROCEDURES

1) Initiation. Veterans will initiate activities with the American Job Center by (a) walking into and signing in at the center; (b) completing the self-registration process online in HireGuam; (c) upon referral by partner veteran services agencies and entities, Veteran organizations; or (d) meeting with AJC staff at local outreach activities.

2) AJC Sign In. Veterans will sign in at the AJC and complete a Disabled Veterans Outreach Program (DVOP) questionnaire.

3) Eligibility. The DVOP questionnaire will determine eligibility for DVOP services. If the veteran acknowledges and confirms the presence of one or more Significant Barriers to Employment (SBE), he or she will meet with a DVOP counselor to determine the level of service the veteran will receive. provide timely reports.

1) If no SBE is indicated and they choose to receive staff support, the veteran will work with an Employment Development Worker (EDW) from whom the veteran will receive priority in receiving employment-related services from the AJC. The veteran may also opt to continue the employment search using the HireGuam website without the assistance of a DVOP counselor.

2) Registration. The veteran will be requested to complete a registration to capture demographic information on the HireGuam website. A DVOP Counselor will assist the veteran with this procedure.

3) DVOP Staff Orientation/Agreement to Services. When the veteran's attestation of an SBE is confirmed, the veteran is eligible to receive DVOP services. If the SBE attestation is not confirmed, the veteran will be referred to an Employment Development Worker to receive priority of services immediately or in a timely manner.

With a confirmation of the attestation the veteran will meet with a DVOP counselor to learn about services available and decide if he or she will continue to receive services with the DVOP counselor.
A veteran not choosing individualized services may elect to continue the employment search using the HireGUAM website.

4) Development of the IEP. A veteran agreeing to work with a DVOP counselor will discuss his/her background, articulate any SBEs, and work with the DVOP counselor to develop an Individual Employment Plan (IEP). The IEP will address any barriers to employment, develop long- and short-term goals, and list specific activities and timelines for removing the barriers to employment. The IEP will include the development or revision of the veteran's resume on HireGuam. Once the IEP is completed and agreed upon, the veteran will sign the IEP and the DVOP counselor will sign off on officially working with the veteran in the DVOP.

5) Activities to Address Barriers to Employment. The DVOP counselor will work with the veteran to address the barriers to employment. The counselor will enlist the support of other AJC staff members, members of the Business Services Unit staff, and any partner agencies or organizations within the community.

6) Job Search. The DVOP counselor will provide direct employment development services until the veteran is employed or the veteran informs the counselor that services are no longer needed.

7) Program Exit. When the veteran secures employment or when the veteran indicates that he or she no longer wants the support of the DVOP counselor, the DVOP counselor will complete the HireGuam exit process.

8) Quarterly Follow-Ups. After program closure, the DVOP counselors will conduct quarterly follow-ups to (a) confirm employment after the 2nd quarter; and (b) confirm employment retention after 4th quarter.

9) Counselor-Participant working Relationship. The DVOP counselors will maintain an effective relationship with the veteran who seeks DVOP support by:

a. Responding to referrals, initial notification of self-service registration, or walk-in registration in a timely manner (3 or 4 days).

b. Setting up an initial meeting to complete the IEP, capture the veteran's information, and encourage the engagement with the DVOP counselors (within a week of the completed registration process).

c. Maintaining communication within regular intervals (at least every two weeks) to (a) identify any concerns and necessary adjustments to the veteran's resume and IEP; (b) identify and discuss any new sources for the job search; (c) record any activities addressing barriers to employment and job search activities; and (d) confirm the veteran's agreement to continue services with the DVOP counselor.

10) Contact with Participants. DVOP counselors will demonstrate best efforts to maintain contact with the veterans (email, phone call, USPS mail). If any attempt to contact a veteran is initially unsuccessful and the veteran is unresponsive (within 2-3 days for phone calls and email messages and within 10 days for communication by mail), the DVOP counselor will attempt repeated communication at least three times using three modes of communicating. When the veteran is unresponsive after the communication by mail is attempted (within 10 days), the DVOP counselor will proceed to exit the veteran from the system and inform any partner agency/organization which require that information to satisfy their record-keeping requirements.

11) Case Notes. DVOP counselors will maintain notes of all interactions with veterans and all attempts to maintain communication with the veterans. Case management notes will indicate that DVOP counselors:

a. Are providing Individualized Career Services to participants who agree to the services that can be provided by the DVOP counselors.

b. Document a comprehensive assessment which identifies the SBE for DVOP eligibility and any employment barriers.

c. Document that an IEP, which identifies the barriers to employment, the goals to overcome the barriers, and the activities to help the veteran achieve the goals.

d. Record all services in HireGuam demonstrating that services provided are consistent with the IEP and appropriate to overcoming the employment barriers.

12) Outreach Activities. DVOP Counselors will conduct outreach activities to include job fairs, presentations, employer awareness seminars, AJC labor clinics, and other measures aligned with increasing awareness and participation of the DVOP program. Identified in the state plan, outreach events allow the DVOP counselors facilitate the provision of services in a practical manner, thus reaching more potential veteran clients seeking employment services.

Presentations may be conducted at employer events such as job fairs or at community outreach events. Monthly visits will be conducted at partner locations to ensure proper brochure placement, conduct Q&A sessions with partner program managers, and to conduct program presentations.
Partner locations are listed as:

- VA VR&E Offices
- Warriors in Transition Unit e.g. (Wounded Warrior Battalion)
- VA and other Treatment Facilities (Guam VA CBOC)
- Homeless Shelters
- Post Incarceration Programs
- Guam Probation Office
- Guam Dept. of Corrections
- Health and Human Services
- SSVF (Supportive Services for Veterans and Families) (Westcare)
- HUDVASH
- Guam Vet Center
- Guam Office of Veterans Affairs
- The Salvation Army
- Other Non-profit Organizations
- Local TV and Radio Broadcast Services

## ATTACHMENTS

The following attachments are relevant to this Standard Operating Procedure:

1) Disabled Veterans Outreach Program Questionnaire

2) Screenshot of Sample DVOP Individual Employment Plan

3) Activity Flow Diagrams

DVOP Staff activities

(d) The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable. Guam may now implement this incentive to who may qualify for it.

2. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

**Guam SCSEP State Plan**

**Section1. Purpose of the State Plan**

The Guam Senior Community Service Employment Program (SCSEP) State Plan is our framework guidance on how to move forward in providing our participants the opportunity to upgrade and enhance their skills, so they can qualify for the types of jobs available. Guam continues to build on strategies to improve SCSEP services available at the American Job Center (AJC) and continue engaging with our AJC Partners. The State plan includes strategies for the statewide provisions of community services and other authorized activities for eligible individuals under SCSEP.

The development of this State Plan is to assist us in meeting both our short and long term goals with our AJC partners in providing training to our older workers who lack the basic skills to join the local workforce. We will incorporate sections of the Guam Workforce 2020 State Plan as a guiding framework. The WIOA State Plan clearly states the importance of partnership with the other programs, initiatives and entities operating within the American Job Center (AJC),

Included in this state plan are WIOA's five (5) new strategic goals stated in Guam's 2020 State Plan as follows:

**<u>The new 2020 State Plan goals are:</u>**

1.To increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment to include up-skilling and reskilling, as well as capacity building to recover from Guam's current economic state due to the COVID-19 pandemic.

2.Provide useful and timely data and reports that align with economic and workforce development.

3.Provide an effective and integrated workforce learning environment or system to promote lifelong learning continuum and align regional economies.

4. Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, local and federal government and non-government organizations (NGOs) as well as Community-based and Faith-based organizations.

5. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS) system to ensure efficiency and effectiveness in the delivery of services to both employers and job seekers.

Faced with the upcoming military expansion, attracting, recruiting, and retaining a skilled and diverse workforce brings numerous challenges and opportunities to Guam. One approach requires a unified regional workforce agenda that focuses on individuals accessing opportunities to attain a sustainable livelihood through suitable training and employment, and for them to achieve their goals, inclusive of a knowledgeable and skilled workforce. The demand for social economic improvements will require increased planning efforts by the community to support this move. While addressing the broader community capital, the focus area of this effort is on human capital which requires varying levels of program delivery and recognizes cultural and political sensitivity to the Guam's distinct characteristics.

Preliminary indicators of the scope, magnitude and duration of the military buildup strongly suggest the implementation of talent development components of Guam's workforce State plan and Work Areas that already incorporate the SCSEP program activities. Within the next few years, the military buildup will require greater collaboration between Education, Economic Development, and Employment. The Governor's vision is focused on developing short and long-term changes to the design of the workforce system that are relevant, successful and sustainable for seniors who seek employment.

The Guam SCSEP plan builds upon a public and private partnership that is aimed at inspiring Guam's global competitiveness by connecting workforce skills and lifelong learning strategies with economic development.

**Section 2. Involvement of Organizations and Individuals**

The role of the Guam Workforce Development Board (GWDB) provides expanded collaboration and involvement of various local and federally funded job training and vocational education programs. Board members, a majority of whom are business and industry leaders, look at Guam's employment trends and emerging occupations to ensure training resources are available to job seekers and that our workforce is prepared to meet the demands of high- growth industries. The GWDB consists of

private sector and government representatives from the Guam Department of Labor which has immediate oversight of the SCSEP Program, UoG, GCC, Guam Economic Development Authority (GEDA), public and vocational education, business and industry, faith and community-based organizations, supportive service organizations, and the DISID department for persons with disabilities and DVR.

SCSEP was recognized as a partner program over a decade ago by the GWDB. The Board incorporated SCSEP as a partner of the (One Stop Center), now known as the American Job Center (AJC). Incorporated in Guam's WIOA 2020 State Plan and Goal 3 with Work Areas is a blending of strategies focused on service integration and a lifelong learning philosophy inclusive of SCSEP, designed to ensure cross planning occurs among all workforce programs that support but are not limited to this core group.

**Actionable Strategies**:

- Partner with AJC in conducting outreach efforts that involve other organizations to improve workforce development strategies for senior workers such as:

o Department of Public Health Division of Senior Citizens, State Office on Aging

o Mayors' Council of Guam

o Guam Association of Retired Persons (GARP) Sibision Para I Manamko Association (SPIMA), Senior Centers, and various non-profit and community based organizations.

o GDOL Guam Employment Service Office

o Division of Integrated Services for Individuals with Disabilities.

o University of Guam – Guam Community College

o Faith Based Organizations

Section 3. Solicitation and Collection of Public Comments

The opportunity for public comments is provided to all of the organizations who want to be involved in the development of this plan as well as any other interested parties.

Public Notification is posted on the www.dol.guam.gov website. Public comments are due by _____to be incorporated in this plan.

Section 4. **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.
**a. Location of positions** – As of July 01, 2012, positions by location is listed in the 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 November 20, 2019**

| **Village** | **PY19 Positions: 93** | **PY Modified Positions: 71** |
|---|---|---|
| **Total Allocated** | **Host Agency Assignment** | **Residency** |
| Hagatna/Anigua | 19 | 2 |
| Agana Heights | 0 | 1 |
| Agat | 1 | 2 |
| Asan | 0 | 1 |
| Barrigada | 7 | 4 |
| Chalan Pago/Ordot | 2 | 6 |
| Dededo/Harmon | 10 | 19 |

| | | |
|---|---|---|
| Inarajan | 1 | 2 |
| Mangilao | 6 | 8 |
| Maina | 0 | 0 |
| Merizo | 0 | 1 |
| MongMong/Toto/Maite | 2 | 7 |
| Piti | 0 | 0 |
| Santa Rita | 1 | 1 |
| Sinajana | 3 | 0 |
| Talofofo | 5 | 4 |
| Tamuning/Tumon | 10 | 5 |
| Umatac | 3 | 3 |
| Yigo | 4 | 8 |
| Yona | 0 | 0 |
| **Total** | **74** | **74** |

**(b) Specific Population Groups:** Guam will continue to target specific groups in the following categories:

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

- Have 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
- Have low employment prospects
- Failed to find employment after utilizing services under Title I of WIA or;
- Are homeless or at risk for homelessness

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

**Section 5. Supporting Employment Opportunities for Participants**

Guam will strive to improve performance by coordinating and leveraging resources while implementing internal systematic improvements to support employment opportunities for SCSEP participants. We will also continue efforts to be responsive to the workforce development initiatives or requirements that lead to program success. Working together with the American Job Center (AJC) partners, SCSEP will provide training; education and support services to ensure Guam employers have a skill workforce. The focus and

emphasis on demand driven occupations is a common theme across the Economic, Education and Employment communities (E3). Guam SCSEP will expand the trainee positions and partner with private and public-sector employers in business and financial operations, community and social services, education, healthcare support, food preparation, building and grounds maintenance and service related occupations.

**Section 6. Increasing Participant Placement in Unsubsidized Employment and Employer Outreach**

As a partner to the American Job 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, **Section 5. Supporting Employment Opportunities for Participants**

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**Section 6. Increasing Participant Placement in Unsubsidized Employment and Employer Outreach**

As a partner to the American Job 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.

**Section 7. 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 Public School System
- 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.

**Section 8. Coordination with Other Programs, Initiatives and Entities**

In PY2007, the Guam Workforce Investment Board modified the WIA & Wagner-Peyser State Plan and Plans of Work to include the Senior Workers within the Life Long learning framework. Guam's economic development goals have taken a higher authority in order to satisfy transformation efforts and successfully shift from a job training system to a talent development system. The co-location of AJC partners begins to establish coordinated and cross-planning efforts with other programs, initiatives and entities to accomplish goals and objectives within the broader workforce development framework. AJC serves as a catalyst to bring public and private entities to work collaboratively to ensure that seniors are included as part of the workforce pipeline.

SCSEP STRATEGIES

- Enhance American Job Center Program Delivery for Employers, Employees and Career Strategies.
- Empower people and communities through Enhanced People Reporting of Economic and Workforce Data for Community Solutions
- Adopt a collective Life Long Learning Philosophy with the (Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker)programs and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies.
- Support Increased Economic opportunities for Guam Residents and Collaboration with Business, Federal Government, Non- Governmental Organizations and Faith Based Community.

**Section 9. Avoidance of Disruptions in Service**

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

**Section 10. Improvement of SCSEP Services**

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

Additionally, the SCSEP Program Administrator will work closely with other organizations to maximize opportunities for SCSEP participants to obtain workforce development, education, and supportive services and to help move SCSEP participants into unsubsidized employment. Various labor market information and statistics are accessible to AJC case managers to inform them on the status of the economy and guide the career development process. For example, case managers can easily utilize available labor market information, along with the O*net database, to provide intensive services to eligible participants. Case managers are able to review the skills, knowledge, and abilities of specific occupations and provide clear guidance to clients obtaining relative training, employment and experience that leads to the successful attainment of their occupational goal as outlined in the career strategy plans.

Section 11. Appendices.

Appendix A – Equitable Distribution Report Appendix B – Public comments

Appendix C – Letters of attestation of participation in the development of the State Plan from required parties.

Additionally, the SCSEP Program Administrator will work closely with other organizations to maximize opportunities for SCSEP participants to obtain workforce development, education, and supportive services and to help move SCSEP participants into unsubsidized employment. Various labor market information and statistics are accessible to AJC case managers to inform them on the status of the economy and guide the career development process. For example, case managers can easily utilize available labor market information, along with the O*net database, to provide intensive services to eligible participants. Case managers are able to review the skills, knowledge, and abilities of specific occupations and provide clear guidance to clients obtaining relative training, employment and experience that leads to the successful attainment of their occupational goal as outlined in the career strategy plans.

In addition, SCSEP Staff will continue to align and build key partnerships promoting workforce development activities for SCSEP participants. Key partners in the community include the following:

- 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, such as the northern, central and southern

village areas, which allows SCSEP participants in community engagement opportunities by working with youth and older workers;

- Government of Guam, Association of Retired Persons (GGARP-SPIMA) Servicio Para I Manamko - Senior Citizens Centers 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.

Guam's workforce development goals are modified under the WIA State Plan and Plans of Work to expand activities crucial to moving Guam into a competitive workforce investment system.

Another Strategic Goal that SCSEP has is to:

PROVIDE AN EFFECTIVE AND INTEGRATED WORKFORCE LEARNING CONTINUUM OR SYSTEM TO PROMOTE LIFELONG LEARNING AND ALIGN REGIONAL ECONOMIES (LINKING GDOE, GDOL, GCC, AND UOG).

The following Work Areas (WAs) are from the Classification of Work Areas for Workforce Development

WA 204 Senior Community Service Employment Program (SCSEP)

Sub WA 204.1 Re-training and Education for Older Workers

Sub WA 204.2 Senior Outreach Efforts

Sub WA 204.3 Priority Enrollment

Sub WA 204.4 Program Participant Recruitment & Distribution

Sub WA 204.5 Avoidance of Disruption in Service

Sub WA 204.6 Unsubsidized Employment

Sub WA 204.7 Collaboration and Partnerships

Sub WA 204.8 Needs Assessment & 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

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

WA 204 Senior Community Service Employment Program (SCSEP)

OBJECTIVES

WA 204.1 Objectives:

WA 204.1 Participants to receive their high school diploma or GED

WA 204.1 On the job training from Host Agencies

WA 204.1B Actionable Strategies:

WA 204.1 To link and enroll participants in the Guam Community College and ASMUYAO.

WA 204.2 Senior Outreach Efforts - Assign participants to different host agencies.

WA 204.2A1 Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA.

WA 204.2A2 Building partnership with Guam Contractors Association (GCA) and the GCA Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and

Maintenance Occupations such as: Grounds Keeping Workers, Janitors and Cleaners, Maids and Housekeeping and etc.

WA 204.2A3 Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Civilian Military Task Force Labor Sub-Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries.

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

WA 204.2B1 Employer database System

WA 204.3 Priority Enrollment

Veterans

Spouse of a Veteran

Eligible individuals age 60 or lder

Eligible individuals age 55 to 59

WA204.3B Actionable Strategies to follow above recruitment priority

## WA 204.4 Program Recruitment Participation and Distribution

In general, the level of recruitment effort will be determined by the number of subsidized training slots available. SCSEP will promote the program among as many candidates as possible through a variety of approaches. Primary among these is the maintenance of a close liaison with the partners assigned to the American Job Center in Guam who will disseminate information regarding Program vacancies and refer interested potential applicants to SCSEP. The project will evaluate current participant to determine if anyone has the skills, and interest to be moved to the OJE program. Additional recruitment efforts will include, but not limited to, the use of:

(1) written articles for publication in local newspaper and senior publications

(2)classified advertising

(3) slide presentation to local community organizations

(4) public service announcement on radio and TV

(5) placement of brochures and posters in Social Security Office, Post Offices, banks, shopping center and other public places which older person frequent.

Applicants recruited through means will be enrolled in the project in accordance with the procedures outlined in the Program regulations and eligibility standards. Each

sponsor will perform the income determination and complete an application verifying eligibility. The guidelines for eligibility are as follows:

Not less than 55 years of age

A resident of the State of Guam

Earn no more than 125% of the federal poverty limit as per federal regulations

WA 204.5 Avoidance in Disruption in Service

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

WA204.5B Actionable Strategies:

Update all census information

WA 204.6 Unsubsidized Employment

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

WA 204.6B1 Continue to partner with the American Job Center, Guam Hotel and Restaurant Association and Host Agencies.

WA 204.7 Collaboration and Partnerships

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

WA 204.7B Actionable Strategies:

Enhance American Job Center Program Delivery for Employers,

Employees and Career Strategies.

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

Adopt a Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) Life Long Learning Philosophy and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies.

WA 204.8 Needs Assessments and Program Evaluation

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

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

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

WA 204.8B Attend meetings and group discussions

WA 204.9B1 Program Service Improvement

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

WA 204.9B Actionable Strategies:

Improve recruitment and unsubsidized employment.

WA 204.10 SCSEP Performance and Results Quarterly Report

(SPARQ)

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

WA 204.10B Ensure that all staff is entering the correct data

WA 204.1A1 Build and align programs that provide mechanisms that assist parents, schools, and community to provide learning experiences or service learning that communicate the importance of local employment.

WA 204.1A2 Internships cohorts & experience based (youth apprenticeship models)

WA 204.1A3 Increase programming efforts in school-to-work linkages

WA 204.1B1 Village based program Initiatives & Interagency, NGOs program leveraging working directly with youth serving organizations

WA 204.1B2 Integrate learning continuum in all youth programming and year round

WA 204.1B3 Youth mini-grants for learning scholarships

WA 204.1B4 Promote Science, Technology, Engineering, Math (STEM) career pathways Initiatives.

WA 204.1B5 Youth internships & service learning

WA 204.1C Outcome Indicators:

WA 204.1C1 # of participants in programs

WA 204.1C2 # of Youth Internships and sponsors supporting Youth

WA 204.1C3 Increased funding for Youth programs and related programs

## Employment and Training Programs Under the Supplemental Nutrition Assistance Program (Programs Authorized Under Section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

a. General Requirements [27]

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:
[27] 7 CFR § 273.7(c)(6)

1. The nature of the E&T components the State agency plans to offer and the reasons for such components, including cost information. The methodology for State agency reimbursement for education components must be specifically addressed;

2. An operating budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan. Any State agency that requests 50 percent Federal reimbursement for State agency E&T administrative costs, other than for participant reimbursements, must include in its plan, or amendments to its plan, an itemized list of all activities and costs for which those Federal funds will be claimed, including the costs for case management and casework to facilitate the transition from economic dependency to self-sufficiency through work. Costs in excess of the Federal grant will be allowed only with the prior approval of FNS and must be adequately documented to assure that they are necessary, reasonable and properly allocated. A State must submit a plan amendment to request budget adjustments at least 30 days prior to planned implementation;

| | State cost | Federal cost | Total |
|---|---|---|---|
| **I. Direct Costs**: | | | |
| a) Salary/Wages (This is paid under the SNAP E&T 100% Grant) | $0 | $0 | |
| b) Fringe Benefits* Approved Fringe Benefit Rate Used _____% | $0 | $0 | |
| c) Contractual Costs (Admin Only) | $73,880 | $73,880 | $147,760 |

| | | | |
|---|---|---|---|
| d) Non-capital Equipment and Supplies | $1,850 | $1,850 | $3,700 |
| e) Materials | $0 | $0 | $0 |
| f) Travel | $4,000 | $4,000 | $8,000 |
| g) Building/Space | $17,000 | $17,000 | $34,000 |
| h) Equipment & Other Capital Expenditures | $4,000 | $4,000 | $8,000 |
| **Total Direct Costs** | $100,730 | $100,730 | $201,460 |
| **II. Indirect Costs:** | | | |
| Indirect Costs*Approved Indirect Cost Rate Used:_____% | $0 | $0 | $0 |
| **III. In-kind Contribution** | | | |
| State in-kind contribution | $0 | $0 | $0 |
| **Total Administrative Cost (Total of items I, II, and III)** | $100,730 | $100,730 | $201,460 |
| *100 Percent Federal E&T Grant* | | $113,671 | $113,671 |
| *50 percent Additional Administrative Expenditure* | $100,730 | $100,730 | $201,460 |
| **IV. Participant Reimbursement (State plus Federal):** | | | |
| a) Dependent Care (including contractual costs) | $2,400 | $2,400 | $4,800 |
| b) Transportation & Other Costs (including contractual costs) | $435,000 | $435,000 | $870,000 |
| c) State Agency Cost for Dependent Care Services | $0 | | $0 |

| | | | |
|---|---|---|---|
| *Total 50 percent Participant Reimbursement Expenses* | $437,400 | $437,400 | $874,800 |
| **V. Total Costs** | $538,130 | $538,130 | $1,076,260 |

3. The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with which the State agency plans to reevaluate the validity of its exemptions;

The SNAP E&T Program anticipates an estimate of 5,000 work registrants to be exempted from E&T. The following are the categories of types and estimated number of individuals Guam SNAP E&T Program intends to exempt from E&T Participation:
1. Under 16 yrs old or 60 yrs old and above (1,024)
2. Age 16 or 17 who is not the head of household or who is attending school (0)
3. Person physically or mentally unfit for employment as defined by the agency for purpose of work requirement (260)
4. Subject to complying with any work requirement under Title IV of the Social Security Act (e.g. participating in the TANF/JOBS Programs) (0)
5. Parent or household member responsible for the care of dependent child under age 6 or an incapacitated person (70)
6. Receiving unemployment compensation (0)
7. A regular participant in a drug and/or alcohol treatment and rehabilitation program (1)
8. Employed or self-employed a minimum of 30 hours per week or earning weekly wages at least equal to the federal minimum wage multiplied by 30 hours. (250)
9. Student enrolled half-time in school, training program, or higher education but must meet student eligibility requirements (Section 273.5). (10)
10. Under 18 or 50 years old and Over (3,000)
11. Pregnant (70)

**The following are the 15% exemption allowances that Guam will use for those mandatory ABAWDS:**
1. Laid off and expected to return to work within 90 days (10)
2. Offered a job to begin within 90 days. (50)
3. Striker or locked out worker who expects to return to work within 90 days (0)
4. Homeless with no or lack of reliable transportation no more than 90 days (40)
5. At risk of homelessness (verified by eviction or financial institution notices) or "Roving" as determined by Mayors Verification but not more than 90 calendar days. (50)
6. Pending trial or incarceration. (20)
7. Undergoing treatment or counseling for Alcohol, substance abuse or family violence. (15)
8. Individual for whom participation is impractical (identified at assessment with consultation from supervisor) because of personal circumstances such as lack of job readiness and remote locations of work opportunities. (100)
9. Educational level is below the 8th grade and program will difficulty in engaging in a reasonable work component. (30)

10. Unable to place in an allowable work component within 30 days due to lack of available worksite training sponsors**.** (200)
11. Participant did not meet the ABAWD work requirement in the same month in which a notice of action is being prepared to terminate SNAP benefits for the following month for failure to meet ABAWD work requirements. (200)

4. The characteristics of the population the State agency intends to place in E&T;

The following table is reflected in the Approved Guam Employment and Training Plan (GETP) page 35:

| | 71% |
|---|---|
| **IV. Anticipated number of mandatory E&T participants** (line I – line II) | 2,000 |
| **V. Anticipated number of voluntary E&T participants** | 100 |
| **VI. Anticipated number of ABAWDs in the State during the Federal FY** | 5,800 |
| **VII. Anticipated number of ABAWDs in waived areas of the State during the Federal FY** | 0 |
| **VIII. Anticipated number of ABAWDs to be exempted under the State's 15 percent ABAWD exemption allowance during the Federal FY** | 715 |
| **IX. Number of potential at–risk ABAWDs expected in the State during the Federal FY** (line VI–(lines VII+VIII)) | 5,085 |

5. The estimated number of volunteers the State agency expects to place in E&T;

100

6. The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered;

The SNAP Guam Employment Training Program services are offered island-wide.

7. The method the State agency uses to count all work registrants as of the first day of the new fiscal year;

PHPro is a database system currently used and is able to create reports that can identify and separate duplicate registrations occurring during the fiscal year. In addition to the reports, the Social Services Supervisor or GETP program staff assures work registrants are not counted more than once in any fiscal year. A work registration list is generated by DPHSS's PHPro System vendor on a quarterly basis. The estimated number of work registrants is based on an unduplicated count of individuals from the list.

The listing which is converted to an excel file, is compared to the previous quarter work registrant listings to ensure that a work registrant is counted once during the fiscal year.

8. The method the State agency uses to report work registrant information on the quarterly Form FNS–583;

The SNAP E&T Program utilizes a database system, PhPro, which automatically generates a work registrant report that can identify and separate duplicate registrants quarterly and annually. Program staff then convert the data to an excel file to validate and compare the work registrants to the previous quarters. This is additional step to ensure the work registrant is counted once in any of the quarters within the fiscal year.

9. The method the State agency uses to prevent work registrants from being counted twice within a Federal fiscal year. If the State agency universally work registers all SNAP applicants, this method must specify how the State agency excludes those exempt from work registration under 7 C.F.R. §273.7(b)(1). If the State agency work registers nonexempt participants whenever a new application is submitted, this method must also specify how the State agency excludes those participants who may have already been registered within the past 12 months as specified under 7 C.F.R. §273.7(a)(1)(i);

10. The organizational relationship between the units responsible for certification and the units operating the E&T components, including units of the Statewide workforce development system, if available. FNS is specifically concerned that the lines of communication be efficient and that noncompliance by the participant be reported to the certification unit within 10 working days after the noncompliance occurs;

Bureau of Economic Security (BES) Eligibility Specialists (ES) in the Certification Unit are required to determine and register mandatory members of the household who must comply with the work registration requirements.
All mandatory work registrants will be required to register and will be provided information at initial application about GETP. The ES will inform the client that participation in GETP is a voluntary program, but it is an option if they are identified as an ABAWD with no exemptions. The ES will input the date the client was work registered and advise the client to contact the Work Programs Section by telephone, email or office visit. The PhPro System electronically adds the work registrant as a referral for SNAP E&T. A list is generated for review and provides opportunity for the staff to contact the client. WPS can then send an individual notice and information to SNAP recipients informing them of ABAWD requirements.

Any ABAWD who meets an exemption can also choose to volunteer in SNAP E&T, but priority will be those who are mandated to meet ABAWD work requirements.
There are three types of participants we will be assisting: Serving applicants (Students only), voluntary Non-ABAWD participants (Able-bodied Adult with Dependents), and mandatory ABAWD (Able Bodied-Adult without Dependents) since the disapproval of the ABAWD waiver for Guam. We will also provide services to those ABAWDs who meet an exemption but chose to volunteer.
SNAP E&T wants to ensure the opportunity is provided to all SNAP recipients should they choose to avail of the services.

**I. Screening Process for Students:**

The Bureau of Economic Security (BES) Eligibility Specialist will refer applicants who are students prior to eligibility determination in order to meet the student eligibility rule for SNAP benefits. Once enrolled with E&T program, E&T will inform BES once the student has completed the enrollment process to include initial assessment. The applicant will be provided support services beginning the month in which SNAP benefits are received.

**II. Able-bodied Adult without Dependents (ABAWDs) - Mandatory**

The BES ES may use the SNAP Work Registration Process Flow Chart **(Appendix F)** which will provide as a guide as to when to refer to SNAP E&T which also includes ensuring the ABAWD codes on Phpro System are accurate. The ES will refer to SNAP E&T ABAWDS who are not exempted from the general work requirements and ABAWD requirements.

**III. Able-bodied Adult with Dependents (Non-ABAWD)**

SNAP E&T also operates a voluntary program for those who are not required to meet work requirements to maintain their benefits. Adults with dependents can choose to volunteer in SNAP E&T.

Once the screening process is completed by Eligibility Staff, the participant is contacted to initiate the process with E&T enrollment, the participant is scheduled for an Initial Assessment with an assigned Case Manager (CM). The CM will review existing work history (if any), job skills, credentials, education, employment/career/occupational goals, and needs of the participant. The CM will ensure a participant's resume' is on file as well. All the information obtained through the employability assessment process will be incorporated into the participant's IEP/CSP.

If warranted, The CM will coordinate the development of an E&T contract with the participant and the employer, business, organization, community based organizations, etc. to effectuate participation. The contract outlines the participant's responsibilities, WPS/DOL responsibilities, and the placement agency or employer's responsibilities. The contract also includes information regarding: the start and end dates of the activity, the number of hours the participant is required to work daily and weekly; daily work schedule, position title, skills participant will acquire, and job duties. While developing the contract, support services such as transportation will be coordinated between the agencies. The E&T contract must be aligned with the Individual Employment Plan/Career Strategy Plan (IEP/CSP) with the goal being employment or earning a credential. The IEP is designed for 18 months in order to properly transition a participant from an unpaid work experience program to On-the-Job Training towards unsubsidized employment.

In addition, the Guam Department of Labor (GDOL) staff will provide case management services in addressing potential challenges to the participant's ability to become gainfully employed. They address such challenges by discussing the participant's circumstances and provide possible alternative solutions/options and initiate referrals to appropriate agencies/non-profit organizations such as Guam Behavioral Health and Wellness Center (formerly known as Department of Mental Health & Substance Abuse), Salvation Army, etc. They will provide the additional

mandatory case management services that include but not limited to: Career Counseling/Planning, conduct follow-up and monitoring of cases, review performance evaluations and progress, and file maintenance.

**The 18 Month "Roadmap to Success" Individual Plan (Appendix D)**

Once a participant becomes engaged with SNAP E&T, a community work experience contract will be developed and will be for a period of 6 months (level 1). On the 6th month, the CM will review participant's progress and will make that determination if the participant is to be transitioned to level 2. This is a joint decision between the CM and SNAP E&T Supervisor. This is to ensure that the participant has demonstrated the necessary skills towards paid employment. However, on a case to case basis, the CM & E&T Supervisor, will determine, based on the participants IEP/CSP, if the E&T contract needs to be extended/renewed beyond 12 months especially when it involves aligning a credential with an employment opportunity or the participant needs additional work experience/training, or soft skills training.

Should the participant reveal that employment is not the goal, and then the participant will be determined ineligible for E&T because their purpose does not align with the mission of SNAP E&T.

However, if employment is the goal. Then the CM will review with the participant the career goal identified but looking at the Labor Market Data which will show current jobs in demand and the progression of the chosen career.

If a career goal is not identified, then the participant will complete the Self-Assessment Profile offered in VOSS or any on-line interest profile to help determine strengths in possible career opportunities. These will be incorporated into their Individual Employment Plan/Career Strategy Plan.

The IEP/CSP will indicate the goals and objectives with milestones to include anticipated completion dates. The participant must demonstrate progression towards their employment goal which can indicate earning a credential intended to "boost" a participant's employment opportunities.

The participant must demonstrate effort in seeking employment. The CM will review the participant's progress through a series of periodic check-ins either face to face/telephone contact, office visit, email, or using on-line systems such as VOSS. The purpose of the periodic check-ins is to ensure that the participant is or has applied for jobs aligned with their IEP/CSP.

Should the participant deter away from their IEP/CSP, the CM will then decide whether to terminate the participant's participation in the SNAP E&T Program, re-evaluate or make changes to the milestones (estimated date of completion) indicated on their IEP/CSP.

SNAP E&T recognizes that every participant is unique and may require to be reviewed on a case to case basis.

DPHSS and DOL staff is responsible for monitoring and tracking the participant's attendance and performance during placement. Monitoring activities include reviewing documents submitted by the participant, telephone contacts, office visit, or visitation to the placement site. The participant is required to submit a monthly "Attendance Calendar" or other documentation prepared by the placement agency. Participants will be reassessed at the end of the contract period or as specified by the component for

continued participation in the component either with the same employer, a change in employer, or placement in another component. As mentioned earlier, the continued participation must be warranted (including a justification as to the reason) and specified in the IEP/CSP.
The Guam Employment Training Program is an all-volunteer program. Should a SNAP ABAWD participant choose to participate in SNAP E&T in order meet the ABAWD work requirement and fail to do so, The GETP Supervisor will notify the SNAP certification unit within ten days via email of the ABAWD's non-compliance so that they may take the necessary action on the case. All of the actions taken on a case are documented on PhPro.

11. The relationship between the State agency and other organizations it plans to coordinate with for the provision of services, including organizations in the Statewide workforce development system, if available. Copies of contracts must be available for inspection;

in Fiscal Year 2018, the Guam Department of Public Health and Social Services, SNAP Employment and Training Program entered into a memorandum of understanding with the Guam Department of Labor(GDOL)/American Jobs Center (AJC) which differentiated the roles and responsibilities, support services, and performance measures of employment outcomes of E&T participants. This MOU (attached) will be renewed for FY2020 but will extend until December 29, 2020 as long as funding is available and will be initiated through a work request. Adding the extension of the MOU will alleviate disruption of services such as case management for the participants between the end of the fiscal year and the beginning of the next fiscal year.
All participants enrolled and participating in GETP are required to register on Guam Department of Labor’s Virtual One Stop System called Hire Guam. Customers (both job seekers and employers) can work register and avail of AJC Services by registering on www.hireguam.com without having to physically visit the center to receive services.

SNAP E&T also integrates and collaborates with the Temporary Assistance for Needy Families (TANF) Program which has an Employment and Training (E&T) component under the JOBS Program. TANF recipients who are SNAP recipients, who participate in the JOBS Program, are exempted from the requirement to work register under GETP. General Assistance recipients who are also SNAP recipients are required to work register but can opt to volunteer to participate under GETP. TANF families who have exceeded their 60 month time limit, or cash assistance was terminated/expired; can transition to the SNAP E&T as long as the individual is a SNAP recipient.
Should a particular component not be available locally through the system, the SNAP E&T will coordinate all efforts with Department of Labor’s American Jobs Center (AJC) in identifying existing training programs being provided by their established Eligible Training Provider Listing (ETPL) to providing training and education leading to employment opportunities.
DPHSS E&T Program collaborates with the Guam Department of Labor (DOL) in which a SNAP participant may be co- enrolled and receiving services from both SNAP

E&T Program and Department of Labor's American Job Center. The following DOL/AJC employment programs will also be an allowable work component under the SNAP E&T Program.
The roles and responsibilities between DPHSS SNAP E&T Program and Department of Labor are outlined in a Memorandum of Understanding (MOU). The department of Labor American Jobs Center will be responsible for providing mandatory case management services which include employability assessments, creating Individual Employment Plans (IEP), monitoring and follow-up of participation in SNAP E&T, making appropriate referrals to AJC partner programs, community-based organizations and other community resources. In addition to these case management services, they also conduct site visits to meet with worksite/training site participants' supervisor to follow up on progress and address any concerns that need to be resolved as well as peer to peer consultations. DPHSS focuses on the social services aspect and support services for each eligible SNAP E&T participant.

12. The availability, if appropriate, of E&T programs for Indians living on reservations after the State agency has consulted in good faith with appropriate tribal organizations;

This section is not applicable to Guam.

13. If a conciliation process is planned, the procedures that will be used when an individual fails to comply with an E&T program requirement. Include the length of the conciliation period; and

At any time a participant disagrees with an action which results in loss of SNAP benefits due to non-compliance with SNAP E&T work requirements, they have a right to request for a Fair Hearing. The participant will complete the Fair Hearing Form and submit to the Fair Hearing Coordinator (FHC). The participant can decide to restore benefits or wait pending the result of the FH. Should the participant decide to have benefits restored during this conciliation process, there is a clear understanding that if not ruled in participant's favor, repayment will be initiated. The FHC will then schedule an Agency Conference with the participant, Case Manager and Work Programs Section Supervisor.

Disqualification Policy will not be applicable to Guam's SNAP E&T Program because it operates as both an All-volunteer program and one of the options for ABAWD's to utilize to meet the ABAWD work requirement. Therefore, should a participant not fulfill work hours; the SNAP benefits for ABAWDs who are mandatory or non-exempt, will be terminated the following month. If a participant does not meet SNAP work requirements; then the participant only will be determined ineligible for SNAP benefits until such time the requirements are met or they reapplies for benefits.

**First Occurrence: 3 months**
**Second Occurrence: 6 months**
**Third or Subsequent Occurrence: Permanently disqualified**

14. The payment rates for child care established in accordance with the Child Care and Development Block Grant provisions of 45 CFR 98.43, and based on local market rate surveys.

Reimbursement assistance for approved dependent care expenses is $200 for children below 13 years old, with 50 percent federal cost sharing of component participation. Child care expenses above the GETP authorized amount will be supplemented through the 100% federally funded Child Care and Development Fund (CCDF) only if the participant meets CCDF Eligibility criteria, funding is available and if CCDF is accepting new and/or reopen applications. In addition, if CCDF is not supplementing any child care cost that exceeds GETP maximum amount per child, and if a participant utilizes his/her parental choice by selecting a relative or non-relative to provide care for his/her children, then that provider will be subject to obtaining the various clearances (sanitary permit, health certificate) as required under CCDF. However, if the participant is using child care that is either partially funded or funded in its entirety by CCDF, then that relative or non-relative providing child care will be required to obtain such clearances as required under CCDF.

15. The combined (Federal/State) State agency reimbursement rate for transportation costs and other expenses reasonably necessary and directly related to participation incurred by E&T participants. If the State agency proposes to provide different reimbursement amounts to account for varying levels of expenses, for instance for greater or lesser costs of transportation in different areas of the State, it must include them here.

**Transportation Reimbursements**

GETP participants will receive $5.00 a day for each day worked but at a maximum of $100.00 a month for transportation allowance for each month in which they participate in a GETP component. Receipts for transportation expenses will not be required from the participants. However, participation attendance calendar or other types of documentation that verifies participation (i.e. letter from placement site, DOL certification, etc.) must be attached to the request. Payment will be processed on a monthly basis, except that reimbursements will not be provided to participants who are in an allowable DOL component who receive gas coupons, or other supportive services from DOL's Workforce Development Unit. GETP Transportation Reimbursements are automated through PHPro. Transportation reimbursements that are approved by the assigned worker are interfaced with the Department of Administration.

**Ancillary/Work Related Reimbursements**

Each participant can request up to a maximum of $250 of work related expenses in a 12 month period beginning October 1, 2019 thru September 30, 2020. Original receipts must be provided. An approved list will be provided to the participants that will indicate allowable and unallowable expenses.

16. Information about expenses the State agency proposes to reimburse. FNS must be afforded the opportunity to review and comment on the proposed reimbursements before they are implemented.

| | |
|---|---|
| List of Allowable and Unallowable participants reimbursements up to $250 in a fiscal year (October 1, 2019 thru September 30, 2020)<br>Allowable Expenses: | Unallowable Expenses: |
| Automobile repairs or maintenance service (includes shipping cost) | Automobile Insurance, Car Registration, or Automobile Purchase |
| Background checks, Fingerprinting (if required by the employer, worksite, or placement/training site),<br>Police/Court/Traffic Clearances, Health Certificates. Employment Physicals or Vaccinations (required by Worksite/ placement AND not covered by medical insurance). | Living Stipends or Student Loans, Traffic clearance fines or tickets. |
| Books only if required by the approved E&T Educational/training session | Drug/Alcohol Counseling or Therapy, or Mental Health Treatment |
| Clothing/Shoes (necessary work attire) needed for work/training/placement in which a participant can showcase professionalism while performing the job assigned. (This includes shipping cost for clothing/Shoes purchased online or via internet.) | Personal Computers |
| Course registration Fees and student activity fees (fees are not to be higher that what would have been charged for the general public).<br>Driving School Classes/Courses | Relocation Expenses |
| Tuition/Fees as it relates to their approved E&T Component. | |
| Drug Testing if required by the Employer/worksite/placement/ training site. | |
| Equipment or Tools as it relates to their E&T Component and approved by E&T Program. (Example: Yard maintenance | |

| | |
|---|---|
| tools or Equipment, hard hat, tool belt, etc.). | |
| Driver's License and or Guam I.D. card (New/Renewal/Replacement) | |
| Vision needs such as prescribed eye glasses and/or Eye Exam provided it is not a covered benefit under their medical insurance. | |

b. Able-bodied Adults without Dependents (ABAWD) [28]

1. A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs) subject to the 3- month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA:

[28] 7 CFR § 273.7(c)(7)

1. Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients;

At this time Guam opts not to participate as a "pledge" State.

2. Estimated costs of fulfilling its pledge;

Not Applicable.

3. A description of management controls in place to meet pledge requirements;

At this time Guam opts not to participate as a "Pledge" State, therefore this section does not apply.

4. A discussion of its capacity and ability to serve at-risk ABAWDs;

This section is covered under Section D: Pledge to Serve All At-Risk ABAWDs. However, Guam opts not to participate as a "Pledge" State as indicated in the previous section.

5. Information about the size and special needs of its ABAWD population; and

We anticipate the number of ABAWDs in the State during the fiscal year is 5,800.

6. Information about the education, training, and workfare components it will offer to meet the ABAWD work requirement

Guam's SNAP E&T Program offers the following education, training and workfare components for all participants enrolled in GETP:

**Education components:**

**a. Basic/Foundational Skills Instruction (Includes High School Equivalency) (BFSI):** Programs that offer academic instruction and education services below the post-secondary level. These services are provided to a participant attempting to achieve

a high school diploma. Participants have the option of earning an equivalency diploma through a series of test or taking traditional classes for high school credit. Such programs include Adult Basic Education (ABE), basic literacy, and high school equivalency (GED, HiSET, or other). This educational component must be specified in the participants IEP/CSP. The participant activities under the Guam Department of Labor/American Job Center **(Appendix E)** will fall within this component.

**b. Career/Technical Education Programs or other Vocational Training (CTEP/VOCED):** Any organized vocational educational programs (pre/post-secondary) directly related to the preparation of individuals for employment in current or emerging occupations requiring training which includes a degree (i.e. Associates), instructional certificate programs, industry skills certifications, and other course work. The Career/Technical Education and Vocational Training Programs must be specified in the participants IEP/CSP and aligned with the employment goal. The participant activities under the Guam Department of Labor/American Job Center **(Appendix E)** will fall within this component which includes Distance learning (i.e. E-learning program or course, etc.).

**c. English Language Acquisition (ELA):**This component is designed to help English language learners achieve competence in reading, writing, speaking and comprehension of the English Language. If the ELA is embedded into course or class, then it will be counted as part of the other component activity. The participant activities under the Guam Department of Labor/American Job Center **(Appendix E)** will fall within these components which are designed to increase their English language proficiency so they can attain training and/or employment success

**d. Integrated Education and Training (IET)/Bridge Programs:** These are programs that provide adult education and literacy activities simultaneously with other workforce preparation activities and workforce training for <u>a specific occupation or group of occupations for the purpose of educational and career advancement.</u> It also includes a participant enrolled in an employer's customized training program which is designed to meet the specific requirement by the employer with the intent to employ the participant upon successful completion of the training. The <u>employer does pay a portion of the participants cost.</u> The participant activities under the Guam Department of Labor/American Job Center **(Appendix E)** will fall within this component such as Employed Worker Skills Upgrading/Retraining. This allows a participant to upgrade or re-tool their skills in an existing field of work so that they might obtain, retain and or advance in employment in that field.

**e. Work Readiness Training (WRT):** These are intensive programs that include skill assessment and educational remediation services that prepare individuals for the workforce. This includes **<u>"soft skills",</u>** where are defined as personal characteristics and behavioral skills that enhance and individual's interaction, job performance, and career prospects such as adaptability, integrity, cooperation and workplace discipline. Work readiness skills may include both foundational cognitive skills such as reading for information, applied mathematics, locating information, problem solving, and critical thinking and non-cognitive skills.

Other American Jobs Center activities listed include but not limited to: Referrals to Educational Services and/or to a service provider funded under WIOA, mentorship, short-term pre-vocational services, and Financial literacy education.

**Work/Training Components:**

**I. Work Experience:**

**a. Community Work Experience Program (CWEP)** is the primary placement for all participants. This program provides unpaid work experience and new job skills through unpaid work either in a public (government) service or in a community-based private sector organization. A participant engaged in the CWEP must have an E&T contract developed by the CM and participant.

**b. Subsidized Work Experience Training with Guam Department of Labor (WIOA Funded) and/or Senior Community Service Employment Program (SCSEP):**These are work/training activities the participant is engaged in prior to or after their entry into SNAP E&T. These are adults who are working in a subsidized employment training program (WIOA Funded and non-WIOA funded) such as the Senior Community Service Employment Program (SCSEP). Most of the programs will be an allowable component for a period of one year from date of enrollment with SNAP GETP, provided that they meet the progressive milestones indicated in their Individual Employment Plan/Career Strategy Plan.

**d. Internships** are a short-term period of work experience offered by an organization for a wide range of placements with businesses, non-profit organizations and government entities. These are students looking to gain relevant skills and experience in a particular field. Internships can either be paid or unpaid.

**e. Pre-Apprenticeship/Apprenticeship** is administered by DOL and operated by both the private and public sectors. They are engaged in planned supervised system of work experience with participating employers, community-based organizations, and institutions of higher education. This includes but not limited to: University of Guam (UOG), Guam Community College (GCC), Guam Trades Academy (GTA), and Guam Hotel and Restaurant Association (GHRA). We recognize that Pre-Apprenticeship/Apprenticeship programs continue beyond one year. The SNAP E&T case manager will determine if the participant continues with E&T after their 12 months on the program.

**f. On-the-job Training (OJT)** is Administered through the American Jobs Center (AJC) and the Guam Housing Urban Renewal Authority (GHURA) designed for participants to be employed and productive while being trained by another within the company.

**g. Other work experience training program not specifically listed in this category.**

**II. Self-Employment Training:** A component that improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture. This would include attending various workshops offered by the Small Business Development Association (SBDA) and Guam Department of Labor – American Job Center Labor Clinic. Some examples of the GDOL Labor Clinics include “Small Business Opportunities”, “How To's on Developing a Small Business”, etc.

**Non-Education, Non-Work Components:**

**Job Search:** The participant may conduct job search independently or within a group setting. This includes JS activities with Guam Department of Labor. Job Search activities are identified either through the Job Search Log submitted by the participant which entails a list of jobs the participant has applied for in person, by phone/fax, online, email or postal service, direct referrals from the American Job Center staff to various employers for job opportunities documented in the Hire Guam website.

The JS activity requires that the participant make a minimum of 12 contacts with potential employers per month. The participant is required to submit their JS Log on a monthly basis for the 2 months they are engaged in JS activities. The SNAP E&T Case Manager will use DOL VOSS to review any JS activities the participant engaged in but may not have captured it in their JS Log. The AJC CM will contact the employers to verify the JS activity if it is not captured in VOSS. The JS search activity shall be embedded in their IEP/CSP. The following Participant Activities within the Guam Department of Labor/American Jobs Center will be inclusive in this JS component.

**Supervised Job Search** (as required by the Agriculture Improvement Act of 2018): The AJC's customers and businesses/employers utilize the Virtual One Stop System (VOSS), Hire Guam. Customers are able to search for available employment opportunities, update and submit resumes to various employers without having to leave their home or training site. This allows customers/participants access to services virtually, especially if transportation is a challenge. The Hire Guam website records any activity the participant/customer completes. A meeting between GDOL and GETP determined that the approved locations for Job Search Activities include the following: The American Job Center (either face to face contact, via phone, email communication, and utilizing the Hire Guam website). The Hire Guam allows for a setting of a "virtual" location.

The team defined 'supervised" as any job search activity that is staff assisted (via phone, use of social media platform, real-time communication and email) only because this is direct contact with staff. All Job Search Activities (supervised or not) are validated by the AJC CM.

**Job Search Training (JST)** are activities that are intended to enhance the job search skills of participants by providing instruction in job seeking techniques, self-confidence and motivation. It is also to prepare an individual to obtain employment or enroll in SNAPE&T Training. This component includes but not limited to: Employability Assessment, Interest and Aptitude testing, developing an Individual Employment Plan (IEP), counseling activities (career counseling, individual/group, career guidance/planning, referrals to apprenticeship programs, jobs corps and other federal training (non-WIA/WIOA Training), job and or work training placement services, or other direct training or support activities, resume writing workshops/job application workshop, and learning how to use online job search tools, Orientations, computer classes, interviewing skills, etc. The participant activities under the Guam Department of Labor/American Job Center will fall within this component. The participant must demonstrate effort while aligning with their Individual Employment Plan/Career Strategy Plan (CSP).

**Job Retention Services (JRS)** Job Retention Services is a component meant to provide support services for a minimum of 30 calendar days up to a maximum of 90 calendar days for those who have secured employment of 30 hours per week (which means the participant is exempted from the general work requirements and ABAWD requirements). These participants must be a GETP participant in order to qualify for this service.

# Performance Indicator Appendix

## All WIOA Core Programs

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

## Additional Indicators of Performance

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

# Other Appendices

# Guam PYs 2020-2023 - Vocational Rehabilitation Program (Combined or General)

Contents

Guam PYs 2020-2023 - Vocational Rehabilitation Program (Combined or General)
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i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development
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# Program-Specific Requirements for Vocational Rehabilitation (Combined or General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

## a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

### 1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

Due to resignations and term expirations, the SRC has not been able to officially meet and to vote on items due to a lack of quorum. New members have been identified to fill these vacancies and we are in the process of submitting their applications and nomination forms to the Governor for appointment. The Previous recommendations that were provided by the SRC regarding goals and priorities are taken into consideration. The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.

### 2. The designated State unit's response to the Council's input and recommendations; and

GDVR (DSU) prepares the VR portion of the Combined State Plan based on past and on-going decisions with the SRC over the past years through to present.

### 3. The designated State unit's explanations for rejecting any of the Council's input or recommendations.

Guam Division of Vocational Rehabilitation (GDVR) did not reject any of the Council's recommendations.

## b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

## 1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

No waiver of Statewideness will be requested by Guam DVR.

## 2. The designated State unit will approve each proposed service before it is put into effect; and

Not applicable

## 3. Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Not applicable.

# c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

## 1. Federal, State, and local agencies and programs;

• Federal Entities: A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of formal linkage agreement B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local Military Bases

• State Entities: A. Guam Dept. of Education (DOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD) B. Guam Dept. of Administration (DOA) Human Resources Office: B. Guam Behavioral Health & Wellness Center: Two way referrals for mental health counseling services and employment services C. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support - Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences

• Local Entities and NPOs: A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades B.: Referrals for Job Coaching/Employment Training Services C. Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services D. I-CAN and PARE Inc.: Referrals for Job Training and Placement in the Military installations under the Ability One Program E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance F. Discover Abilities: Referrals for Job Coaching Services G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings I. Veterans Affairs Office: Referrals for Training and Employment Services J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services

## 2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

University of Guam (UOG) Guam System for Assistive Technology (GSAT): Referrals for Client AT Assessments, Training, Demonstrations, AT Lending Library, Recycling and Equipment Exchange, and Alternative Financing • DISID/DVR currently serves as an active member of the GSAT Advisory Board and participates in the planning and implementation of the Annual AT Conference and Resource Fair • DISID/DVR participates as a Co—sponsor and program presenter during the Annual Assistive Technology Conference and Resource Fair • The Annual AT Conference and Fair provides an opportunity for the community to experience and become greater aware of AT devices that could be utilized to overcome barriers and challenges within the work environment and at home.

## 3. Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

DISID/DVR has collaborated with our local Department of Agriculture and the Farm to Table NPO to provide training and placement services for our VR Clients • DISID/DVR has provided technical assistance support to ensure that the local Dept. of Agriculture Office complies with the Programmatic Access requirements under the ADA and that physical barrier are eliminated. Renovations have recently been completed with two accessible parking stalls provided, lowered customer service counters, accessible route of travel, accessible toilet facilities and provision of levered door handles • The Dept. of Agriculture has also provided OJT and hired a former transition student with autism.

## 4. Non-educational agencies serving out-of-school youth; and

GDVR collaborated with the Guam Dept. of Youth Affairs (DYA) to conduct outreach and provide transition services to out of school youth • GDVR is currently an active member of the Youth Affairs Subcommittee under the Guam Workforce Development Board • GDVR also collaborates with representatives from our local juvenile justice system at the Guam Superior Court and child welfare agencies at the Dept. of Public Health and Social Services (DPHSS) • GDVR also participates in the Guam Systems of Care Council to support the development and implementation of Guam's first Child Mental Health Initiative Cooperative Agreement known as "I'Famagu' on—ta" (Our Children, for those of ages 14-21) under the Guam Behavioral Health & Wellness Center (GBHWC) for children with behavioral disorders

## 5. State use contracting programs.

GDVR currently has no cooperative agreements to participate in state use contracting programs.

# d. Coordination with Education Officials

Describe:

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

## for the timely development and approval of individualized plans for employment for the students

GDVR and GDOE have an interagency agreement that is designed to facilitate the transition of students with disabilities from receipt of educational services in school to the receipt of vocational rehabilitation services.

The agreement includes:

• DVR's assurance of the development and implementation of an Individualized Plan for Employment (IPE) for each student determined to be eligible for vocational rehabilitation services before the student leaves school;

• DVR's assurance that the core tenets, principles, and career goals stated in each student's Individual Education Program (IEP) will be incorporated into the development of their Individualized Plan for Employment (IPE).

Educational flyers regarding the provision of Guam DVR's Transition/Pre—employment Services have been developed and disseminated to students with disabilities, parents, school officials, and during community outreach events. Brochures are being developed and will entail more information on the services available.

Guam DVR Counseling Staff are assigned to each of the Public Schools to serve as a liaison to Education Officials and to conduct VR Program Orientation presentations to Students, Teachers, and their Parents and participate in regularly scheduled IEP Meetings.

Guam DVR Staff will continue to attend meetings with the Guam Advisory Panel for Students with Disabilities (GAPSD).

## 2. Information on the formal interagency agreement with the State educational agency with respect to:

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

Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities. GDVR is in the process of recruiting for a Transition Coordinator/Program Coordinator during this fiscal year.

## B. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

VR Counselors are assigned to each of the local High Schools and collaboratively participate in providing input towards the development and implementation of the student's IEP. VR Workers are available to make follow up visits to the High Schools.

## C. Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

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

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

• Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities

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

• VR Counselors are assigned to each of the local High Schools and collaboratively participates in providing input towards the development and implementation of the student's IEP

## C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

• It is mutually understood that Guam DOE/SpEd will be responsible for covering the financial costs of the educational and pre—employment related services identified in the IEP for the student until they graduate out of High School • In the best interest of the student, all known assistive technology device(s) provided for the student's use by Guam DOE during the student's senior year shall be considered as a possible AT need essential for employment outcome. • Once the student is declared eligible for VR services and existing AT device is determined essential by the VRC for an employment outcome, GDVR shall purchase the AT device(s) so that when the student exits Guam DOE, the GDVR purchased AT device(s) can be returned to Guam DOE for use by other students. • Should the GDVR purchased device not arrive by the student's graduation date,
Guam DOE will loan the student the AT device(s) until arrival, provided that GDVR submit a copy of the requisition to Guam DOE. • If the AT device(s) was customized for the student and is not usable for other students, GDVR will purchase the equipment at a reasonable used price. Qualified personnel responsible for Transition Services may include team members involved in the development and implementation of the Individualized Education Plan (IEP) such as the School Principal, Consulting Resource Teacher, School Transition Teacher (Certified Education Teachers at each school who monitors and coordinate the implementation of the transition plan) Occupational Therapist, Physical Therapist, Speech and Language Therapist, Psycho-Educational Evaluators, Job Coaches, Regular Education Teacher, School Counselor, VR Counselor, or other professional staff from the Guam Behavioral Health and Wellness Center (if student is being referred to their special programs)
While the student is under the purview of Guam DOE, they serve as the primary service provider for transition services prior to exiting the Guam DOE System.
GDVR pays for all VR related employment services such as Assistive Technology, Job Coaching service pre-employment skills training, and DOE pays for all related educational costs.
The Consulting Resource Teacher takes the lead in coordinating the IEP meetings and works collaboratively with the School Transition Teacher (Certified Education Teachers at each school) who monitors and coordinate the implementation of the transition plan services
The Transition plans have to be set in place and provided by age 14 on Guam.
Guam DOE SpEd is responsible for providing the funding support for the students with disabilities while they are still in school up to the age of 21 or before their 22nd birthday.
These services that may be identified in the IEP and provided by Guam DOE SpEd includes: Job Coaching, Speech and Language, Physical Therapy,, Occupational Therapy, Leisure Education, Autism Services, Assistive Technology, Community Based Education Job Placement, Transportation, Vision

Services, Deaf and Hearing Services, ASL Interpreting Services, Independent Living Services, and other accommodations services.

## D. procedures for outreach to and identification of students with disabilities who need transition services.

• GDVR will make information available annually to parents, teachers, and students at the high schools regarding GDVR services and the application process. The orientation presentation will also be provided to other Guam DOE staff that are responsible for referrals to GDVR for VR services. • GDVR will provide a description of the purpose of the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to VR eligible individuals. • GDVR will designate a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school. The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial. Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. • GDVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation. GDVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services. • GDVR will make a determination of eligibility for VR services within sixty days of the student/parent's and VRC's signing of the application during (or after) the initial interview. • GDVR will collaboratively develop with Guam DOE an Individualized Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed. • GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE. • During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division.

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# e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.
GDVR does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers. Services are purchased on a fee for service basis for the coordination of services. GDVR has signed agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services. Only CRPs who meet the qualifications described in DVR's Standards for CRPs and the CRP application, and have a signed agreement with DVR, are eligible to provide such services. GDVR's VR Administrator is responsible for approving the agreements. Changes in key personnel and fees are reported to and negotiated with GDVR.
The service provider application and agreement:
• Requires a background check for all CRP staff who may have unsupervised contact with DVR consumers, as well as a summary of the education and employment experience of each staff person who works directly with DVR consumers;
• Establishes specific fees for each service;
• Outlines the conditions and guidelines under which the division and the CRP will provide services for individuals with disabilities, specifying the responsibilities of each party, the scope of services, the evaluation criteria, and reporting and billing requirements;
• Outlines standards for service providers including: organizational structure; personnel; fiscal management; health, safety, and accessibility;
• GDVR has established agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services. Discussions between GDVR, the CRP and the individual receiving services come to agreement on the provider and services based on needs in connection with the vocational goal on the IPE and informed choice of the client. These services with the stated expected outcomes are outlined on the IPE and/or any needed supportive documents and signatures gathered as appropriate. • GDVR continues in its efforts to recruit for new service providers and to encourage non—profit organizations to be a part of its pool of CRPs.
• GDVR currently has agreements in place with the following CRPs: Oasis Empowerment Center, Farm To Table, Flame Tree Inc., Ican Resources, Discover Abilities, Nene and Me, Sewing Bee, SMC Security, WestCare of the Pacific, Pacific Ability Resource Incorporation (PARI).

# f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.
GDVR has collaborated with local Government of Guam agencies such as the Guam Housing & Urban Renewal (GHURA), Dept. of Agriculture, Guam Legislature, and NPOs within the community to identify and make arrangements for the provision of supported employment services and extended services. GDVR is working with different organizations focusing on groups that often require SE services, such as those individuals with traumatic brain injury.

# g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

## 1. VR Services; and

GDVR partners with employers to promote the hiring of individuals with disabilities. GDVR will work collaboratively with the Employer Services Unit of the AJC to identify Private Employers, Federal Contractors, Federal Agencies, Government of Guam Agencies, and NPOs to identify competitive integrated employment and career exploration opportunities through their Virtual One Stop System (VOSS). • GDVR also participates in the Society of Human Resources Managers (SHRM) briefing meetings and foster relationships with member employers to identify competitive integrated employment

and career exploration opportunities • GDVR collaborates with the Federal Civilian Personnel Office Human Resources Representatives to identify individuals with disabilities who may qualify for VR services.

## 2. Transition services, including pre-employment transition services, for students and youth with disabilities.

GDVR partners with employers to promote the hiring of youth and students with disabilities. GDVR will continue to work with GDOE to foster relationships with existing employers that participate in the Community—Based Education (CBE) Placement Programs • GDVR will work with local Federal Agencies such as U.S.D.A, U.S.E.P.A. and SSA to establish Internships on Guam • GDVR will collaborate with employers to develop pre—employment trainings opportunities for students with disabilities • GDVR will work collaboratively with the DOL/AJC to establish pre—employment transition training services for youth with disabilities.

# h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

## 1. The State Medicaid plan under title XIX of the Social Security Act;

DISID will work collaboratively with the Guam Department of Public Health & Social Services (DPHSS), Medicaid Program and Division of Support Services (DSS) in seeking Medicaid reimbursements for medical durable equipment and personal care assistance services for our Clients by working towards updating and amending Guam's Medicaid State Plan. GDVR is also providing technical assistance support to the State Medicaid Office in their efforts to recruit and hire qualified individuals with significant disabilities.

## 2. The State agency responsible for providing services for individuals with developmental disabilities; and

DISID serves as the single point of entry State agency that is responsible for coordinating and providing services for all individuals with disabilities to include those with developmental disabilities • Unfortunately, there is no Division or Program Unit within DISID that is dedicated to specifically address the needs of Individuals with Developmental Disabilities and program funds are quite limited • DISID is currently a member of the Guam Developmental Disabilities Council (GDDC) and collaboratively participates In the development of systems change strategies to promote the independence, integration and inclusion of people with developmental disabilities within the community by conducting community awareness activities and public forums to help address access to employment, transportation, housing, recreation, and education issues that impact on individuals with developmental disabilities

## 3. The State agency responsible for providing mental health services.

GDVR works collaboratively with the Guam Behavioral Health & Wellness Center (GBHWC) and is represented in the Mental Health Planning Council • Client referrals for employment services are often received from staff at the GBHWC • Referrals for Mental Health services are sent to GBHWC by DISID's DVR and DSS program staff • DISID/DVR participates as an active member of GBHWC's I'Fuma Guonta (our children) Systems of Care Council to address issues affecting children with behavioral disorders.

GDVR and Behavioral Health will enter into an MOU in which both agencies will agree that assisting individuals with behavioral health disorders to explore and attain employment is integral to the overall missions of both GDVR and Behavioral Health. High quality employment and support services for individuals with behavioral health disorders are high priorities for both agencies.

# i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

## 1. System on Personnel and Personnel Development

### A. Qualified Personnel Needs

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

#### i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

In FY 2019, Guam DVR served over 600 individuals with disabilities with the following (12) Full time VR employees:
One (1) Acting VR Administrator, Two (2) VR Counselor-III, Four (3) VR Counselor-I, One (1) VR Counselor-II, Two (2) VR Workers, Two (2) VR Support Staff, Two (2) Fiscal & Administrative Staff
ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
One (1) Permanent VR Administrator, One (1) VR Counselor Supervisor, One VR Counselor III, Two (2) VR Counselor-II, Three (3) VR Counselor I, One (1) Program Coordinator-IV (Fiscal & Admin Svs), One (1) Program Coordinator-III, Two (2) Program Coordinator-I, (to also fulfill the role of Transition Coordinator), Four (4) Fiscal Admin Support Staff.
Guam does not currently mandate licensure for rehabilitation counselors; as a result, DVR has adopted the Commission on Rehabilitation Counselor Certification academic degree requirements as its standard. Strategies that DVR employs to ensure an adequate supply of qualified vocational rehabilitation professionals are:
• Participating in local job/career fairs;
• Offering paid and non–paid graduate internships;
• Supporting staff in fulfilling academic requirements to qualify for CRC certification;
• Seeking out training to help staff achieve CRC recertification and professional growth;
• Arranging presentations to graduate level counseling students at the local university; and

#### ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

In FY 2019, Guam DVR served over 600 individuals with disabilities with the following (12) Full time VR employees:
One (1) Acting VR Administrator, Two (2) VR Counselor-III, One (1) VR Counselor II, (3) VR Counselor-I, Two (2) VR Workers, Two (2) VR Support Staff, Two (2) Fiscal & Administrative Staff
ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

One (1) Permanent VR Administrator, One (1) VR Counselor Supervisor, Two (2) VR Counselor III, Two (2) VR Counselor-II, Three (3) VR Counselor I (1) Program Coordinator-IV (Fiscal & Admin Svs), One (1) Program Coordinator-II to serve as a Transition Coordinator, One (1) Program Coordinator-I, ((1) Program Coordinator IV Admin/Fiscal, (1) Buyer, (1) IT, (1)Admin Assistant).

### iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

One VR Administrator, One (1) VR Counselor-III, One (2) VR Worker, One (1) Secretary, One Transition/Program Coordinator

## B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

### i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Guam does not have an institution of higher education that offers a rehabilitation counseling program leading to a Master's degree.

GDVR staff have access to the on-line Rehabilitation Counseling Program at San Diego State University's Interwork Institute.

The Guam Community College offers programs in Human Services, Allied Health, ASL Interpreting Courses.

The University of Guam offers programs in Counseling, Sociology, Psychology, Health Sciences, Social Work, Pre Medical, Nursing.

### ii. The number of students enrolled at each of those institutions, broken down by type of program; and

NA, however, one GDVR staff has completed the Masters Level Program with the SDSU Interwork Institute and is planning on taking the CRC exam within the upcoming year.

### iii. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Two GDVR Staff participated in the SDSU Distance Education Program leading towards a Master of Science Degree in Vocational Rehabilitation Counseling. One of the staff will be taking the CRC exam in 2021.

# 2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

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

Guam DVR evaluates its personnel needs annually as part of our strategic planning process. The recruitment of qualified personnel has been historically challenging in Guam due to the lack of

rehabilitation counseling programs in Guam. Out-of-state recruitment is also challenging, however after unsuccessful on island recruitments, off-island recruitments are an option consideration.
Guam DVR utilizes several recruitment strategies in addition to the preferential points offered for people with disabilities. One of the more successful strategies is to hire entry or journey level rehabilitation counselors who are highly supervised and have limited authority and assist them in obtaining the education and certification required to become a qualified rehabilitation counselor.
Guam relies upon educational institutions that deliver their curriculum via distance education. Relationships with educational institutions change based upon staff enrollment.
Guam DVR has a strong working relationship with San Diego State University (SDSU) and we are cultivating working relationships with other educational institutions in our recruitment efforts. Two staff participated in the SDSU program.
The Territory of Guam does not require licensure requirements for Rehabilitation Counselors; however, Guam DVR has adopted the Commission on Rehabilitation Counselor Certification (CRCC) academic requirements as the standard.
The Comprehensive System of Personnel Development (CSPD) requires Guam DVR to establish personnel standards that assure personnel are adequately prepared and trained. Strategies in development by Guam DVR to ensure the training, recruiting and hiring of personnel include: Attendance at local job/career fairs; Formation of an in-house training and staff development team; Offering graduate internship opportunities; Supporting rehabilitation counseling as an employment goal for clients; Supporting staff to obtain the academic requirements by CRC; Providing CRC accredited training to maintain CRC recertification and to provide for general staff development by utilizing in-house and web based training whenever possible; Presentations to graduate level counseling students at local university; and the development of a career advancement system that integrates educational and credentialing required and measures knowledge and skills in hiring and promotional consideration. This system is consistent with the national certification of rehabilitation counselors.
Guam DVR expects that newly hired personnel who do not meet the CRC academic requirements will do so within five years of employment if employed as a VRC-I and within three years if hired as a VRC-II. At a minimum, newly hired personnel must have a Bachelor’s degree, with the goal of securing a Master’s degree within their first two years with GDVR. A consequence of hiring graduates without a Master’s Degree in Rehabilitation Counseling is the additional time required for these new staff to master the work.

# 3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

## A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Guam DVR considers it a priority to hire and retain personnel who meet national standards for Rehabilitation Counseling. The Commission on Rehabilitation Counselor Certification education and work experience standards has been adopted as the qualified staff standard for rehabilitation professional.
All VR Counselors, VR Counselor Supervisor and VR Administrator are expected to meet the staff standards by becoming qualified and eligible to sit for the Certified Rehabilitation Counselor (CRC) exam within five years of their initial hire date.
Personnel not meeting the requirements upon hire will be required to review and sign an Employee Education Agreement indicating their intention to meet qualified staff standards within five years of hire.

## B. The establishment and maintenance of education and experience requirements, in accordance with section

## 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

GDVR will coordinate with other core partners to develop employment criteria and strategies that will assist all staff in obtaining a 21st century understanding of the labor work force. This area of staff development will continue to be addressed as the WIOA is implemented

GDVR collaboratively works with the Guam Dept. of Administration Human Resources Office to ensure that the required staff education and experience criteria are up to date and conform to local and federal qualification standards as it applies to the recruitment, retention and evaluation of GDVR Staff.

# 4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

## A. A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Each of the GDVR Professional and Para Professional Staff have developed their CSPD plan in consultation with the VR Administrator. These plans are updated each year when performance evaluations are conducted and the training needs of the VR Counseling Staff are discussed.

On-island training opportunities are offered and provided to GDVR Staff to include attendance in conferences such as ADA (in collaboration with the Guam DOL, the Regional Equal Employment Opportunity Commission Office and SHRM), Assistive Technology (in collaboration with the Guam System for Assistive Technology), AJC Work Experience Program and Virtual One Stop System (in collaboration with the Guam DOL), Self-Employment and Entrepreneuralship Conference (in collaboration with the UOG Guam Small Business Development Center (SBDC).

Off island Training: National Leadership Rehabilitation Institute (NRLI), Council of State Administrators of Vocational Rehabilitation (CSAVR), etc. Technical Assistance Training in vocational counseling, assessment, and job development strategies which were provided by the San Diego State University Interwork Institute.

GDVR staff attended a WIOA Workshop Training for Island VR Programs that was conducted by the Workforce Innovation and Technical Assistance Center (WINTAC) in Hawaii from March 13-17, 2018. Training topics focused on the background on WIOA, purpose, important changes, youth services in WIOA, pre-employment transition services, required and authorized services, allowable costs, potentially eligible youth, challenges and opportunities experienced by VR programs, subminimum wage employment and Section 511 of the Rehab Act, supported employment, customized employment, integration of VR in the Workforce Development System, and the common performance measures.

## B. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Guam does not have an institution of higher education that offers rehabilitation counseling program leading to a Master’s degree. Staff who do not currently meet CSPD requirements apply and enroll in distance education programs that are offered throughout the country. Guam DVR will continue to support

staff in these distance education programs and plan to coordinate with the Guam Community College (GCC) and the University of Guam (UOG) to develop curriculum options to help meet our staff's certification requirements locally through their institutions

Guam DVR Professionals and Para professional Staff will be afforded an opportunity to participate in webinars and other technical assistance trainings that are available through the various newly established technical assistance centers such as the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC), Workforce Innovation and Technical Assistance Center (WINTAC), Vocational Rehabilitation Technical Assistance Center Targeted Communities (VRTAC-TC), National Technical Assistance Center in Improving Transition to Postsecondary Education and Employment for Students with Disabilities (NTACT)

Guam DVR professionals and paraprofessionals are provided guidance information from the RSA Technical Assistance Circulars and encouraged to review research data from the RRTC website and other national research resource websites.

# 5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Guam DVR maintains or obtains the services of individuals who are able to communicate in the native languages of individuals who have limited English speaking ability or modes of communication of the individual, applicant, and consumer.

Guam DVR have staff who are able to speak the various languages of the South Pacific islanders as well as interpreters for the deaf. There are also requirements concerning knowledge of cultural issues that may impact services to these groups.

Guam DVR requires the use of Guam certified interpreters for the deaf when sign language interpreter services are required in the provision of VR services.

Guam DVR also supports staff who would like to gain skills in ASL.

Guam DVR participated in the Language Equality Access Forum to address language access barriers for those who work in Education, Public Health, and the Legal System on Guam and also attends the Culture, Language Access Service Partners (CLASP) strategic planning meetings.

# 6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

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

Guam DVR collaborates with the Guam Department of Education on coordinating service delivery to eligible individuals. Guam DVR Staff will be cross trained and afforded personnel development opportunities in collaborative partnership with the Guam DOE/SpEd Program through the formal linkage agreement.

DVR Transition Services – DVR reaches out to students with disabilities throughout the Guam Schools in order to foster their smooth transition from secondary school into vocational/academic training and into the world of work. VR counselors are assigned to specific schools to streamline the referral process, ensure counselor participation in Individualized Employment Plan (IEP) development, and ensure that all schools are informed of DVR services. Contact with schools is carried out, at a minimum, on a monthly basis. A teleconference with GDOE staff involved in transition initiatives will be held each quarter. These quarterly teleconferences will allow staff to share information, brainstorm ideas, and develop effective strategies for service delivery.

# j. Statewide Assessment

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

## A. With the most significant disabilities, including their need for supported employment services;

SE has always been a need for many of the Most Significant Disabilities (MSD) participants. There is a great need for an Autism Specialist on Guam to help with early identification, assessments, treatment, and education regarding the need for adequate supported employment services and extended services for this targeted population.

There is also a great need for Clinical Psychologist to assist Individuals with Mental Health conditions to cope with the stress and anxieties in the workplace.

A new Non-Profit Organization (Hunter's Speak) has been established on Guam with a mission of establishing a Comprehensive Autism Center which could provide early diagnostic assessments, therapeutic treatment, support, and training for parents and family members. The organization has conducted numerous fundraising activities to provide scholarships for individuals on Guam that wish to be trained as an Applied Behavioral Analyst and the organization has already identified a temporary facility to operate from.

## B. Who are minorities;

As a result of the Compact of Free Association agreement that was signed by the U.S. Government and the Federated States of Micronesia, immigrants from the islands of Chuuk, Pohnpei, Yap, Kosrae, the Republic of Palau, the Republic of the Marshall Islands currently reside on Guam and are considered minorities that have been unserved or underserved by the VR Program.

Guam is a very diverse community and there are other minorities that have migrated to Guam from Asia to include individuals from Japan, Korea, China, and Vietnam and due to the cultural and language communication challenges, these individuals have been unserved or underserved by the VR Program but have accessed other components of the workforce development system.

## C. Who have been unserved or underserved by the VR program;

Again, a number of the minorities listed earlier have been unserved or underserved due to cultural and language challenges that they face.

Those with Severe Developmental Disabilities that may have dual diagnosis and those with transportation issues are also included in this population.

Those that have recently been released from incarceration and have challenges in seeking jobs due to their conviction record which may have not been expunged.

## D. Who have been served through other components of the statewide workforce development system; and

Out-of-school youth and youth activities programs.

Displaced or dislocated workers.

Those requiring vocational education training or post-secondary education.

Those in need of Work-Experience Program.

Those participating in the Senior Community Services Employment Program (SCSEP)

Those in apprenticeship programs.

Those requiring adult education and training programs.

Those in worker retraining programs

Students are referred to the Classroom to Career Programs at the AJC or Work Experience Program (WEP) to gain work experience and learn job responsibilities and to develop work behaviors in the worksite. VR services that supplement work experience include the provision of Assistive Technology, and job coaching services.

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

Guam DVR works collaboratively with the Child Adolescent Services Division at the Guam Behavioral Health & Wellness Center that administers the I'Famagu'on-ta Program which provides integrated, community-based outpatient services for adolescents youth who are high risk and those with serious emotional disturbances (SED).

Services include care-coordination (wrap around), individual, group, and family counseling, training and support, home-based services, 24-hr crisis hotline, transition-placement services, and education and awareness outreach for early identification, prevention, and intervention services.

Youth with disabilities could include those that are in or out of school and may exceed the age of 21.

Students with disabilities could include those that are still in school and are under age 21.

Other youth with disabilities include those that have been placed at the Department of Youth Affairs Facility due to uncontrollable behavioral issues or having committed a crime.

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

There is a need to establish community rehabilitation programs on Guam due to the lack of existing programs and specialist such as Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Autism Specialist, etc. It is very difficult to recruit these Specialist due to the competitive salaries that exist in the mainland and the high cost of living on Guam.

The lack of training for local CRPs is a critical factor and Guam DVR is currently working with the Guam Community College and the University of Guam to develop new curriculum programs and certificates to help build the capacity of the local CRPs.

To work with CRPS to establish CARF standards and to access and utilize the various Technical Assistance Centers

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

There is still a need to further improve the transition career services and pre-employment transition services within the Guam DOE/SpEd program. Guam DVR is finding that there are a number of students with disabilities that are graduating from high school that have a need to take remedial courses in English, Reading and Math as they pursue higher educational opportunities or to pursue competitive job market.

Though the Community-based education program (CBE) provides opportunities for work exploration, employers still have a need to receive training on how to effectively communicate and provide reasonable accommodations or AT for individuals with disabilities.

Guam DVR will be working collaboratively with Guam DOE/SpEd to address these concerns and to incorporate pre-employment transition services within the IEP and transition process.

Guam DVR will also be working collaboratively with the Guam DOL-AJC to develop apprenticeship and internship programs for transition age youth in the high schools

# k. Annual Estimates

Describe:

## 1. The number of individuals in the State who are eligible for services

650-700 Individuals with Disabilities are eligible for services on Guam.

## 2. The number of eligible individuals who will receive services under:

### A. The VR Program;

600-650 Eligible Individuals will receive services from Guam DVR

### B. The Supported Employment Program; and

10-15 Individuals are eligible for the Supported Employment Program on Guam

### C. Each priority category, if under an order of selection.

Not Applicable.

## 3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Not Applicable.

## 4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Average costs for services could be estimated around $8,000-$9,000 per Client for an expected employment outcome

In FY 2019 Guam DVR served over 600 individuals. DVR is not operating under an Order of Selection (OOS), and has not operated under OOS at any time in the last five fiscal years. There is adequate funding and Guam DVR is working on CSPD requirements and recruitment efforts to ensure that we are staffed with qualified rehabilitation counselors and adequate support staff.

Guam DVR will continue to closely monitor expenditures and obligations as well as staffing patterns in relation to the number of applicants, and those receiving services.

Guam DVR will also continue monitoring the number of IPEs and the relative cost of each throughout the year to ensure our ability to serve all eligible clients.

# l. State Goals and Priorities

The designated State unit must:

## 1. Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions

Using the 2017 Comprehensive Statewide Needs Assessment (CSNA), the State Rehabilitation Council (SRC) and Guam Division of Vocational Rehabilitation (DVR) reviewed seven CSNA need areas and asked to rank those needs in terms of their top three priorities. Using color dots, each dot assigned a numerical value. Two ranking sessions allowed different groups to rank the need areas. The SRC and Guam DVR took part in a mandatory state plan modification planning session to set vocational rehabilitation priorities for Guam. The second ranking session invited Guam Systems for Assistive Technology (GSAT) March 2, 2018 conference participants to rank the seven need areas.

# 2. Identify the goals and priorities in carrying out the VR and Supported Employment programs

Using the 2017 Comprehensive Statewide Needs Assessment (CSNA), the State Rehabilitation Council (SRC) and Guam Division of Vocational Rehabilitation (DVR) reviewed seven CSNA need areas and asked to rank those needs in terms of their top three priorities. Using color dots, each dot assigned a numerical value. Two ranking sessions allowed different groups to rank the need areas. The SRC and Guam DVR took part in a mandatory state plan modification planning session to set vocational rehabilitation priorities for Guam. The second ranking session invited Guam Systems for Assistive Technology (GSAT) March 2, 2018 conference participants to rank the seven need areas.

# 3. Ensure that the goals and priorities are based on an analysis of the following areas:

## A. The most recent comprehensive statewide assessment, including any updates;

The most recent Comprehensive Statewide Needs Assessment (CSNA) was completed in 2017 through a service contract that was awarded to SDSU Interwork Institute. SDSU was also awarded the contract at the end of FY 2019 to conduct the CSNA. The assessment is ongoing.

## B. The State's performance under the performance accountability measures of section 116 of WIOA; and

Guam DVR's strategic planning process is developing into a comprehensive process and includes defining the agency's mission, guiding principles, goals, strategies and outcome measurements.
Input for the development of guiding principles, goals, strategies and outcome measurements, will come from the CSNA, ongoing client satisfaction surveys, and other program evaluation activities including the development of an annual case file review process, MIS reports, monitoring activities and administrative contribution.
Guam /DVR is developing a system to continually monitor the progress towards meeting the standards and indicators and make necessary adjustments to priorities and strategies as required.
Baseline data will be utilized to meet the performance standards and indicators requirements.
Guam DVR will collaboratively work with the core partners of the AJC to improve the performance accountability measures under Section 116 of WIOA.

## C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

Consumer Satisfaction Surveys that are conducted during each phase of the VR Process from Intake and application, IPE Development and implementation and closure are reviewed by the SRC.
Feedback from Public Forums are also very beneficial.
Review of Client Assistance Program Reports

# m. Order of Selection

Describe:

## 1. Whether the designated State unit will implement and order of selection. If so, describe:

### A. The order to be followed in selecting eligible individuals to be provided VR services

Guam DVR has elected not to exercise the discretion of utilizing the Order of Selection Criteria for Applicants of VR Services since we do not have any individuals on a waiting list.

### B. The justification for the order

Not Applicable.

### C. The service and outcome goals

Not Applicable.

### D. Time within which these goals may be achieved for individuals in each priority category within the order; and

Not Applicable.

### E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities

Not Applicable.

## 2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment

Not Applicable.

# n. Goals and Plans for Distribution of title VI Funds

## 1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services

To pursue supported employment outcomes for individuals with disabilities, especially those with significant disabilities, that achieve competitive integrated employment.

To ensure that subminimum wage is not utilized for VR Clients that are provided with supported employment services

To collaborate with Guam DOE/SpEd in identifying transition age students and youth with disabilities that require and may be eligible for supported employment services.

To identify new extended program service providers and to also utilize Guam DVR services funds if needed

## 2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

### A. The provision of extended services for a period not to exceed 4 years; and

Guam /DVR will provide the extended services for the youth with significant disabilities up to 4 years. After the 4th year, Guam DVR will access the Division of Support Services to provide the extended services for youth with the most significant disabilities.

### B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Guam DVR will work collaboratively with the American Job Center (AJC) and Guam DOE/SpEd to identify employers and organizations that would provide extended services and expanded supported employment opportunities for youth with the most significant disabilities.
Half of Guam DVR's allotted supported employment program funds would be reserved for supported employment services to youth with the most significant disabilities.
Guam DVR will utilize VR program services resources and leverage other resources from Government of Guam agencies and NPOs to provide extended services for youth with the most significant disabilities.

# o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

## 1. The methods to be used to expand and improve services to individuals with disabilities

Guam DVR will work collaboratively with the Guam DOL/AJC to maximize existing resources and promote the access and use of the resources and services that are available for our VR Clients at the DOL/AJC .
Self-Employment opportunities will be promoted for VR Clients with Disabilities.
Agricultural. Horticultural, Aquacultural, and Life Stock programs will be developed for our VR Clients in collaboration with the Guam Department of Agriculture.
Internship and apprenticeship programs will be established for our VR Clients.
Staff development opportunities will be afforded to our VR Staff.
Public Transportation issues will be addressed.
Formal linkage agreements will be established with core partners and DOE/SpEd.
Self-Advocacy and Independent Living Trainings will be provided for VR Clients.
Multi-Marketing and Outreach strategies will be developed to promote the availability of VR services.
Identification and establishment of new Community Rehab Providers will be provided for VR Clients.
Fostering relationships with Employer representatives from the Federal Government, Local government, Federal Contractors, and the Private Sector to recruit and hire VR Clients

## 2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at

## each stage of the rehabilitation process and on a statewide basis

Guam DVR will work collaboratively with the Guam System for Assistive Technology (GSAT) to assess the client's AT needs in the employment environment and to provide training in the use of these technologies.

Adaptive software and hardware will be provided to the DOL/AJC for use by Clients with disabilities.

Effective communication strategies will be utilized for Clients that are deaf or hard of hearing or are blind or have vison loss through the uses of qualified ASL Interpreters, off-site real time captioning and interpreting services, provision of alternative formatted materials, and the provision of other auxiliary aids and services at the VR office and the AJC.

## 3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program

Guam DVR developed a multi marketing campaign to conduct community outreach and promote the VR services through the local KUAM TV station. •

Guam DVR has participated in community outreach events such as the AT Fair, Veterans Events, Homeless Coalition Events, Autism and Down Syndrome Conferences and have set up table display at the Mall and Hotels.

Guam DVR has conducted outreach presentations for various ethnic community based organizations and through the school districts. •

Guam DVR is currently updating the organization's website and will be posting a link of the DOL/AJC HireGuam site.

Guam DVR will be working collaboratively with the various disability organizations on Guam such as SiNA, Down Syndrome Society, Parents Empowering Parents, Autism Community Together, New Vision Guam, Faith based organizations, the Consul Generals from the Philippines and FSM to conduct outreach and identify individuals that could be served

## 4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services)

Guam DVR updated their formal linkage agreement with Guam DOE/SpEd and the contract was submitted to the Office of the Attorney General for review/approval. The agreement will articulate the process for the coordination of services.

If a student is in a transition plan and prior to transitioning to VR services, the team involved in the student's IEP and transition plan will ensure that services that had been identified by Guam's DOE/SpEd are provided to the fullest extent possible and to allow the student to have utmost informed choice in their employment goals based on their skills, abilities, and interest.

Guam DVR will provide support to students whose vocational goals require them to pursue an academic or vocational training program at postsecondary educational institutions such as the Guam Community College (GCC) or the University of Guam (UOG).
Workshop presentations will be conducted at the various high school and college campuses.

# 5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State

The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.
Strategies to Improve VR service delivery include leveraging and increased use of the Guam American Job Center and HIRE GUAM system.
Enhance and improve the efficiency and effectives of the VR service delivery system .
Develop new CRPs and/or enhance delivery of CRP service.
Increase supported employment services to clients and increase CRP vendors service providers Guam is currently lacking local capacity for specialized positions, such as Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Autism Specialist, etc.
Those individuals that hold the aforementioned certifications typically hold positions in the local hospitals and perform additional duties on a part-time basis. Furthermore, the University of Guam and Guam Community College do not hold degree programs in these specialties. Guam often has to rely on off-island recruitment; however, competitive and comparable salaries are below national levels, especially when you take into account relocation costs and the high standard of living. Local certification programs within UOG and GCC are necessary to fill the gap until educational program are developed. Furthermore, most community rehabilitation programs do not adhere to national standards, such as The Joint Commission or Commission on Accreditation of Residential Facilities. Local mandated standards require a thorough review and overhaul. Better accountability is required to improve overall services. The GCC is embarking on certified social programs to ensure proper training is provided and minimal acceptable standards for certain healthcare related positions.
Guam DVR's preference is for local community rehabilitation programs to be certified through a national or local entity. At the moment, there are no local standards for the community rehabilitation programs, so local programs/providers are encouraged to seek accreditation through the Commission on Accreditation of Rehabilitation programs.

# 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA

The GDVR program acknowledges that it would be subject to the common performance accountability measures, established in section 116 of WIOA, applicable to core programs of the workforce development system.
The VR system requires a joint management, ownership, and responsibility between the VR and the SRC for actions and results. This includes continuous input from stakeholders and investments in electronic record/case management system to improve accessibility, effectiveness of the VR services to consumers, community partners and case management.
Guam DVR will develop a program delivery system that is comprehensive, coordinated with our stakeholders, effective, efficient and accountable.
Priority areas include:
• Complete an updated Case Services Manual • Continue to develop and refine planning strategies and program outcome measurements • Develop and implement a case file review system • Continue

development program quality assurances measures • Develop a streamlined vocational evaluation system
Guam DVR will collaboratively work with the core partners of the AJC to improve the performance accountability measures under Section 116 of WIOA

# 7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities

GDVR will have VR Counselors provide information to prospective applicants at the American Job Center who may be interested in applying and receiving VR services at the Center.
GDVR will work collaboratively with the Guam DOL/AJC to provide staff with disability awareness training and technical assistance to comply with the Section 188 equal access and reasonable accommodations requirements under WIOA.
GDVR will work towards assisting the components of the statewide workforce development system to become greater aware of accommodations strategies that could be utilized in the work environment and to promote the use of the Job Accommodation Network website resources

# 8. How the agency's strategies will be used to:

## A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

GDVR will work collaboratively with the US Attorney's Office Workforce Development Initiative to address issues regarding the challenges of having the public transit access the military base because our Clients that use the Para transit services can only be dropped off at the front gate entrance and the distance to the work site can be several miles. Agreements will be established with Ability One Programs to assist in providing transportation services within the base.
GDVR will work towards addressing the need for AT vendors to assess, provide and train individuals with disabilities on various AT equipment and communication devices
GDVR will work towards addressing the needs of individuals that are deaf that are experiencing difficulty in accessing services due to the lack of qualified ASL Interpreters. •
GDVR had advocated and consulted with HR Staff from Guam DOE to establish an ASL Interpreter classification position because ASL Interpreters were being hired as classroom aids and were not fairly compensated. The DOE Board approved the newly established positions and a number of classroom aids had applied and are now employed as ASL Interpreters.
There was a need to identify an AT vendor to repair wheelchairs on Guam and Guam DVR is working towards identifying Clients that would be interested in establishing a wheelchair repair business in the development of their IPE goal.

## B. Support innovation and expansion activities; and

GDVR's strategies to support innovation and expansion activities include designating funds for the purpose to improve the quality of CRP services to individuals with disabilities. The Division will evaluate the best approach for improvement, including input from the CRP community, and allocate resources to begin this innovative activity. It is expected that the Division will begin this process in PY2020 and continue efforts into PY2021.

## C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Guam DVR will work collaboratively with the Guam Department of Labor (DOL) American Job Center (AJC) Staff to address the transportation challenges that are faced by many individuals with disabilities

who are seeking employment. An MOU will be developed between the Guam Regional Transit Authority (GRTA), Veterans Affairs Office (VA), and DOL to maximize the use of existing GRTA accessible minivans and to identify funding support to operate and maintain these vans and individuals that are interested in receiving training to transport clients with disabilities to and from work. There is a lack of qualified Job Coaches on Guam and Guam /DVR plans on providing formal Job Coaching Training for the community. There is also a lack of qualified Personal Care Assistants on Guam so Guam /DVR plans on collaborating with the local Care Provider Association to coordinate a formal training program for the community.

# p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

## 1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

### A. Identify the strategies that contributed to the achievement of the goals

Onsite training from WINTAC on Transition Services and other VR issues, followed with ongoing conference calls, has greatly helped GDVR staff to have a better understanding of providing transition services to eligible students graduating out of the high schools. They were very instrumental in updating the much needed MOU agreement between GDVR and GDOE.

### B. Describe the factors that impeded the achievement of the goals and priorities

VR Administrator recruitment difficulty.
Inability to fill vacated positions due to a combination of a freeze in hiring between FY 2017 - 2019 and the DSA Director's interpretation of cost cutting measures by imposing restrictions on expending VR funds and filling much needed positions.
Staff restricted travel to attend RSA approved training/conferences imposed as a part of cost cutting measures.
Personnel resources overly committed.
SRC members appointed by former Director being allowed to continue their term under new leadership rather than starting fresh with new membership.
GovGuam administrative bureaucracies negatively impacting the ability to expend VR funds.
Services Manual not up to date with changes in the Rehab Act and the WIOA.
Challenges to procure for a new management information system.

## 2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

## A. Identify the strategies that contributed to the achievement of the goals

For individuals who require supported employment supports the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job. Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services.
Guam DVR worked with existing employers to provide the needed extended services for VR Clients with significant disabilities
Guam DVR ensured that subminimum wage is not utilized for VR Clients that were placed under supported employment,

## B. Describe the factors that impeded the achievement of the goals and priorities

In addition to the lack of service providers to provide SE services, staffing issues has interfered with plans for training and implementation of customized employment as a formalized option for individuals with the most significant disabilities who require supported employment services

# 3. The VR program's performance on the performance accountability indicators under section 116 of WIOA

GDVR is examining performance accountability information under Section 116 of WIOA and will have performance indicator data once they have been agreed upon with the other state entities.
This plan is filed at a transitional period for standards and indicators in vocational rehabilitation.Section 116 of WIOA establishes six new performance indicators to align these measures across programs in the state. GDVR has not traditionally reported these measures as defined.

# 4. How the funds reserved for innovation and expansion (I&E) activities were utilized

GDVR sets aside a portion of funds for development and implementation of innovative approaches to improve the provision of VR services, particularly for individuals with significant disabilities. Funds are used to support the Agency goals and priorities. GDVR intends to sponsor more outreach events to create a better understanding of DVR's services. Funds will be used to support Business Engagement efforts and to support the State Rehabilitation Council.

# q. Quality, Scope, and Extent of Supported Employment Services

Include the following:

# 1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities

Scope of Supported Employment Services: Supported employment services provided are the ongoing support services, including customized employment, and other appropriate services needed to support

and maintain an individual with a most significant disability, including a youth with a most significant disability, in supported employment.
Quality of Supported Employment Services: The quality in the provision of VR services is evaluated to ensure it complies with the criteria and requirements of supported employment:•Work is performed in an integrated setting that provides interactions with individuals who do not have disabilities, other than caregivers or program staff•The individual is receiving wages commensurate with non-disabled workers doing the same work•The ongoing support needs and source have been identified•Supported employment services provided to individuals arefor the maximum number of hours possible, based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of the individual•The individual and the employer are satisfied with the placement.
GDVR will work with Guam DOE/SpEd to identify individuals and youth with the most significant disabilities through the IEP and transition process
The quality, scope, and extent of supported employment services will be based on the Client's informed choice and specific need for certain services such as Job Coaching, Personal Care Assistance, Mobility Orientation Training, etc.
GDVR will also conduct a thorough assessment of the need for AT and other services

## 2. The timing of transition to extended services

The timeframe to provide extended services for SE increased from 18 to 24 months for adults, and up to 48 months for youth with the most significant disabilities. Extended services will be provided until the individual has transitioned to stable employment, but typically not to exceed 24 months, unless the individual was a youth with a most significant disability in which then services could be provided for up to 48 months.

# Vocational Rehabilitation (Combined or General) Certifications

States must provide written and signed certifications that:

## 1. The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

### Enter the name of designated State agency or designated State unit, as appropriate

Guam Division of Vocational Rehabilitation (GDVR), (Designated State Unit)

## 2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the

Unified or Combined State Plan[17] , the Rehabilitation Act, and all applicable regulations[18] , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

Enter the name of designated State agency

Department of Integrated Services for Individuals with Disabilities (DISID)

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19] , the Rehabilitation Act, and all applicable regulations[20] , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7. The (enter the name of authorized representative below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

Enter the name of authorized representative below

Rita Sotomayor

8. The (enter the title of authorized representative below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

Enter the title of authorized representative below

Acting VR Administrator, GDVR

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

## Footnotes

[14] Public Law 113-128. [15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014. [16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph. [17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act. [18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations. [19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.[20] Applicable regulations, in part, include the citations in footnote 6.

## Certification Signature

| Signatory information | Enter Signatory information in this column |
|---|---|
| Name of Signatory | Rita Sotomayor |
| Title of Signatory | Acting VR Administrator |
| Date Signed | 04/29/2020 |

# Assurances

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

| The State Plan must include | Include |
|---|---|
| 1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act. | |
| 2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140. | |
| 3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan: | |
| 3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act | |
| 3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected): | |
| 3.b.(A) “is an independent State commission” (Yes/No) | No |
| 3.b.(B) “has established a State Rehabilitation Council” (Yes/No) | Yes |
| 3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act | |

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

| | |
|---|---|
| 4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will: | |
| 4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act | |
| 4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act | |
| 4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) | Yes |
| 4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act | |
| 4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act | |
| 4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act | |
| 4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act | |
| 4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act | |
| 4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs | |
| 4.j. With respect to students with disabilities, the State, | |
| 4.j.i. Has developed and will implement, | |
| 4.j.i.I. Strategies to address the needs identified in the assessments; and | |
| 4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and | |

expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))
5. Program Administration for the Supported Employment Title VI Supplement:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act
6. Financial Administration of the Supported Employment Program:
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act

| | |
|---|---|
| 7. Provision of Supported Employment Services: | Yes |
| 7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act | |
| 7.b. The designated State agency assures that: | |
| 7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act | |
| 7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act | |

## Vocational Rehabilitation Program (Combined or General) Performance Indicators

### Performance Goals for the Core Programs

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

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

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

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

- Credential Attainment Rate; and
- Measurable Skill Gains

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

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

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

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

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

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

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

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

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of

performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

| Performance Indicators | PY 2020 Expected Level | PY 2020 Negotiated Level | PY 2021 Expected Level | PY 2021 Negotiated Level |
|---|---|---|---|---|
| Employment (Second Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Employment (Fourth Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Median Earnings (Second Quarter After Exit) | Baseline | Baseline | Baseline | Baseline |
| Credential Attainment Rate | Baseline | Baseline | Baseline | Baseline |
| Measurable Skill Gains | Baseline | Baseline | Baseline | Baseline |
| Effectiveness in Serving Employers [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] | Not Applicable [1] |

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

***** END OF DRAFT PLAN *****