GUAM PYS 2024-2027

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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]

[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. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

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 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.)

Yes

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.))

Yes

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.

A four-year strategy for the WIOA core programs is outlined in the State Plan. Guam's Combined State Plan meets the required elements for submission under the Workforce Innovation and Opportunity Act (WIOA) and other federal guidance to include TEGL 4-23. The primary content areas of the Plan include new strategic and operational planning elements. All strategic and operational planning elements in the Plan apply to all core programs and partner programs. The new Guam Combined State Plan focuses on areas that identify the State's efforts to support its strategic vision and goals as determined in the Strategic Planning Elements section.

Even as the island continues to recover economically from disruption brought about by the recent super typhoon in May, 2023, the Guam Department of Labor (GDOL) remains steadfast with meeting strategic and operational planning elements for the WIOA core programs.

Guam intendsintents to ensure that the strategies for implementing the WIOA core programs and partner programs are sound and meet all mandatory components required. Aligned with the current economic climate, workforce development, and labor market information we will ensure that the strategic and operational planning elements are embedded in our strategies and respond to the needs of employers and job seekers for economic recovery. The State's priorities include key actions necessary to improve equity and access to workforce programming resulting in greater opportunities for economic mobility for the residents of Guam. The Guam Department of Labor (GDOL) and its partner organizations are committed to workforce development programs with WIOA planning requirements that aim to foster better alignment of federal investments across job training and education programs. Cross-program training will be utilized for improved service delivery with WIOA programs, to look at growing industries, to revisit and reintroduce programs for shared customers, to improve efficiency and ensure that these analyses, and initiatives support Guam's new workforce development programs to support future economic growth.

Guam's vision is to expand economic opportunities for job seekers and promote a flexible, innovative, and effective workforce system within the island's economy. To accomplish this, Guam ensures continued development of data- driven goals for preparing an educated and skilled workforce; expanding economic opportunity, prosperity and partnerships for the people of Guam and continuing to promote workforce development activities and collaboration that support its strategic goals with economic development and coordination with the private sector.

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. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes 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. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

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—

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

III. EMPLOYERS' EMPLOYMENT NEEDS

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

Guam's economy is expected to continue expanding and recovering from the Pandemic downturn throughout Fiscal Years 2024 and 2025. This economic expansion and partial

recovery began in 2021 and 2022, restoring Guam's growth trend. Further, increased economic activity is anticipated due to simultaneous increases in construction including the progression of the Camp Blaz Marine Corps base construction activity nearing its planned peak, missile defense construction, private and Government construction projects, and continued recovery in the tourism sector from Korea and Japan.

The three primary sources of fund inflows to Guam are tourism, federal expenditures, and construction capital investment. Tourism has begun a partial rebound from the pandemic virtual shutdown in March 2020, continuing into 2022. There is a solid upside for an increased tourism forecast with a little downside. Federal expenditures will likely remain well above recent levels due to the Marine Corps base projects and increased non-defense appropriation levels in general and for Guam specifically. Construction is almost certain to increase substantially; that is supported by private, Government of Guam, and Federal projects already contracted, increasing appropriation levels, workload backlogs, and eased federal restrictions on imported workers to meet the demand. Guam's location in the Pacific will continue to provide a fundamental advantage for defense and support the long-term trend of tourism expansion.

As always, a myriad of uncertainties regarding global health developments, economic or political issues, military conflicts, and potential natural disasters could enhance or impair the anticipated continued growth scenario.

Increased tax revenues in Guam in 2022 and 2023 were in part due to increased economic activity and, in part, a spike in price levels. Price inflation led to wage inflation, increasing payroll income tax collections, and Business Privilege Tax Collections. As inflation rates decline, growth in Government revenues will be less influenced by higher price levels. The shift in industry activity from tourism to construction will also cause a change in tax collections. There are fewer resident employees in the tourism industry and more non-resident employees in the Construction industry. The non-resident workers are subject to higher income tax rates; however, a substantial portion of their wage income is repatriated, resulting in a lower expenditure multiplier than resident employees, who spend a more significant portion of their income on Guam. The income brackets for the increasingly higher rates for higher incomes will be increased with the Federal Income tax withholding tables for 2024 resulting in reduced collections for a given wage income. The reduced withholdings will, on the other hand, provide additional disposable income.

Other factors, such as changes in tax rates and timing of the receipt of various payments, may also have measurable impacts on realized revenue during the fiscal year. The global, national, and regional economic environment is reviewed as Guam's economy functions and is influenced by myriad interrelated influences.

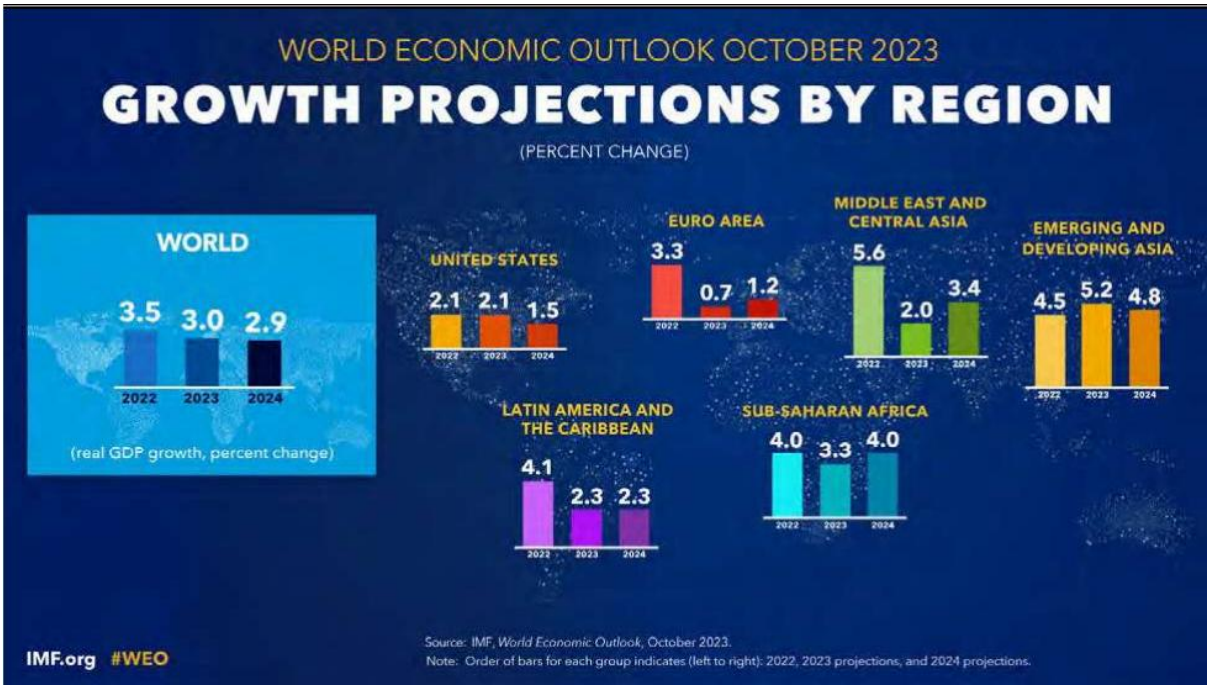
Regional Economic Outlook for Asia and Pacific, October 2022

After the strong rebound of 6.5 percent posted in 2021, growth in Asia and Pacific is expected to moderate to 4.0 percent in 2022 amid an uncertain global environment and rise to 4.3 percent in 2023. Inflation has risen above most central bank targets, but is expected to peak in late 2022. As the effects of the pandemic wane, the region faces new headwinds from global financial tightening and an expected slowdown of external demand. While Asia remains a relative bright

spot in an increasingly lethargic global economy, it is expected to expand at a rate that is well below the average rate of 5½ percent seen over the preceding two decades.

MODIFICATION

GLOBAL & REGIONAL ECONOMIC OUTLOOK
The International Monetary Fund's (IMF)
World Economic Outlook
World Economic Outlook, October 2023: Navigating Global Divergences October 10, 2023
EXECUTIVE SUMMARY
The global recovery from the COVID-19 pandemic and Russia's invasion of Ukraine remains slow and uneven. Despite economic resilience earlier this year, with a reopening rebound and progress in reducing inflation from last year's peaks, it is too soon to take comfort. Economic activity still falls short of its pre-pandemic path, especially in emerging markets and developing economies, and there are widening divergences among regions. Several forces are holding back the recovery. Some reflect the long-term consequences of the pandemic, the war in Ukraine, and increasing geo-economic fragmentation. Others are more cyclical in nature, including the effects of monetary policy tightening necessary to reduce inflation, withdrawal of fiscal support amid high debt, and extreme weather events. Global growth is forecast to slow from 3.5 percent in 2022 to 3.0 percent in 2023 and 2.9 percent in 2024. The projections remain below the historical (2000–19) average of 3.8 percent, and the forecast for 2024 is down by 0.1 percentage point from the July 2023 Update to the World Economic Outlook. For advanced economies, the expected slowdown is from 2.6 percent in 2022 to 1.5 percent in 2023 and 1.4 percent in 2024, amid stronger-than-expected US momentum but weaker-than-expected growth in the euro area. Emerging market and developing economies are projected to have growth modestly decline, from 4.1 percent in 2022 to 4.0 percent in both 2023 and 2024, with a down-ward revision of 0.1 percentage point in 2024, reflecting the property sector crisis in China. Forecasts for global growth over the medium term, at 3.1 percent, are at their lowest in decades, and prospects for countries to catch up to higher living standards are weak. Global inflation is forecast to decline steadily, from 8.7 percent in 2022 to 6.9 percent in 2023 and 5.8 percent in 2024. But the forecasts for 2023 and 2024 are revised up by 0.1 percentage point and 0.6 percentage point, respectively, and inflation is not expected to return to target until 2025 in most cases. Risks to the outlook are more balanced than they were six months ago, on account of the resolution of US debt ceiling tensions and Swiss and US authorities' having acted decisively to contain financial turbulence. The likelihood of a hard landing has receded, but the balance of risks to global growth remains tilted to the downside. China's property sector crisis could deepen, with global spillovers, particularly for commodity exporters. Elsewhere, as Chapter 2 explains, near-term inflation expectations have risen and could contribute—along with tight labor markets––to core inflation pressures persisting and requiring higher policy rates than expected. More climate and geopolitical shocks could cause additional food and energy price spikes. As Chapter 3 explains, intensifying geo-economic fragmentation could constrain the flow of commodities across markets, causing additional price volatility and complicating the green transition. Amid rising debt service costs, more than half of low-income developing countries are in or at high risk of debt distress.



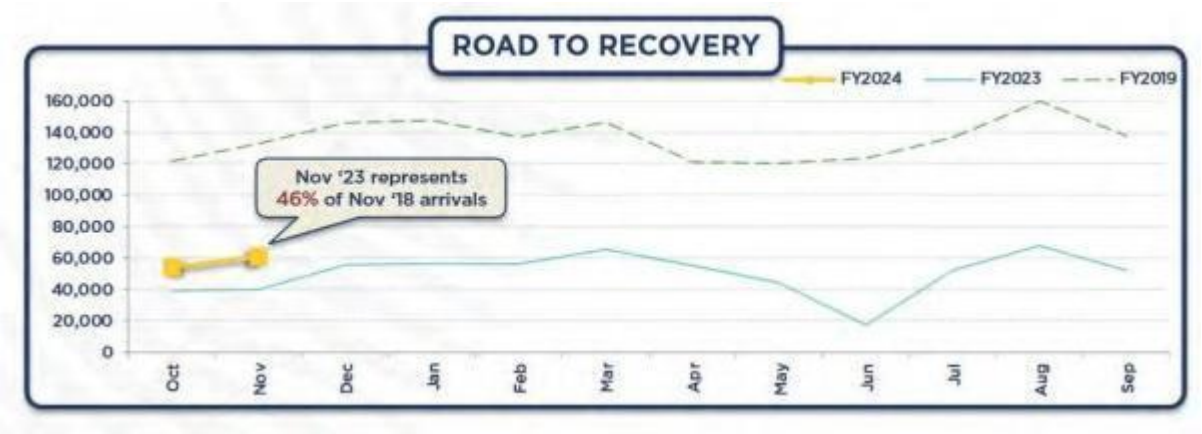
The outlook for Asian economies, **which affect Guam's economy**, mainly through tourism and through secondary effects on intertwined activities among various countries are provided in items extracted from the IMF World Economic Outlook, October 2023 Update, are as follows:

World Output – Real GDP (Annual percent change):

Projections	2022	2023	2024
Advance Economies	2.6	1.5	1.4
United States	2.1	2.1	1.5
Japan	1.0	2.0	1.0
China	3.0	5.0	4.2
South Korea	2.6	1.4	2.2

Tourism

Tourism expenditures represented the largest share of the sources of funds flowing into the Guam economy pre-pandemic. Tourism expenditures impact revenue and employment primarily in sectors that tourism supports, including transportation, services, retail trade, and indirect effects economy-wide. International travel and tourism in Guam are far more greatly affected than most larger economies as Guam has a large component of its economy related to international tourism.



December 2023

December 1-31, 2023 Total: 73,721

% Market Mix	Origin	2019	2022	2023	% vs 2019
55.6%	Korea	71,543	36,250	40,963	**57%**
27.6%	Japan	67,794	6,039	20,338	**30%**
9.7%	US/Hawaii	7,135	7,394	7,120	**100%**
1.7%	Philippines	1,659	1,438	1,226	**74%**
0.2%	Taiwan	2,004	135	164	**8%**
0.3%	China	585	85	250	**43%**
0.1%	Hong Kong	210	69	86	**41%**

The Guam Visitors Bureau (GVB) issued its latest edition of the GVB's industry recovery update on February 9, 2024. It includes information on airlines, promotions, travel protocols, and recovery. It is available at the following link:

https://www.guamvisitorsbureau.com/tools-resources/industry-recovery-updates

The resumption of significant international travel began with the easing of government travel and quarantine requirements in both the origin and destinations for travel. The history of Japanese tourist arrivals shows a pattern of repeated recovery after downturns due to natural or other adverse events. The pace of such a recovery has been considerable in the short time since Korea and Japan's travel restrictions were eased. Effective October 11, 2022, Japan began to allow entry of visa-free independent tourists and abolished the daily arrival cap. All travelers entering South Korea are no longer subject to quarantine, regardless of vaccination status (as of June 8, 2022). COVID-19 testing is no longer required before departure (as of September 3, 2022). Visitor arrivals from Korea were fewer than two percent of pre-pandemic levels as of March 2022; only nine months later, in December 2022, their arrivals increased dramatically and exceeded fifty percent of pre-pandemic levels for the respective months. Visitors from Japan

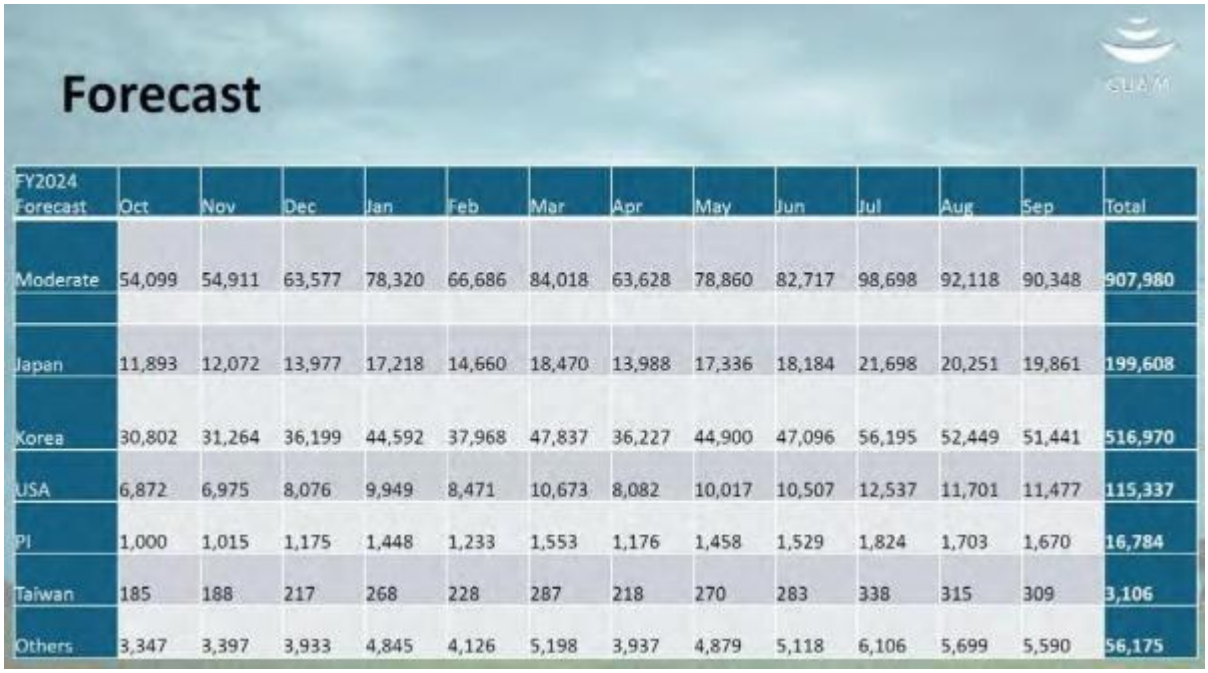
were fewer than three percent of pre-pandemic levels in June 2022 and expanded to nearly nine percent over the six months ending in December 2022.

Continuing recovery has involved restoring flight schedules and reopening hotels, shops, restaurants, and attractions as demand further rebounds.

Chart 1 shows the total number of visitors to Guam and the Occupancy tax collections by year

Tourism	CY2019	CY2020	CY2021	CY2022	CY2023	Percent Change from 2022	Percent Change from 2019
Total Visitors	1,666,665	328,173	79,389	326,437	655,970	100.9%	-60.6%
Occupancy Tax Collected	$44,894,930	$21,105,264	$13,133,504	$19,279,849	$25,370,211	32.2%	-43.7%

The Guam Visitors Bureau's Road to Recovery chart above and the December 2023 arrivals chart show visitor arrivals continuing to increase in fiscal year 2023 and the first quarter of fiscal year 2024. The Bureau's arrival forecast for fiscal year 2024 below shows expected increases during the coming year, likely continuing through 2025 and beyond.



FY2024 Forecast	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
Moderate	54,099	54,911	63,577	78,320	66,686	84,018	63,628	78,860	82,717	98,698	92,118	90,348	907,980
Japan	11,893	12,072	13,977	17,218	14,660	18,470	13,988	17,336	18,184	21,698	20,251	19,861	199,608
Korea	30,802	31,264	36,199	44,592	37,968	47,837	36,227	44,900	47,096	56,195	52,449	51,441	516,970
USA	6,872	6,975	8,076	9,949	8,471	10,673	8,082	10,017	10,507	12,537	11,701	11,477	115,337
PI	1,000	1,015	1,175	1,448	1,233	1,553	1,176	1,458	1,529	1,824	1,703	1,670	16,784
Taiwan	185	188	217	268	228	287	218	270	283	338	315	309	3,106
Others	3,347	3,397	3,933	4,845	4,126	5,198	3,937	4,879	5,118	6,106	5,699	5,590	56,175

MODIFICATION

The following two charts from the National Travel and Tourism Office provide visitor forecasts from Guam's two primary source markets of Korea and Japan to the United States. These forecasts provide an independent view of outbound tourism recovery from these markets with trends consistent with Guam's forecast trends.

National Travel and Tourism Office Forecast of International Visitation to the United States by Top Origin Countries (February 2023)

Table 1: Volume (Estimate in Thousands)

Rank Order 2019	Visitor Origin Country	Actual				Forecast				
		2019	2020	2021	2022	2023	2024	2025	2026	2027
	Total All Countries	79,442	19,212	22,100	51,778	62,753	74,944	82,350	87,021	91,010
1	Canada	20,720	4,809	2,529	14,689	16,783	19,643	22,015	23,310	23,983
2	Mexico	18,328	6,809	10,397	12,970	16,789	19,208	21,032	21,856	22,589
	Overseas	*40,393*	*7,594*	*9,175*	24,120	29,181	36,093	39,303	41,855	44,437
3	U.K.	4,780	730	461	3,466	4,197	4,694	4,923	5,186	5,437
4	Japan	3,753	697	122	597	1,479	2,072	2,346	3,012	3,500
5	China	2,830	378	192	368	849	1,381	2,172	2,519	2,830
6	South Korea	2,298	439	203	920	1,328	1,756	2,068	2,327	2,511
7	Brazil	2,105	424	239	1,225	1,461	1,751	1,957	2,115	2,273
8	Germany	2,064	294	249	1,481	1,775	2,056	2,115	2,255	2,337
9	France	1,844	298	222	1,318	1,556	1,752	1,858	2,001	2,070
10	India	1,474	336	433	1,257	1,426	1,556	1,632	1,731	1,860
11	Australia	1,319	209	52	642	865	1,066	1,257	1,375	1,448
12	Italy	1,086	141	136	718	773	930	1,059	1,110	1,162
13	Colombia	944	270	1,064	944	957	1,004	986	1,020	1,045
14	Spain	943	152	182	773	870	939	986	1,030	1,061
15	Argentina	854	198	302	525	545	596	664	713	750
16	Netherlands	727	111	86	473	707	790	760	805	836
17	Ireland	521	80	49	403	488	530	547	569	594
18	Taiwan	500	91	50	137	328	393	378	435	475

National Travel and Tourism Office Forecast of International Visitation to the United States by Top Origin Countries (February 2023)

Table 1: Volume (Estimate in Thousands)

Rank Order 2019	Visitor Origin Country	Actual				Forecast				
		2019	2020	2021	2022	2023	2024	2025	2026	2027
	Total All Countries	79,442	19,212	22,100	51,778	62,753	74,944	82,350	87,021	91,010
1	Canada	20,720	4,809	2,529	14,689	16,783	19,643	22,015	23,310	23,983
2	Mexico	18,328	6,809	10,397	12,970	16,789	19,208	21,032	21,856	22,589
	Overseas	*40,393*	*7,594*	*9,175*	24,120	29,181	36,093	39,303	41,855	44,437
3	U.K.	4,780	730	461	3,466	4,197	4,694	4,923	5,186	5,437
4	Japan	3,753	697	122	597	1,479	2,072	2,346	3,012	3,500
5	China	2,830	378	192	368	849	1,381	2,172	2,519	2,830
6	South Korea	2,298	439	203	920	1,328	1,756	2,068	2,327	2,511
7	Brazil	2,105	424	239	1,225	1,461	1,751	1,957	2,115	2,273
8	Germany	2,064	294	249	1,481	1,775	2,056	2,115	2,255	2,337
9	France	1,844	298	222	1,318	1,556	1,752	1,858	2,001	2,070
10	India	1,474	336	433	1,257	1,426	1,556	1,632	1,731	1,860
11	Australia	1,319	209	52	642	865	1,066	1,257	1,375	1,448
12	Italy	1,086	141	136	718	773	930	1,059	1,110	1,162
13	Colombia	944	270	1,064	944	957	1,004	986	1,020	1,045
14	Spain	943	152	182	773	870	939	986	1,030	1,061
15	Argentina	854	198	302	525	545	596	664	713	750
16	Netherlands	727	111	86	473	707	790	760	805	836
17	Ireland	521	80	49	403	488	530	547	569	594
18	Taiwan	500	91	50	137	328	393	378	435	475

CONSTRUCTION

Construction projects proceed through several phases: planning, funding, contracting or permitting, and construction and payment. Statistics are provided for the funding, often appropriations, bond or private financing, and contracting and permitting. Funding authorizations provide an advance indicator of upcoming construction while building permits and contracts provide a more immediate leading indicator of construction that will likely commence soon. Employment reflects current construction activity. Expenditures reflect payments for construction work that has been completed. Figures on these items reflect the stages of the construction activity and are included in this report.

Construction is expected to increase substantially from FY 2023 in FY 2024 and FY 2025. The recent acceleration of construction activity was substantial in FY 2023. Construction activity has increased dramatically through FY 2023 as measured by employment, H2-B workers, and gross receipts. Construction employment increased from 7,860 in September 2020 to 12,080 in September 2023. H2-B workers increased from 1,527 in December 2020 to 5,065 in December 2023. As a measure of construction activity, gross receipt taxes paid for construction increased from $48.2 million in FY 2020 to $70.7 million for FY 2023, an increase of 47% in three years.

The total value of building permits for civilian projects and Department of Defense (DOD) construction contracts increased substantially in 2021 through 2022 compared to prior years (Chart 2). High levels of previously permitted and contracted projects are underway. Building permits and DOD construction contracts are solid indicators of plans backed by financial commitments to commence construction soon.

Federal appropriations for military construction projects, Government of Guam bonds or other financing commitments, and announcements of private sector projects are strong indicators of future construction. Federal DOD construction appropriations have increased from $248.7 million in FY 2017 to $523.0 million in FY 2023 and just over $1.0 billion in FY 2024. (Chart 3). The list of DOD projects currently under construction is also substantial at over $2.2 billion project cost, with over $1.1 billion in work remaining to be completed (Chart 4)

Chart 2 – BUILDING PERMITS & CONSTRUCTION CONTRACTS (in thousands)

FY	2015	2016	2017	2018	2019	2020	2021	2022
Building Permits*	$226,013	$434,277	$436,833	$365,589	$361,574	$379,612	$307,928	$580,040
U.S. Military Construction Contracts	308,902	40,963	167,932	294,999	427,229	153,347	473,159	761,217
Japan Funded Base Relocation Contracts	64,700	640	203,500	78,300	208,100	350,900	918,900	N/A
TOTAL	$599,615	$475,880	$808,265	$738,888	$996,903	$883,859	$1,699,987	$1,341,257

Chart 3 – APPROPRIATIONS (in thousands)

FY	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
U.S. DOD Military Construction	$494,607	$$133,680	$272,268	$248,658	$354,654	$448,500	$470,638	$571,205	$761,217	$522,994
DOD Civilian Guam Infrastructure	$119,400		$20,000							
Gov't of Japan (Revenues)	9,800	183,300	124,500	235,800	521,400	193,600	367,000	401,900	38,700*	
Combined	$623,807	$316,980	$416,768	$484,458	$876,054	$642,100	$837,638	$973,105	$799,917	$522,994

Chart 4 - DOD Projects Under Construction								
Project Sponsor Component Name	Project Title	Construction Start Date	Current Construction Completion Date	Construction Percent Complete	Project Fiscal Year	Prime Contract Recipient Name	Current Contract Obligation Amount ($)	Value of Remaining Work ($)
Navy Active	REPLACE ANDERSEN HOUSING PH II	10/03/2019	03/13/2023	40.0%	2018	BLACK CONSTRUCTION CORP.	29,671,766	28,188,178
Navy Active	REPLACE ANDERSEN HOUSING PH III	10/03/2019	03/13/2023	29.0%	2019	BLACK CONSTRUCTION CORP.	10,760,166	9,576,548
Navy Active	EOD COMPOUND FACILITIES	08/21/2020	12/20/2022	1.0%	2020	BLACK CONSTRUCTION-TUTOR PERINI JV	4,220,039	42,200
Navy Active	X-RAY WHARF BERTH 2	05/27/2022	09/10/2024	1.0%	2022	BLACK CONSTRUCTION CORP.	47,011,767	22,095,530
Navy Active	SANITARY SEWER SYSTEM RECAPITALIZATION	09/04/2017	09/10/2020	100.0%	2016	CONTRACK WATTS, INC	21,445,996	214,460
Navy Active	UNACCOMPANIED ENLISTED HOUSING	07/09/2019	11/04/2022	53.0%	2019	GILBANE FEDERAL	7,190,107	359,505
Navy Active	HARDENING OF GUAM POL INFRASTRUCTURE	06/06/2018	08/15/2021	90.0%	2017	APTIM FEDERAL SERVICES, LLC	50,633,000	0
Navy Active	HARDEN ELECTRICAL CIRCUIT	10/12/2018	05/26/2021	100.0%	2018	RELIABLE BUILDERS, INC.	55,817,000	55,258,830
Navy Active	NAVY-COMMERCIAL TIE-IN HARDENING	05/05/2022	07/10/2024	1.0%	2018	GRANITE CONSTRUCTION COMPANY GUAM	317,000	206,050
Navy Active	GSE SHOPS AT NORTH RAMP	12/01/2015	01/29/2019	100.0%	2015	RELYANT GLOBAL LLC	33,042,000	0
Navy Active	CORROSION CONTROL HANGAR	10/05/2018	10/06/2022	87.0%	2018	BLACK CONSTRUCTION CORP.	19,129,000	18,937,710
Navy Active	MUNICIPAL SOLID WASTE LANDFILL CLOSURE	08/15/2017	01/09/2022	100.0%	2016	TIKIGAQ CONSTRUCTION, LLC	145,401,000	0
Navy Active	MACHINE GUN RANGE (INC)	10/12/2021	10/25/2024	1.0%	2020	BLACK CONSTRUCTION CORP.	203,462,000	38,657,780
Navy Active	REPLACE ANDERSEN HOUSING PH I	10/03/2019	03/13/2023	54.0%	2017	BLACK CONSTRUCTION CORP.	6,206,000	5,709,520
Navy Active	REPLACE ANDERSEN HOUSING PH II	10/03/2019	03/13/2023	40.0%	2018	BLACK CONSTRUCTION CORP.	83,109,000	82,277,910
Navy Active	REPLACE ANDERSEN HOUSING PH III	10/03/2019	03/13/2023	29.0%	2019	BLACK CONSTRUCTION CORP.	84,521,000	83,675,790

Project Sponsor Component Name	Project Title	Construction Start Date	Current Construction Completion Date	Construction Percent Complete	Project Fiscal Year	Prime Contract Recipient Name	Current Contract Obligation Amount ($)	Value of Remaining Work ($)
Air Force Active	APR - Munitions Storage Igloos, Phase 2	01/06/2022	02/15/2024	3.0%	2017	Relyant Global LLC / Maryville / Tennessee	30,905,912	29,978,735
Navy Active	GSE SHOPS AT NORTH RAMP	12/01/2015	01/29/2019	100.0%	2015	RELYANT GLOBAL LLC	52,969,474	9,004,811
Navy Active	CORROSION CONTROL HANGAR	10/05/2018	10/06/2022	87.0%	2018	BLACK CONSTRUCTION CORP.	43,444,038	37,361,873
Navy Active	MUNICIPAL SOLID WASTE LANDFILL CLOSURE	08/15/2017	01/09/2022	100.0%	2016	TIKIGAQ CONSTRUCTION, LLC	91,150,297	911,503
Navy Active	MACHINE GUN RANGE (INC)	10/12/2021	10/25/2024	1.0%	2020	BLACK CONSTRUCTION CORP.	104,322,589	1,043,226
Navy Active	REPLACE ANDERSEN HOUSING PH I	10/03/2019	03/13/2023	54.0%	2017	BLACK CONSTRUCTION CORP.	29,858,250	3,284,408
Navy Active	EOD COMPOUND FACILITIES	08/21/2020	12/20/2022	1.0%	2020	BLACK CONSTRUCTION CORP.	39,834,000	39,435,660
Navy Active	X-RAY WHARF BERTH 2	05/27/2022	09/10/2024	1.0%	2022	BLACK CONSTRUCTION CORP	45,364,000	44,910,360
Column Totals ($):							2,205,513,401	1,119,144,046

Several major civilian projects are ongoing. These include:

Infrastructure projects for Guam's roads, drinking water system, and internet access have been provided for in the $193 million federal $1.2 trillion bipartisan infrastructure law. A release from Congressman San Nicolas indicated that "Guam can expect a permanent 2.5 times the annual increase in our highway funds to $45 million and access to billions in public transportation grants, and grants to expand and harden our broadband and water infrastructure."

MODIFICATION

In June 2023, Guam was awarded $156 million in Broadband Equity, Access, and Deployment (BEAD) funding to ensure universal, resilient connectivity across the island. Following the finalization of the eligibility fabric, which reduced the pool of eligible locations by approximately 86%, Guam narrowed its deployment strategy to focus on remaining Broadband Serviceable Locations (BSLs) lacking any current service and critical Community Anchor Institutions (CAIs). Approximately $4 million is designated for last mile deployment to these locations, including schools, libraries and health centers that lack reliable service. The remaining allocation is prioritized for hardening and resilience projects, such as burying power lines to core communication sites and reinforcing middle-mile fiber to protect against Guam's unique disaster prone and national defense environment. The implementation of these high stakes infrastructure projects managed by the Office of Infrastructure Policy and Development (OIPD), requires a highly skilled workforce to meet strict federal performance standards and long-term resiliency goals. Subgrantees are contractually required to demonstrate adherence to specific hiring plans and training goals to ensure the local workforce can meet the technical demands of buried fiber and satellite backhaul integration. This workforce development strategy includes a commitment to the use of local labor and apprenticeships, which will be

verified through regular site inspections and performance-based monitoring. Furthermore, subgrantees must certify compliance with Federal labor standards and the U.S. Department of Labor Wage and Benefits Determinations to ensure the project maintains a high quality employment practices throughout the deployment period. ~~Proposed Multipurpose Recreation/Emergency Center (October 2021). The final contract amount for the Chalan Pago-Ordot Multi-Purpose Recreation Center/Emergency Center project was $8.8 million. The USDA loan portion was $2.67 million while the balance came from an OLDCC federal grant ($3.5 million), a DOI grant to the Office of the Governor ($2.3 million) and municipal funds ($335,000). The final design for the 30,000 square-foot facility was completed in April 2022 and, according to Chalan Pago-Ordot Mayor Jesse Gogue, construction is projected to be completed by January 2025.~~

MARINE CORPS RELOCATION

The effect of the ongoing Marine Corps Relocation projects on Guam's economy in FY 2025 will primarily be associated with substantial increases in construction activity. Despite the acceleration in construction, delays related to labor shortages, Typhoon Mawar that hit the island in May 2023, the pandemic, and other causes, the realignment of forces to Guam was extended again to FY 2028, as noted in the Inspector General's Realignment report covering FY 2020. Those increases and impacts on the economy are interrelated and discussed in this report's construction and federal expenditures sections. This section focuses on realignment issues specifically.

The Record of Decision released in August 2015 substantially downsized and lengthened the time frame from the initial 2010 plan. The realignment cost is capped at $8.7 billion, of which about $3 billion will come from the Government of Japan. The plans were to relocate about 5,000 Marines and their dependents from Okinawa to Guam between 2020 and 2025. Delays to the plan continue. Marine Corps Base Camp Blaz will be home to approximately 5,000 Marines from III Marine Expeditionary Force who will begin relocating from Okinawa, Japan, by FY 2025, according to the December 21, 2021, Guam Realignment Report. The plan is summarized in an August 18, 2017, Pacific Daily News article. It includes "a Marine base on a 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 many off-base infrastructure capital improvements. These include civilian water and wastewater projects, port projects, road improvements for Routes 1, 3, and 11, and Agana bridge projects.

Public Law 111-84, “National Defense Authorization Act (NDAA) for Fiscal Year 2010,” section 2835, October 28, 2009, designates the DoD Inspector General as the chairperson of the Interagency Coordination Group of Inspectors General for Guam Realignment. It requires an annual report due February 1 of each year. Sec. 2851 of the Fiscal Year 2021 NDAA changed the reporting requirement from annual to biennial, with the next report for FY2023 due February 1, 2024, and every second February 1 thereafter.

The Interagency Coordination Group of Inspectors General’s Report for Guam Realignment Annual Report published January 27, 2022, contains five sections that identify the programs and operations funded with appropriated amounts or funds otherwise made available for military construction on Guam in FY 2021. These sections reported that:

The DoD obligated $1.4 billion and expended $448.3 million. Other Federal agencies obligated $8.8 million and expended $1.9 million. (Section 1)

The DoD identified 270 military construction projects and programs, totaling $447 million, with estimated completion costs of $1.9 billion. Other Federal agencies identified 38 projects and programs that were directly associated with the realignment. Of the 38 projects and programs, two projects and programs had incurred costs of $335,249 and three projects and programs had estimated completion costs of $9.4 million. (Section 2)

The Government of Japan provided revenues of $401.9 million and earned $26 million in interest associated with revenues. Also, the Government of Japan obligated $918.9 million and expended $268.6 million. (Section 3)

The DoD identified operating expenses of $115.2 million. Other Federal agencies identified operating expenses of $78,187. (Section 4)

The DoD identified a total of 222 contracts, grants, agreements, or other funding mechanisms, with obligations of $1.2 billion. Other Federal agencies identified a total of thirty-five contracts, grants, agreements, or other funding mechanisms, with obligations of $7.3 million. (Section 5)

In FY 2017, DOD obligated $417.9 million and expended $152.7 million. For FY 2017 and FY 2018 combined, obligations exceeded expenditures by $452.1 million. That excess of new obligations further increased in FY 2019 as there were obligations of $309.4 million and expenditures of $210.3 million. The excess of obligations over expenditures increased again in FY 2020 by $164.2 million with obligations of $529.3 million and expenditures of $365.1 million. In FY 2021, DOD obligated $1.4 billion and expended $448.3 million, an excess of obligations over expenditures of $951.7 million. The five-year accumulation of obligated funds available to disperse as work progresses is $1.67 billion. The combined appropriations totaling over $1.3 billion for FY 2022 and FY 2023 add to the available funding. This indicates that a substantial amount of work to be contracted and in process has accumulated and will almost certainly substantially accelerate the pace of realignment-related construction activity. The expenditures have increased from $152.7 million in FY2017 to $448.3 billion in FY2021.

Total relocation project cost from inception to September 30, 2021 including costs incurred by DOD, other federal agencies and the Government of Japan at $2.6 billion, about 30% percent of the $8.7 billion project cost. Projects that will be solicited for award in 2023 and 2024 total $410.8 million.

FY 2025 includes an appropriation of $238 million for military construction for the missile defense system in addition to the Marine Corps base project shown in DOD Table 1.

Table 1. U.S. Missile Defense Agency Budget for Defense of Guam Program
(Dollars in millions)

Fiscal Year	2022	2023	2024	2025	2026	2027	2028	Totals
RDT&E	110.6	393.2	397.6	291.3	272.2	238.8	232.1	1,935.8
Procurement	80	26.5	169.6	85.7	5.3	—	—	367.1
MILCON	—	—	—	438.0	—	—	—	438.0
Total	**190.6**	**419.7**	**567.2**	**815.0**	**277.5**	**238.8**	**232.1**	**2,740.9**

Source: Department of Defense Fiscal Year (FY) 2024 Budget Estimates, Missile Defense Agency Defense-Wide Justification Book Volume 2a of 5 Research, Development, Test & Evaluation, Defense-Wide, March 2023, see p. 2a 577. Also see Department of Defense Fiscal Year (FY) 2024 Budget Estimates, Missile Defense Agency Defense-Wide Justification Book Volume 2b of 2 Procurement, Defense-Wide, March 2023, see p. 2b 125. Military Construction (MILCON) data provided to CRS by the Under Secretary of Defense for Comptroller.

Notes: RDT&E = Research, Development, Test and Evaluation accounts; MILCON = Military Construction accounts. Budget data for FY2024 reflects the 2024 President's Budget Request. Budget data for 2025 to 2028 reflect the Future Years Defense Program (FYDP). MDA budget documents indicated that costs for RDT&E related to the Guam Missile Defense system will continue beyond FY2028.

INDUSTRY EMPLOYMENT

The Bureau of Labor Statistics (BLS) of the Guam Department of Labor (GDOL) analyzes industry occupations on a quarterly basis. The systematic and regular analysis provides valuable insights into the dynamic labor market and industry-specific occupations. In addition to a quarterly analysis, BLS conducts a yearly analysis, allowing the department to identify employment trends within each sector, growth areas, areas of stability, and potential challenges.

The BLS releases The Current Employment Report quarterly, which includes employees on payroll by ownership and industry, broken down by the most recent previous four quarters. Estimates are based on the Current Employment Statistics survey conducted by BLS in cooperation with the U.S. Department of Labor's Employment and Training Administration. Employment data, except for 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 months. Intermittent workers are counted if they performed any service during the month. See Table 2.

EMPLOYEES ON PAYROLL BY OWNERSHIP AND INDUSTRY						EMPLOYMENT BY SEX		PRODUCTION WORKERS, WAGES, HOURS AND EARNINGS[1]			
	December[P] 2024	March[P] 2025	June[P] 2025	September[P] 2025	December[P] 2025	December 2025 Male	Female	Production Workers	Average Hourly Earnings	Average Weekly Hours Paid	Average Weekly Earnings
PRIVATE SECTOR											
AGRICULTURE	270	270	270	270	270	250	20	100	$15.96	24.1	$385.35
CONSTRUCTION	12,870	12,320	12,110	12,470	12,910	11,550	1,360	8,930	20.24	41.1	833.18
General building contractors	10,950	10,400	10,190	10,580	11,040	9,890	1,150	7,800	18.81	39.0	733.76
Heavy construction, ex. building	620	600	550	520	520	470	50	430	23.21	53.4	1,400.57
Special trade contractors	1,300	1,320	1,370	1,370	1,350	1,190	160	700	21.57	43.5	938.28
MANUFACTURING	1,520	1,520	1,540	1,560	1,580	1,250	330	980	19.94	48.2	961.70
Food and kindred products	490	470	470	500	520	320	200	200	14.15	34.5	488.04
Printing and publishing	150	160	160	140	140	100	40	90	14.89	33.8	502.81
All other manufacturing	880	890	910	920	920	830	90	690	20.93	51.8	1,085.01
TRANSPORTATION & PUBLIC UTILITIES	3,670	3,630	3,610	3,720	3,780	2,230	1,550	3,040	26.35	42.1	1,110.23
WHOLESALE TRADE	2,370	2,380	2,370	2,380	2,370	1,520	850	1,900	14.68	39.6	580.81
RETAIL TRADE	12,810	12,630	12,490	12,560	12,530	5,820	6,710	10,680	15.45	33.2	513.64
FINANCE, INSURANCE & REAL ESTATE	2,370	2,400	2,420	2,440	2,430	780	1,650	1,520	18.58	40.1	745.19
SERVICES	16,760	16,750	16,540	16,670	16,930	8,290	8,640	14,600	18.07	39.9	721.22
Hotels and other lodging places	6,090	6,110	6,010	6,080	6,260	2,950	3,310	5,040	12.26	36.2	444.28
All other services	10,670	10,640	10,530	10,590	10,670	5,340	5,330	9,560	22.98	43.6	1,002.87
TOTAL PRIVATE SECTOR	52,640	51,900	51,350	52,070	52,800	31,690	21,110	41,750	$18.74	38.9	$729.69
PUBLIC SECTOR											
FEDERAL GOVERNMENT	4,050	4,010	3,890	3,870	3,890	2,040	1,850				
GOVERNMENT OF GUAM	11,980	11,890	12,200	11,750	11,750	5,280	6,470		$36.66 [2]	38.2	$1,401.99
Executive branch (Includes D.O.E.)	6,760	6,740	7,200	6,660	6,590 [3]						
All others including autonomous	5,220	5,150	5,000	5,090	5,160						
TOTAL PUBLIC SECTOR	16,030	15,900	16,090	15,620	15,640	7,320	8,320				
TOTAL PAYROLL EMPLOYMENT	68,670	67,800	67,440	67,690	68,440	39,010	29,430				

[1] Wages, Hours, and Earnings information is reported for production (nonsupervisory) workers only. Earnings are "gross", they reflect not only changes in basic hourly wage rates, but also such factors as premium pay for overtime work and shift differentials. Average weekly hours information is different from standard or scheduled hours because of such factors as absenteeism, labor turnover, part-time, overtime work, and stoppages. Due to the rounding of the Earnings and Hours Paid figures, their multiple may differ from the average weekly earnings rate shown.

[2] Government figures include all employees and are not directly comparable to private sector production worker estimates.

[3] Government of Guam June 2025 figures include DYA Summer Employment and Training Programs for Youth.

[P] Figures are preliminary [r] Revised estimates [up] Updated preliminary figures

EMPLOYEES ON PAYROLL BY OWNERSHIP AND INDUSTRY						EMPLOYMENT BY SEX		PRODUCTION WORKERS, WAGES, HOURS AND EARNINGS[1]			
	September[P] 2022	December[P] 2022	March[P] 2023	June[P] 2023	September[P] 2023	September 2023 Male	Female	Production Workers	Average Hourly Earnings	Average Weekly Hours Paid	Average Weekly Earnings
PRIVATE SECTOR											
AGRICULTURE	320	320	290	240	250	230	20	100	$13.73	30.9	$424.05
CONSTRUCTION	10,710	10,820	11,250	11,750	12,080	11,190	890	9,270	18.21	43.6	794.14
General building contractors	8,790	8,930	9,410	9,970	10,260	9,540	720	8,110	17.43	43.7	762.24
Heavy construction, ex. building	490	480	480	480	480	450	30	410	25.88	44.6	1,155.39
Special trade contractors	1,430	1,410	1,360	1,300	1,340	1,200	140	750	19.53	37.6	734.06
MANUFACTURING	1,560	1,600	1,570	1,510	1,480	1,140	340	970	22.64	44.2	1,001.43
Food and kindred products	480	510	490	490	480	260	220	230	12.98	34.0	440.97
Printing and publishing	150	140	150	150	140	100	40	100	14.77	35.4	523.26
All other manufacturing	930	950	930	870	860	780	80	640	24.80	47.5	1,177.47
TRANSPORTATION & PUBLIC UTILITIES	3,810	3,800	3,680	3,620	3,720	2,160	1,560	3,060	27.84	39.2	1,091.88
WHOLESALE TRADE	2,300	2,290	2,320	2,280	2,230	1,470	760	1,770	15.23	38.0	578.81
RETAIL TRADE	11,590	11,750	12,230	11,700	12,110	5,880	6,230	10,270	14.31	32.8	469.22
FINANCE, INSURANCE & REAL ESTATE	2,260	2,320	2,310	2,270	2,320	720	1,600	1,480	16.59	40.1	665.95
SERVICES	15,980	16,320	16,400	15,820	16,190	7,920	8,260	13,990	16.90	38.4	648.33
Hotels and other lodging places	5,290	5,600	5,770	5,530	5,800	2,820	2,980	4,620	11.60	35.3	409.18
All other services	10,690	10,720	10,630	10,290	10,380	5,100	5,280	9,370	21.40	41.4	887.21
TOTAL PRIVATE SECTOR	48,530	49,220	50,020	48,190	50,370	30,110	19,660	40,910	$18.07	38.2	$690.56
PUBLIC SECTOR											
FEDERAL GOVERNMENT	3,900	3,900	4,080	4,110	4,110	2,230	1,880				
GOVERNMENT OF GUAM	12,110	12,260	12,240	11,580	12,040	5,700	6,340		$30.68 [2]	40.8	$1,250.33
Executive branch (Includes D.O.E.)	7,070	7,050	7,110	6,770	7,070						
All others including autonomous	5,040	5,210	5,130	4,820	4,970						
TOTAL PUBLIC SECTOR	16,010	16,160	16,320	15,700	16,150	7,930	8,220				
TOTAL PAYROLL EMPLOYMENT	64,540	65,380	66,340	64,890	66,520	38,040	27,880				

[1] Wages, Hours, and Earnings information is reported for production (nonsupervisory) workers only. Earnings are "gross", they reflect not only changes in basic hourly wage rates, but also such factors as premium pay for overtime work and shift differentials. Average weekly hours information is different from standard or scheduled hours because of such factors as absenteeism, labor turnover, part-time, overtime work, and stoppages. Due to the rounding of the Earnings and Hours Paid figures, their multiple may differ from the average weekly earnings rate shown.

[2] Government figures include all employees and are not directly comparable to private sector production worker estimates.

[P] Figures are preliminary [r] Revised estimates [up] Updated preliminary figures

MODIFICATION

Pillar I – Industry-Driven Strategies

Existing Demand Industry Sectors and Occupations.

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

The three main economic drivers of the island—tourism, federal government expenditures, and construction capital investment—are projected to expand further in the coming years, contributing to stable economic growth and a steady demand for employment.

Federal government expenditures, in particular, now represent the largest source of funds flowing to Guam and are expected to average $1.2 billion to $2 billion annually, which will require training and upskilling of local workforce for the productivity and performance requirements of businesses that will drive Guam's economic expansion. The influx of federal funding injects capital into Guam's economy, stimulating growth and generating a multiplier effect across various sectors. As federal projects and initiatives expand, there will be an increased demand for skilled labor in construction, engineering, and related fields. This will also open up opportunities for development of new and other employment industries and stimulate growth in current in-demand industries.

To meet the demands in labor, the Guam Department of Labor will continue to push for policies and initiatives to streamline the process of approving H-2B workers and extend the Guam NDAA H-2B exemption in Congress, in addition to developing and expanding its apprenticeship programs. As of January 2024, there were 5,226 H-2B workers on Guam.

Registration fees for H-2B workers primarily fund programs to bolster workforce training. The fee for each H-2B worker is $2,091 per year. Of that, $91 goes to the Department of Public Health and Social Services to fund workforce housing inspections. The remaining 70% goes to the Guam Community College (GCC) to fund apprenticeship programs and workforce training, while 30% goes to the Guam Department of Labor to fund operations that ensure compliance with regulations and protect the rights of H-2B workers.

Additionally, significant resources are provided to GCC to develop local workers in construction and other industries in an effort to maximize utilization of available local workers in demand driven occupations. This investment into the workforce shows Guam's commitment to assisting those individuals who want to gain the skills to enter into productive good-paying jobs or to also help provide upskilling opportunities through GCC for those who are already working but want to get into better jobs.

By fortifying our primary industries and investing in upskilling and education initiatives, our aim is to foster job growth and expansion. Federal investments in infrastructure projects, healthcare, renewable energy, federal contracting, and education will have spillover effects into Guam's tourism, hospitality, retail, and professional services industry.

The Bureau of Labor Statistics (BLS) Long Term Projection for industry occupations as seen in Table 3 indicate that the largest growth in the next 10 years will occur within the Food

Preparation and Serving Related Occupations which has a base employment of 6,530 jobs in 2020, and is projected to rise to 8,960 in 2030, with 1,590 average annual openings.

In terms of percentage, Personal Care and Service Occupations is projected to see the largest growth at 82.1 percent by 2030, with a base employment of 670 jobs in 2020 that will rise to 1,220 in 10 years.

Other notable industries include Educational Instruction and Library Occupation with a base employment of 2,710 in 2020 that's projected to grow to 4,640 in 2030, with 500 average annual job openings; Office and Administrative Support–although the growth rate is modest at 18.8%--will see a rise of 1,440 new jobs, from 7,660 to 9,100 with average annual openings of 1,110; Management at a growth of 1,250 jobs by 2030 with average annual openings of 550; and Transportation and Material Moving by 990 jobs in 2030 with 610 average annual openings.

Table 3 – Long Term Occupation Projections 2020-2030

Occupation Code	Occupation Name	Base YEAR 2020	Projection YEAR 2030	Change	Percent Change	Average Annual Openings
39-0000	Personal Care and Service Occupations	670	1220	550	82.1	220
25-0000	Educational Instruction and Library Occupations	2710	4640	1930	71.2	500
37-0000	Building and Grounds Cleaning and Maintenance Occupations	2530	3870	1340	53.0	560
33-0000	Protective Service Occupations	1190	1750	560	47.1	240
21-0000	Community and Social Service Occupations	330	480	150	45.5	60
19-0000	Life, Physical, and Social Science Occupations	50	70	20	40.0	10
35-0000	Food Preparation and Serving Related Occupations	6430	8960	2530	39.3	1590
23-0000	Legal Occupations	220	300	80	36.4	30
15-0000	Computer and Mathematical Occupations	540	720	180	33.3	70
13-0000	Business and Financial Operations Occupations	2360	3130	770	32.6	320
49-0000	Installation, Maintenance, and Repair Occupations	2500	3240	740	29.6	360
53-0000	Transportation and Material Moving Occupations	3480	4470	990	28.4	610
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	250	320	70	28.0	40
11-0000	Management Occupations	4610	5860	1250	27.1	550
31-0000	Healthcare Support Occupations	670	820	150	22.4	100
51-0000	Production Occupations	1310	1590	280	21.4	200
17-0000	Architecture and Engineering Occupations	850	1010	160	18.8	90
43-0000	Office and Administrative Support Occupations	7660	9100	1440	18.8	1110
41-0000	Sales and Related Occupations	5280	5830	550	10.4	880
29-0000	Healthcare Practitioners and Technical Occupations	1440	1540	100	6.9	110
47-0000	Construction and Extraction Occupations	5910	5670	-240	-4.1	560
	Total, All Occupations	**50990**	**64590**	**13600**	**26.7**	**8210**

Additionally, other industries with emerging demand include the education, automotive, and aviation industries.

The Guam State Apprenticeship Agency is currently working with the Guam Department of Education and the Guam Community College's Hotel Career Technical Education to launch the inaugural Youth Apprenticeship Program in the Hotel and Restaurant industry. As a result, employers within the automotive and aviation industries have also expressed interest in launching apprenticeship programs for their respective industries. The Guam Department of Labor is working with the Guam Community College and the business community to develop apprenticeship programs geared toward Automotive Mechanics and Airframe & Powerplant (A&P) Mechanics. These initiatives address short-term needs, growth in the need for more mechanics for current and future aviation and automotive companies, and succession planning for the advancement and retirement of current mechanics.

Likewise, there is a pressing need in Guam for more educators and in recognizing this need, the Guam State Apprenticeship Agency is collaborating with educational institutions to develop and construct a K-12 Teacher Apprenticeship Program.

In June 2023, Guam was awarded $156 million in Broadband Equity Access Deployment (BEAD) funding to increase access to reliable high-speed internet. The implementation of the BEAD Program, proposed by the Guam Office of Infrastructure and Policy and Development, calls for efforts by skilled professionals to achieve the goals of the program. Skill enhancement, employment recruitment and placement, and career advancement for the BEAD program can be achieved through the Guam Registered Apprenticeship Program (GRAP).

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.

In order to assess the skills and knowledge individuals need to secure present and future employment, as well as those sought after by employers in their employees, Guam used data from the Bureau of Labor Statistics Long Term Occupational Employment Projections for 2020-2030, categorizing them by the top 10 occupations with the most annual openings. (See Table 4)

Table 4 - Requirements for Jobs with Most Job Openings based on Long-term Projections 2020-2030

	Occupation Code	Occupation Name	Average Annual Openings	Knowledge, Skills, Abilities (KSAs)	Education/Training/Work Experience	Median Wages
1	35-0000	Food Preparation and Serving Related	1590	Communication, handling objects, food preparation, service orientation	High School Diploma/GED Certificate	$21,020.00
2	43-0000	Office and Administrative Support	1110	Oral/Written Comprehension, Administration and Management, Active Listening, Social Perceptiveness	High School Diploma/GED Certificate/Vocational Training/Associate's Degree/Work Experience	$40,100.00
3	41-0000	Sales and Related	880	Service Orientation, Customer/Personal Service, Problem Sensitivity	High School Diploma	$22,100.00
4	53-0000	Transportation and Material Moving	610	Mathmatics, Coordination, Management services, Deductive Reasoning	Vocational Training/Related On-the-Job Experience/Associate's Degree	$33,680.00
5	37-0000	Building and Grounds Cleaning and Maintenance	560	Time Management, Public Safety and Security, Near Vision, Information ordering	High School Diploma	$26,520.00
6	47-0000	Construction and Extraction	560	Critical Thinking, Active Listening, Mechanical knowledge, Building/Construction Knowledge, Problem Sensitivity	High School Diploma/GED Certificate/Vocational Training/Associate's Degree/Related On-the-Job Experience	$48,060.00
7	11-0000	Management	550	Coordination, Administrative/Computer Knowledge, Written/Oral comprehension and expression	Vocational Training/Related On-the-Job Experience/Associate's Degree	$55,630.00
8	25-0000	Educational Instruction and Library	500	Instructing, Education and Training Knowledge, Speech Clarity and Recognition	Bachelor's Degree/Equivalent Experience	$48,350.00
9	49-0000	Installation, Maintenance, and Repair	360	Equipment Maintenance and Repair, Critical Thinking, Mechanical knowledge, Arm/Hand steadiness, Manual Dexterity	Vocational Tchools/Related On-the-Job Experience/Associate's Degree	$27,550.00
10	13-0000	Business and Financial Operations	320	Complex Problem Solving, Administration and Management, Computer Knowledge, Inductive Reasoning	Bachelor's Degree/Equivalent Experience	$79,350.00
		Total, All Occupations	**7040**			

Source: https://bls.guam.gov/employment-projections/; U.S. Department of Labor ONET Data

As anticipated, the top 10 jobs with the most annual openings were in industries related to the three primary drivers of Guam's economy: food and service-related, and sales occupations, which are tied to the tourism industry; construction, labor, and transportation, which can be associated with the ongoing construction of Marine Base Camp Blaz and realignment of troops to Guam; and administrative, finance, management, and education occupations, which are associated with the government and business sector operations.

Of the top 10 occupations with the most annual openings, food and service-related jobs accounted for 22.6% of job openings but had the lowest median wage at $21,020. The minimum requirements for a position in this field is a high school diploma or GED certificate. The next two occupations on the list are in administrative and sales with median wages at $40,100, and $22,100, respectively. Some administrative jobs require more than a high school diploma, such as on-the-job or related experience, an associate's degree, or vocational training, while most sales jobs only require a high school diploma.

Four of the 10 occupational groups with the most openings, or 29.7% of the top 10 job openings were in the construction, labor, maintenance, and transportation industries, most of which

required more than a high school diploma, such as vocational training, on-the-job experience, or a technical degree. Median wages for these positions ranged from $27,550 to $48,060 annually.

Education, management, business and financial operations occupations required the most training and experience and paid the most in median wages, however accounted for the least in average annual openings at 19.4%.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

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.

Guam's unemployment and employment rates have shown a remarkable recovery trajectory since reaching a peak of 19.4% during the height of the COVID-19 pandemic. The decline in Guam's unemployment rate from 19.4% in December 2020 to 4.1% in September 2023 (Table 5), the most recent unemployment data from the Bureau of Labor Statistics (BLS), signifies a return to stability in the labor market.

The Current Employment Report also shows a steady increase of persons employed from a pandemic low of 58,930 in September 2020 to 64,540 jobs in September 2022. The recovery in Guam's employment indicates a resurgence in workforce participation and economic activity.

As businesses ramp up operations and consumer confidence rebounds, employers are rehiring workers laid off during the pandemic and expanding their workforce to meet growing demand. Additionally, government stimulus programs and assistance measures have provided crucial support to businesses and individuals, enabling a faster recovery in employment levels.

UNEMPLOYMENT

According to Unemployment Situation on Guam Report, as of September 2023, the unemployment rate for Guam was 4.1 percent, an increase of 0.1 percentage points from the June 2023 figure of 4.0 percent, and a reduction of 0.3 percentage points from the September 2022 figure one year earlier of 4.4 percent.

MODIFICATION

The total number of persons unemployed in June 2025 was 2,270, a decrease in the latest quarter and over the latest year. The June 2025 statistics continue the general trend of reduced numbers of unemployed persons along with lower unemployment rates since the pandemic high figures occurred in December 2020. Guam's population covered by the survey, 16 years of age and over in June 2025 was 123,160. The covered civilian population is comprised of those in the labor force and those not in the labor force. The June 2025 unemployment rate reflected a decrease in the number of persons unemployed and also a decrease in the number of persons that were out of the labor force compared to June 2024. The labor force participation rate, the civilian labor force as a fraction of the civilian population age 16 years of age and over, remained relatively unchanged from 57.4 percent in June 2025 in comparison to 57.7 percent in March 2025.

TABLE 1. HIGHLIGHTS OF THE EMPLOYMENT SITUATION ON GUAM: June 2025

SELECTED CATEGORIES	Mar 2024	Jun 2024	Sep 2024	Dec 2024	Mar 2025	Jun 2025
Total Civilian Polulation						
16 years of age and over	122,820	122,900	123,120	123,160	123,170	123,160
Civilian Labor Force	68,930	68,520	67,500	69,070	71,130	70,670
Total Employed	66,210	65,810	65,210	66,430	68,710	68,400
Adult women	29,630	30,330	31,170	32,290	33,420	33,160
Adult men	34,130	33,670	32,460	32,280	33,130	33,230
Teenagers	2,450	1,810	1,580	1,850	2,160	2,010
Household Heads	26,540	26,610	26,500	27,070	27,610	27,130
Full-time workers	56,610	56,980	56,800	59,190	61,240	60,830
Part-time workers	9,600	8,830	8,410	7,250	7,470	7,560
U.S. Citizens	58,130	57,450	57,560	58,000	60,470	60,070
Immigrant aliens	8,080	8,360	7,650	8,420	8,240	8,320
Veterans	5,080	5,040	5,040	4,620	4,120	4,520
Total Unemployed	2,720	2,710	2,290	2,650	2,420	2,270
Not in the Labor Force	53,890	54,380	55,620	54,090	52,040	52,500
UNEMPLOYMENT RATES%						
All Workers	4.0	4.0	3.4	3.9	3.4	3.2
Adult women	3.2	2.3	2.7	4.1	3.7	4.3
Adult men	4.5	5.1	5.1	2.9	2.6	2.1
Teenagers	12.5	33.3	33.3	22.2	16.7	8.3
Household Heads	2.9	2.3	2.3	1.1	0.6	2.0
Full-time workers	4.2	3.5	3.4	3.7	3.1	3.1
Part-time workers	-	11.1	11.1	2.8	4.9	3.6
U.S. Citizens	4.3	4.3	3.7	4.3	3.9	3.6
Immigrants Aliens	5.9	5.9	5.9	2.0	1.9	1.9

According to the Unemployment Situation on Guam, as of June 2025 the unemployment rate was 3.2 percent, a decrease of 0.2 percentage points from the March 2025 figure of 3.4 percent, and a reduction of 0.8 percentage points from the June 2024 figure one year earlier of 4.0 percent. The total number of persons unemployed in June 2025 was 2,270, a decrease in the latest quarter and over the latest year. The June 2025 statistics continue the general trend of reduced numbers of unemployed persons along with lower unemployment rates since the pandemic high figures occurred in December 2020. Guam's population covered by the survey, 16 years of age and over in June 2025 was 123,160. The covered civilian population is

comprised of those in the labor force and those not in the labor force. The June 2025 unemployment rate reflected a decrease in the number of persons unemployed and also a decrease in the number of persons that were out of the labor force compared to June 2024. The labor force participation rate, the civilian labor force as a fraction of the civilian population aged 16 years of age and over, remained relatively unchanged from 57.4 percent in June 2025 in comparison to 57.7 percent in March 2025. **EMPLOYMENT**

MODIFICATION

The December 2025 preliminary statistics show an increase of 750 jobs over the latest quarter and a decrease of 230 in the latest year. The greatest private-sector employment gains over quarter were 440 in Construction and 180 in Hotels. The majority of the Construction job increases were H-2 workers. Both Federal and Government of Guam employment changed little in the latest quarter, but both declined marginally over the year, 160 and 230 jobs, respectively, totaling a Government employment decline of 390 jobs. As Hotel employment numbers increased, so did their average weekly hours worked, increasing from 33.5 to 36.2. The Hotel industry's average hourly and weekly earnings increased in December, along with an upswing in tourist arrivals. In comparison to December 2024, private nonsupervisory average hourly earnings for all industries increased from $18.52 to $18.74, average weekly hours paid increased from 38.4 to 38.9, and average weekly earnings increased from $712.27 to $729.69.

EMPLOYEES ON PAYROLL BY OWNERSHIP AND INDUSTRY						EMPLOYMENT BY SEX		PRODUCTION WORKERS, WAGES, HOURS AND EARNINGS[1]			
	December[P] 2024	March[P] 2025	June[P] 2025	September[P] 2025	December[P] 2025	December 2025 Male	Female	Production Workers	Average Hourly Earnings	Average Weekly Hours Paid	Average Weekly Earnings
PRIVATE SECTOR											
AGRICULTURE	270	270	270	270	270	250	20	100	$15.96	24.1	$385.35
CONSTRUCTION	12,870	12,320	12,110	12,470	12,910	11,550	1,360	8,930	20.24	41.1	833.18
General building contractors	10,950	10,400	10,190	10,580	11,040	9,890	1,150	7,800	18.81	39.0	733.76
Heavy construction, ex. building	620	600	550	520	520	470	50	430	23.21	53.4	1,400.57
Special trade contractors	1,300	1,320	1,370	1,370	1,350	1,190	160	700	21.57	43.5	938.28
MANUFACTURING	1,520	1,520	1,540	1,560	1,580	1,250	330	980	19.94	48.2	961.70
Food and kindred products	490	470	470	500	520	320	200	200	14.15	34.5	488.04
Printing and publishing	150	160	160	140	140	100	40	90	14.89	33.8	502.81
All other manufacturing	880	890	910	920	920	830	90	690	20.93	51.8	1,085.01
TRANSPORTATION & PUBLIC UTILITIES	3,670	3,630	3,610	3,720	3,780	2,230	1,550	3,040	26.35	42.1	1,110.23
WHOLESALE TRADE	2,370	2,380	2,370	2,380	2,370	1,520	850	1,900	14.68	39.6	580.81
RETAIL TRADE	12,810	12,630	12,490	12,560	12,530	5,820	6,710	10,680	15.45	33.2	513.64
FINANCE, INSURANCE & REAL ESTATE	2,370	2,400	2,420	2,440	2,430	780	1,650	1,520	18.58	40.1	745.19
SERVICES	16,760	16,750	16,540	16,670	16,930	8,290	8,640	14,600	18.07	39.9	721.22
Hotels and other lodging places	6,090	6,110	6,010	6,080	6,260	2,950	3,310	5,040	12.26	36.2	444.28
All other services	10,670	10,640	10,530	10,590	10,670	5,340	5,330	9,560	22.98	43.6	1,002.87
TOTAL PRIVATE SECTOR	52,640	51,900	51,350	52,070	52,800	31,690	21,110	41,750	$18.74	38.9	$729.69
PUBLIC SECTOR											
FEDERAL GOVERNMENT	4,050	4,010	3,890	3,870	3,890	2,040	1,850				
GOVERNMENT OF GUAM	11,980	11,890	12,200	11,750	11,750	5,280	6,470		$36.66 [2]	38.2	$1,401.99
Executive branch (Includes D.O.E.)	6,760	6,740	7,200	6,660	6,590 [3]						
All others including autonomous	5,220	5,150	5,000	5,090	5,160						
TOTAL PUBLIC SECTOR	16,030	15,900	16,090	15,620	15,640	7,320	8,320				
TOTAL PAYROLL EMPLOYMENT	68,670	67,800	67,440	67,690	68,440	39,010	29,430				

[1] Wages, Hours, and Earnings information is reported for production (nonsupervisory) workers only. Earnings are "gross", they reflect not only changes in basic hourly wage rates, but also such factors as premium pay for overtime work and shift differentials. Average weekly hours information is different from standard or scheduled hours because of such factors as absenteism, labor turnover, part-time, overtime work, and stoppages. Due to the rounding of the Earnings and Hours Paid figures, their multiple may differ from the average weekly earnings rate shown.

[2] Government figures include all employees and are not directly comparable to private sector production worker estimates.
[3] Government of Guam June 2025 figures include DYA Summer Employment and Training Programs for Youth.

[P] Figures are preliminary [r] Revised estimates [up] Updated preliminary figures

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

The three main economic drivers of the island—tourism, federal government expenditures, and construction capital investment—are projected to expand further in the coming years, contributing to stable economic growth and a steady demand for employment.

Federal government expenditures, in particular, now represent the largest source of funds flowing to Guam and are expected to average $1.2 billion to $2 billion annually, which will require training and upskilling of local workforce for the productivity and performance requirements of businesses that will drive Guam's economic expansion. The influx of federal funding injects capital into Guam's economy, stimulating growth and generating a multiplier effect across various sectors. As federal projects and initiatives expand, there will be an increased demand for skilled labor in construction, engineering, and related fields. This will also open up opportunities for development of new and other employment industries and stimulate growth in current in-demand industries.

MODIFICATION

To meet the demands in labor, the Guam Department of Labor will continue to push for policies and initiatives to streamline the process of approving H-2B workers and extend the Guam NDAA H-2B exemption in Congress, in addition to developing its apprenticeship programs. As of March 12, 2026January 2024, there were 6,000226 H-2B workers on Guam, the largest number in the last 30 years. This number is projected to reach more than 7,000 in fiscal year 2027 and peak at more than 8,700 in 2028 before it tapers as military construction projects at Camp Blaz reach their final stages.

Additionally, significant resources are provided to the Guam Community College (GCC) through the Manpower Development Fund, which is funded through H-2B visa registration fees, to develop local workers in construction and other industries in an effort to maximize utilization of available local workers in demand driven occupations. This investment into the workforce shows Guam's commitment to assisting those individuals who want to gain the skills to enter into productive good-paying jobs or to also help provide upskilling opportunities through GCC for those who are already working but want to get into better jobs.

A robust first-tier industry, and upskilling and education of the workforce will result in job growth in new industries. Federal investments in infrastructure projects, healthcare, renewable energy, federal contracting, and education will have spillover effects into Guam's tourism, hospitality, retail, and professional services industry.

The Bureau of Labor Statistics (BLS) Long Term Projection for industry occupations as seen in Table 3 indicate that the largest growth in the next 10 years will occur within the Food Preparation and Serving Related Occupations.

While the labor market will be ripe with construction and tourism-related jobs, the challenge will be in matching skills to the appropriate occupation. Based on anecdotal evidence, employers are currently indicating that there is a surplus of job openings in specific sectors, but local residents lack the requisite skills and qualifications to match them to these positions.

In addition to a shortage in the labor force due to skills gap and, the future workforce may see a shift as a result of a declining population. Guam's workforce is aging with a disproportionate number of younger workers to replace the boomer generation, as well as generation X that is

next in line for retirement. According to Census data, the pool of older workers aged 55 and above outnumbered younger workers aged 16 to 24 by nearly 80%. (Table 8).

Most of the demand for jobs as indicated in long-term occupational projections from 2020 to 2030 will occur in areas related to key drivers of Guam's economy, which are tourism, federal expenditures, and construction capital. The top 10 occupations categorized by growth are:

- Personal Care and Service
- Educational Instruction and Library
- Building and Grounds Cleaning and Maintenance
- Protective Service
- Community and Social Service
- Life, Physical, and Social Science
- Food Preparation and Serving Related
- Legal
- Computer and Mathematical
- Business and Finance Operations

Data from the 2020 Census shows that of the top 10 occupations where older workers were employed in 2020, four are also projected to see the most growth by 2030, which are in: Building and Grounds Cleaning Maintenance, Businesses and Finance Operations, Food Preparation and Serving, and Educational Instruction and Library (Table 9).

Table 9 - Occupation of Older Workers by Age

OCCUPATION	Total	55 to 59 years	60 to 64 years	65 years and over
Civilian employed population 16 years and over in households (excluding people in military housing units)	58,078	6,215	4,210	3,904
Management occupations	6,083	874	618	632
Business and financial operations occupations	3,014	386	252	178
Computer and mathematical occupations	824	80	54	25
Architecture and engineering occupations	1,260	201	124	121
Life, physical, and social science occupations	461	46	43	32
Community and social service occupations	853	79	60	75
Legal occupations	407	59	37	64
Educational instruction, and library occupations	3,632	319	207	226
Arts, design, entertainment, sports, and media occupations	717	51	29	43
Health diagnosing and treating practitioners and other technical occupations	1,244	86	80	89
Health technologists and technicians	774	58	35	32
Healthcare support occupations	973	68	51	45
Firefighting and prevention, and other protective service workers including supervisors	1,520	131	80	64
Law enforcement workers including supervisors	837	72	32	11
Food preparation and serving related occupations	4,944	353	221	201
Building and grounds cleaning and maintenance occupations	3,001	474	294	307
Personal care and service occupations	1,041	91	55	68
Sales and related occupations	6,297	537	373	427
Office and administrative support occupations	7,190	726	457	355
Farming, fishing, and forestry occupations	78	12	6	N
Construction and extraction occupations	4,031	649	405	334
Installation, maintenance, and repair occupations	2,620	261	216	150
Production occupations	1,869	216	198	179
Transportation occupations	2,411	253	194	188
Material moving occupations	1,997	133	89	56

Of the top 10 occupations identified to have the most growth in the Bureau of Labor Statistics Long-Term Occupation Projections 2020-2030, workers age 55 and older are currently employed in four occupations: Building and Grounds Cleaning Maintenance, Businesses and Finance Operations, Food Preparation and Serving, and Educational Instruction and Library (Table 9). The remaining six occupations that are projected to see high demand are: Personal Care and Service; Protective Service; Community and Social Service; Life, Physical and Social Science; Legal; and Computer and Mathematical.

There's also a growing shift in attitudes of potential employees, which has been seen globally since the pandemic, toward employers, with a heightened emphasis on workplace culture, employee well-being, and work-life balance. Potential employees are increasingly seeking employers who offer a supportive and inclusive work environment, opportunities for career advancement, flexible schedules, and benefits that promote overall health and wellness. Companies that fail to meet these expectations may struggle to attract and retain talent, particularly in industries where job seekers have multiple options.

Furthermore, the COVID-19 pandemic accelerated certain trends, such as remote work and flexible arrangements, leading many to reassess their priorities and work expectations. The pandemic highlighted the importance of prioritizing health, safety, and family above other considerations. Overall, the shift in attitude reflects a broader societal change where potential employees are increasingly weighing factors such as work-life balance, well-being, and workplace culture when deciding whether to enter or exit the workforce, or to choose an employer.

The rising cost of goods and inflation, coupled with little upward movement in private sector wages diminishes the purchasing power for workers. Without adequate wage growth to keep pace with inflation, individuals and families struggle to cover basic needs and may resort to relying on subsidies or other forms of assistance to make ends meet. In such circumstances, government subsidies and welfare programs become essential lifelines for vulnerable and underserved populations. The economic pressures created by the cost of living and wage stagnation can also act as a disincentive to workforce participation. For some, the low wages offered in the private sector may not provide sufficient financial incentive to seek employment, especially if the cost of working, such as transportation and childcare, exceeds that of potential earnings.

To overcome these challenges, employers must be willing to invest in employee development, offer better incentives, and cultivate a positive workplace culture. This will also require a holistic approach that will take buy-in from the private sector and policy changes from the government sector to be effective.

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

Based on the 2020 Guam educational attainment data by the U.S. Census Bureau, 86.0% of Guam residents who were 25 years and older received at least a high school diploma or higher education degree, such as an associate's degree or bachelor's degree. (Table 6)

The educational attainment data from the U.S. Census Bureau was not available when the last State Plan was submitted in 2020 due to the operational suspension of the Guam Census related to the COVID-19 pandemic. The last available data was from 2010, when the educational attainment of Guamanians was 79.4% for those 25 and older with at least a high school diploma or higher degree. This shows a marked improvement in the 10-year span of educational attainment, which can be attributed to a number of factors, including a focus on STEM programs, the expansion of charter schools, the implementation of standards-based curricula aligned with national benchmarks, legislation and policies that promote quality learning, and partnerships between schools, government agencies, nonprofit organizations, and businesses that have facilitated the sharing of resources, expertise and best practices.

The rate of students who did not finish high school in Guam, according to the 2020 U.S. Census Bureau, also saw an improvement, decreasing to 14.0%, down 6.6 percentage points from the 2010 educational attainment rate of 20.6%. A high school diploma is the most valued requirement by employers for an entry level position, based on the July 2011 Employers Survey Report from the Guam Community College, and could make individuals without a high school diploma susceptible to unemployment or displacement.

Table 6 – Educational Attainment by Age Group

EDUCATIONAL ATTAINMENT	Total	25 to 44 years	45 to 54 years	55 to 64 years	65 years and over
Population 25 years and over (excluding people in military housing units)	91,188	36,976	19,433	17,793	16,986
Less than high school graduate	12,773	4,936	2,617	2,161	3,059
High school graduate (includes equivalency)	34,372	13,888	7,664	6,655	6,165
Some college or associate's degree	20,954	9,212	4,310	4,207	3,225
Bachelor's degree or higher	23,089	8,940	4,842	4,770	4,537
Percent high school graduate or	86.0%	86.7%	86.5%	87.9%	82.0%
Percent Bachelor's degree or higher	25.3%	24.2%	24.9%	26.8%	26.7%

Source: U.S. Census Bureau. Based on 2020 population estimates of 153,836.

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

Several opportunities exist to improve hiring and retention rates, educational attainment, and skills needs across all markets. Data analysis indicates labor market trends throughout the U.S. progressing toward a broader spectrum of requirements to meet workforce needs and develop talent in the workforce, such as adopting skills-based requirements from traditional educational requirements. Additionally, a paradigm shift has been observed in the development of apprenticeship programs toward more professional-oriented careers.

In Guam, opportunities stem from leveraging existing strengths such as vocational training and work-based learning and resources, while addressing gaps and challenges such as policy changes, expanding job criteria, and shifting priorities within the workforce ecosystem. There exists already a strong framework within the apprenticeship system for vocational training which has seen exponential growth in the last five years through program incentives and public-private partnerships. Expansion of apprenticeship programs into more professional careers offer a strategic approach to meeting demands in Guam's workforce needs and address the shortage in labor in industries such as education and healthcare, and attract new industry growth in areas like finance, software development, and engineering.

Guam stands to benefit from shifting its priorities in its hiring practices to address the lack of job applicants and short supply of qualified candidates. By prioritizing experience and skills over traditional educational qualifications, such as college degrees, Guam can create more inclusive and equitable pathways to employment, and access more diverse career opportunities. Several states have adopted this model at a government level, removing degree requirements or prioritizing experience and skills over four-year degrees for as much as 90% of classified jobs. By removing the educational requirement, government agencies expand the pool of qualified candidates and fill shortages in employment. Adopting this model in private sector employment, in addition to other initiatives, such as positive workplace culture, diversity and inclusivity, better incentives, and flexible schedules can also address the labor shortage.

HIREGUAM, the official state job bank for Guam that offers free services for job seekers and employers and administered by the Guam Department of Labor, shows that from January 2022 to January 2023, there were 19,040 jobs available but only 3,522 applications were submitted for those roles (Table 7). In the same period a year later, 23,211 jobs were posted while only 1,041 applications were submitted, indicating that while the number of job postings shot up by 21.9% year-over-year, HIREGUAM saw 70.4% less applicants in the same period. This data demonstrates that, at least for HIREGUAM, the number of job vacancies are gradually outpacing the number of jobseekers.

Table 7 - HIREGUAM Internal Job Listings Availability Report

Occupation Code	Occupation Description	2022-2023 Positions Available	2023-2024 Positions Available	2022-2023 Applications Submitted	2023-2024 Applications Submitted
11-0000	Management Occupations	206	287	61	22
13-0000	Business and Financial Operations Occupations	101	71	107	53
15-0000	Computer and Mathematical Occupations	51	47	41	17
17-0000	Architecture and Engineering Occupations	147	191	37	41
19-0000	Life, Physical, and Social Science Occupations	99	161	16	12
21-0000	Community and Social Service Occupations	24	12	13	3
23-0000	Legal Occupations	4	1	8	0
25-0000	Educational Instruction and Library Occupations	36	2	15	2
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	25	8	12	1
29-0000	Healthcare Practitioners and Technical Occupations	107	160	22	4
31-0000	Healthcare Support Occupations	53	90	93	20
33-0000	Protective Service Occupations	75	44	49	18
35-0000	Food Preparation and Serving Related Occupations	1,568	267	338	21
37-0000	Building and Grounds Cleaning and Maintenance Occupations	1,155	1,285	349	120
39-0000	Personal Care and Service Occupations	19	15	16	3
41-0000	Sales and Related Occupations	1,145	155	127	31
43-0000	Office and Administrative Support Occupations	325	324	1469	369
45-0000	Farming, Fishing, and Forestry Occupations	2	5	0	1
47-0000	Construction and Extraction Occupations	12,085	17,614	369	173
49-0000	Installation, Maintenance, and Repair Occupations	966	1,228	133	46
51-0000	Production Occupations	706	1,072	70	30
53-0000	Transportation and Material Moving Occupations	141	172	177	54
		19,040	**23,211**	**3,522**	**1,041**

In a tight labor market, other opportunities aimed at enhancing workforce development and targeted recruitment strategies can help attract and retain qualified candidates. Recruitment strategies that leverage technological upgrades and AI technology can help broaden the pool of qualified candidates.

Table 8 - Employment Status for Civilian Labor Force

Employment Status	Total	16-19 Years	20-24 Years	25-44 Years	45-54 Years	55-64 Years	65 and
Population 16 years and over in households (excluding people in military housing units	110,609	9,000	10,421	39,976	19,433	17,793	1
Civilian Labor Force - Employed	64,648	2,325	6,516	26,363	14,172	11,119	

Source: Census Data CT28 - Employment Status, Work Status in 2019 by Age - data.census.gov

Data from the 2020 U.S. Census Bureau (Table 8) suggests that there is a changing landscape in the labor market which could shift the dynamic of the workforce in the next five to ten years as the torch passes from one generation to the next with an aging workforce and a disproportionate number of younger workers to replace them.

According to Census data for Guam, a straight comparison of those employed in the Civilian Labor Force showed that seniors 55 years and older occupied more jobs at 23.6% while those 16-24 years of age took up 13.7% of jobs recorded. The pool of candidates is also shrinking, based on figures from the Census data, which shows that the population of 55 years and older excluding military housing units was at 34,779 while there were 19,421 in the 16-24 age group.

As the labor force shifts with an aging population, more emphasis must be placed on programs aimed at preparing youth not just for employment, but for employment in in-demand industries. Educational attainment data suggests, and educational institutions report that more people are getting degrees, enrolling in college, and less people are dropping out of high school. The younger generation of qualified candidates are smarter but not as skilled as the existing workforce.

Investing in alternative educational programs is crucial through partnership development. Educational programs and curricula such as STEM (Science, Technology, Engineering, and Mathematics), Business Development, Charter Schools, Hospitality and Culinary Arts programs, can address potential shortfalls and gaps in skills in the future workforce.

A qualitative analysis of youth, their interests, educational level and standards would benefit employers and researchers to gain a better understanding of their competencies compared to emerging industries and occupations, and help create effective strategies for recruiting, training, and retaining young talent in the workforce.

Another strategy that can be taken to maximize labor force participation, as seen in other Asia-Pacific countries, is to introduce initiatives that exclusively target the attraction and retention of older workers. These initiatives would require policy changes, reskilling programs, wellness benefits, better accommodations, and promotion of hiring incentives. By keeping older persons employed, stability in the workforce can be attained.

Women can also be a crucial asset in the workforce and policy changes, guaranteed paid parental leave, flexible work arrangements, incentives, and career growth can lead to job satisfaction, thereby attracting and retaining more female employees to fill shortages in labor gaps.

The U.S. Census Data also shows a substantial disparity in the gender wage gap with women on Guam earning 26% less than men in 2019, or 0.74 on the dollar[1]. The national average in 2019 was 82%, according to the U.S. Bureau of Labor Statistics. [2]

By industry in Guam, the gender pay gap varied even further (Table 9). The largest gap was in Manufacturing with women earning 0.67 on the dollar compared to men, followed by Agriculture, Forestry, Fishing and Hunting, and Mining at 0.68 on the dollar. Public Administration also had a wide gap with women earning 27% less than men. The gender wage gap was smaller in industries such as Wholesale Trade at 0.98 on the dollar; Transportation and Warehousing, and Utilities at 0.94 on the dollar; and Educational Services, and Healthcare and Social Assistance at 0.92 on the dollar.

The Construction industry was the only sector in which women earned more than men by 0.09. However, according to the Census Bureau, women made up only 10% of the construction industry in Guam.[3] Although construction has historically been a male-dominated industry, with women comprising only 10% of the construction industry, there exists a significant opportunity to expand the pool of candidates and fill labor shortages. Recruiting and supporting women in the construction industry can diversify the workforce and advance gender equality.

Table 9 - Industry by Median Earnings and Sex in 2019

INDUSTRY	Male	Female	Wage Gap
Civilian employed population 16 years and over in households with earnings in 2019 (excluding people in military housing units)	35,625	30,797	149
Agriculture, forestry, fishing and hunting, and mining	36,563	25,000	329
Construction	33,504	36,439	-99
Manufacturing	32,788	21,815	339
Wholesale trade	28,701	28,220	29
Retail trade	26,648	23,591	119
Transportation and warehousing, and utilities	42,983	40,577	69
Information	40,931	32,005	229
Finance and insurance, and real estate and rental and leasing	39,511	34,047	149
Professional, scientific, and management, and administrative and waste management services	37,483	31,811	159
Educational services, and health care and social assistance	40,612	37,525	89
Arts, entertainment, and recreation, and accommodation and food services	23,483	20,501	139
Other services, except public administration	30,723	26,117	159
Public administration	59,688	43,558	279

Source: U.S. Census Bureau

[1]data.census.gov, Decennial Census of Island Areas, CT91 Work Status in 2019 and Sex by Median Income in 2019

[2] https://www.bls.gov/opub/reports/womens-earnings/2019/home.htm

[3]data.census.gov, Decennial Census of Island Areas, CT11 Industry and Sex by Race

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.

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.

Title I-B - Adult, Dislocated Worker, Youth Program:

The Adult, Dislocated Worker, and Youth Programs play a crucial role in supporting individuals in career development and employment goals.

ADULT PROGRAM ACTIVITIES, STRENGTHS, AND WEAKNESSES

The Adult Program focuses on providing employment and training services to individuals 18 years of age and older who may face barriers to employment or require assistance in obtaining employment. The types of services provided include career counseling, skills assessment, job search and placement assistance, resume writing workshops, interview preparation, access to training and education programs, and other follow up services. The Adult Program is managed and administered through the American Job Center where participants are provided with personalized case management and individual employment plans. Case managers follow a robust follow up system and a thorough objective assessment summary. The staff and management communicate with local stakeholders to understand local businesses needs as well. Although the Adult Program continues to actively engage and meet its goals, some of its weaknesses are common barriers that exist for many other programs that affect program participants, such as transportation. Guam has an unreliable local public transportation system which affects many constituents who are unemployed or underemployed. While Guam's unemployment rate is relatively low at 4.1% as of quarter ending September 2023, this creates a shortage of workers to fill vacancies, the American Job Center also sees the shortage of workers to fill vacancies as a challenge. Additionally, Guam has strong partnerships with its

Eligible Training Providers, but does not have enough ETPs to provide the training and resources for participants enrolled in Title I programs.

DISLOCATED WORKER PROGRAM ACTIVITIES, STRENGTHS, AND WEAKNESSES

The Dislocated Worker Program is designed to assist individuals who have lost their jobs due to layoffs, business downsizing, or other economic disruptions. The program provides support services to dislocated workers, including job search assistance, skills assessment, training opportunities, and reemployment counseling. Much like the Adult Program, the Dislocated Worker Program's case management system is robust and the staff at the American Job Center are proactive in case follow up and follow through. Many of the participants in the Dislocated Worker Program exit the program and successfully find permanent employment. Similar to the Adult Program, overall, there are not enough ETPs to provide the training and resources for participants in Title I programs.

YOUTH PROGRAMS ACTIVITIES, STRENGTHS AND WEAKNESSES

The Youth Program targets individuals between the ages of 14 and 24 who may face barriers to education, training, or employment. Services include academic support, career exploration, work readiness training, internships, workshops, pre-apprenticeships, apprenticeships, mentorship opportunities, and assistance with obtaining high school diplomas or equivalent credentials. Case managers are dedicated to serving the needs of Youth clients and the programs tailored toward their success. Youth Programs in Guam have seen success through partnerships with educational institutions and innovative ideas that prepare youth for challenges of the modern workforce in in demand industries. Because of the success of the recently launched Youth Program initiatives, employers have expressed interest in similar programs aimed at career planning, and skills and vocational training in targeted industries such as hotel and restaurant, automotive, and aviation. This will require more resources and funding, and stakeholder engagement to achieve.

ADULT, DISLOCATED WORKER, AND YOUTH PROGRAMS CAPACITY TO PROVIDE SERVICES

Although the Adult, Dislocated Worker, and Youth Programs administered through the American Job Center (AJC) operate under limited resources, the programs offer critical support to individuals across different age groups and circumstances. The Adult Program equips participants with skills, training, and support needed to secure and retain employment by offering career counseling, skills assessment, job search assistance, and training opportunities. The Dislocated Worker Program serves individuals who have lost their job due to various reasons. Through the AJC, individuals are provided with re-employment services, training opportunities, and job search assistance. The program also collaborates with local businesses and government agencies to identify opportunities for dislocated workers. The Youth Program serves individuals aged 16-24, with a focus on helping youth overcome barriers to employment and initiating their entry into career fields that align with their interests. The AJC collaborates with schools, community organizations, and employers to provide innovative programs and pathways for our youth to get an early start in a career of their choice. The Adult, Dislocated Worker, and Youth Programs employ seven individuals who service participants at the AJC. In PY2023, the AJC serviced 350 participants in the Adult, Dislocated Worker, and Youth Programs.

Title III Wagner Peyser Employment Services:

WAGNER-PEYSER EMPLOYMENT SERVICE ACTIVITIES, STRENGTHS, AND WEAKNESSES

The Wagner-Peyser Employment Service's primary function is to facilitate job matching between job seekers and employers. Case managers collect information about job openings from employers and match them with qualified job seekers based on their skills, experience, and preferences. Case managers assess the experience of each individual and provide career guidance, and, based on their profile, are referred to training and other services. Participants may also be referred directly to job openings based on their skills match and experience. Other services provided include resume building and writing, counseling, and promoting hiring of veterans and veterans with significant barriers to employment. The Wagner-Peyser Employment Service has a strong history of inter-agency partnerships with the Senior Community Service Employment Program, Jobs for Veterans State Grants, and the Business Services Unit. Managed through the American Job Center, Wagner-Peyser implements a standard onboarding for new career counselors.

Although Wagner-Peyser's case management system is robust, its staff still need training and professional development and faces challenges with staffing levels. The American Job Center does not conduct job search workshops, which could help bridge gaps between employers and job seekers. The Wagner-Peyser Employment Service must also evaluate facilitating Federal Tax Credit for hiring offenders, persons with disabilities, and other target groups.

WAGNER-PEYSER CAPACITY TO PROVIDE SERVICES

The capacity to provide services under the Wagner-Peyser Program through the American Job Center is enlarged because of braided resources with partners such as the Guam Community College. There are a combined total of 16 employees who service individuals across various programs under Wagner-Peyser. In PY2023, a total of 856 participants were serviced with 2,285 cases in follow-up services.

Senior Community Service Employment Program (SCSEP):

SCSEP ACTIVITIES, STRENGTHS, AND WEAKNESSES:

The Senior Community Service Employment Program provides economically disadvantaged older persons, 55 years of age and older opportunities for employment through job training and skills development. The program also fosters useful part-time opportunities in community service activities. Seniors enrolled in the program earn income while developing employable skills and are placed with community-serviced based employers, such as government agencies, non-profit organizations and public institutions. Each SCSEP participant works with a case manager to develop an individualized career development plan tailored to their skills, interests, and career goals. Each participant is transitioned from subsidized to unsubsidized employment through job placement assistance and employment support services to help participants. Services include resume writing assistance, interview coaching, and referrals to local employers. Participants also receive services to address barriers to employment such as transportation assistance, access to affordable healthcare such as social security credits, and workers compensation coverage. SCSEP contributes to the overall well-being of the community by addressing unmet needs and meaningful activities outside of the home environment, including the continuation of mental, physical, and socialization activities.

Because of funding constraints, there are limited slots available for program participation. Many of the participants lack education and experience to apply for high-paying jobs. There also has not been much interest from employers so the occupations and industries in which participants are enrolled are limited to certain sectors.

SCSEP CAPACITY TO PROVIDE SERVICES

The Senior Community Service Employment Program (SCSEP) currently has two full time employees who devote their time to the program. Services for SCSEP are offered within the American Job Center (AJC) One-Stop Employment Center. In the first quarter of Program Year 2023, sixty (60) participants were enrolled in SCSEP. The program collaborates with several Government of Guam agencies for placement of seniors into employment, including the Mayors' Council of Guam at 14 of the 19 municipalities, Guam Waterworks Authority, Department of Public Health and Social Services, Guam Energy Office, Guam Housing Corporation, and several others.

REGISTERED APPRENTICESHIP PROGRAM ACTIVITIES, STRENGTHS, AND WEAKNESSES

Registered apprenticeship is an employer-driven program that combines on-the-job learning and training with related classroom instruction that increases an apprentices skill level and wages. Registered apprenticeship plays a crucial role in workforce development by providing a pathway to gainful employment and career advancement in high demand industries such as construction, telecommunications, information technology, healthcare, maritime, and tourism. In the last five years, the Guam Registered Apprenticeship Program (GRAP), has seen exponential growth, doubling the number of apprentices enrolled in the program. GRAP offers tax incentives to employers who participate in the program. Since its inception in 2009, GRAP has graduated nearly 1,000 apprentices in a wide variety of industries for individuals who would not have otherwise qualified for these positions without the training and instruction they received through GRAP.

The State Apprenticeship Agency at the Guam Department of Labor also has a strong partnership with the Guam Community College and other organizations and employers to establish apprenticeship programs, pre-apprenticeship programs, and boot camps that lead to apprenticeship. These programs are structured and designed based on industry demands, such as in bus and truck driving, building maintenance and repair, ship repair, utilities, law enforcement, childcare, medical, construction, cyber security, and administrative.

At the end of the program apprentices receive a journeyman's certificate which is portable throughout the country. Because of the success with these apprenticeship programs and the proven strategy for building a highly-skilled workforce with low turnover, employers from other industries have expressed interest in developing new apprenticeship programs to prepare for emerging and future workforce demands. The Guam Department of Labor is also collaborating with partners to develop apprenticeship programs in Education, Business, Automotive, and Aviation industries.

In 2023, the Guam Department of Labor launched its inaugural Year-Round In-School Youth Program enrolling between 80 to 100 high school juniors and seniors per school break session for paid work-based orientation training to prepare them for a six–week paid summer internship with a partner private-sector employer. GDOL partners with the Guam Department of Education to ensure students receive School-to-Work credit that goes toward their high

school graduation requirements and provides valuable real-world experience toward apprenticeship and internship. The program has seen so much success that several students have been hired directly by the employers at the completion of their internship.

The success of the Year-Round In-School Youth Program has also generated interest from the Hotel and Restaurant and Automotive Industries. The State Apprenticeship Agency is in its final stages of establishing a Youth Apprenticeship Program with two major hotels with youth apprentices already registered and standards for the program already approved. Automotive industry employers have also expressed interest in establishing a Youth Apprenticeship program within the industry to build capacity within their workforce.

While the growth of apprenticeship and pre-apprenticeship programs has yielded considerable success in the past five years, there remains ample room for opportunity. The State Apprentice Ship Agency will encourage greater employer engagement and apprentice participation that will result in a more skilled workforce and bolster economic growth.

MODThe Guam Department of Labor is now in its third year of conducting the Year-Round In-School Youth Program. Since its launch in 2023, the program has seen several changes to improve outcomes and increase enrollment. **REGISTERED APPRENTICESHIP CAPACITY TO PROVIDE SERVICES**

The State Apprenticeship Agency employs three individuals who serve between an average 15 to 20 employers, 600 apprentices, and five partner agencies annually.

Title II – Adult Education and Family Literacy Act

ADULT EDUCATION AND FAMILY LITERACY ACT ACTIVITIES, STRENGTHS, AND WEAKNESSES

Administered through the Guam Community College (GCC), the Adult Education and Family Literacy Act (AEFLA) 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. The programs and services are available to eligible individuals who have attained 16 years of age, not enrolled or required to be enrolled in secondary school, are basic skills deficient, do not have a secondary school diploma or its recognized equivalent, and has not achieved and equivalent level of education, or and 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 Adult Education Program provides academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak 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. The Basic Literacy Skills Program provides academic instruction and education services to assist an individual's ability to read, write, and speak in English, digital literacy and critical thinking, at levels of proficiency necessary to function on the job, in the family of the individual, and in society. The Workplace Adult Education and Literacy activities, programs, and services are offered in collaboration with an employer or employee organization at a workplace or an offsite location that is designed to improve the productivity of the workforce. In its previous state plan, GCC identified a need for Integrated Education and Training (IET) in the hospitality and tourism industries and developed courses to pilot a program, bringing in experts from the mainland and conducting professional development. GCC piloted and has successfully launched the IET program which began this semester. This new IET now offers individuals alternatives to get into postsecondary education and a pathway into a new career.

At this time, GCC's Family Literacy Program to develop and promote the parents' and community's involvement in children's education has not been fully implemented. The Family Literacy Program is being developed and GCC aims to launch it with comprehensive resources and support systems that empower parents to actively participate in their children's learning to strengthen community bonds. GCC's AEFLA currently has

ADULT EDUCATION AND FAMILY LITERACY ACT CAPACITY TO PROVIDE SERVICES

GCC's AEFLA currently has 10 to 15 staff which include four faculty, one test examiner, one administrative aide, two program coordinators, five to six tutors, and one associate dean who oversees the program. In PY 2021-2022, 233 participants were served. That number slightly decreased in PY 2022-2023 to 220 participants served.

VOCATIONAL REHABILITATION

The Vocational Rehabilitation Program vocational and rehabilitative services to individuals with disabilities to help prepare them find careers and live as independently as possible.

VOCATIONAL REHABILITATION ACTIVITIES, STRENGTHS, AND WEAKNESSES

The Division of Vocational Rehabilitation (DVR) in Guam offers a wide range of services to support individuals with disabilities in achieving employment goals. These VR services are consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choices, so that they may prepare for and engage in competitive integrated employment or supported employment and achieve economic self-sufficiency. To be eligible for the VR program, individuals must have a physical or mental impairment that results in a substantial impediment to employment and require and can benefit from VR services to achieve employment and maximize career goals. DVR services include vocational counseling, case management, job placement and coaching, social skills training, and other support services at the work site. Services are provided for a period not to exceed 24 months, except for youth with disabilities under the age of 25 who may receive services for an extended period of up to four years. VR clients who select competitive integrated employment may require long-term employment support which would require an assessment process and trial work to help identify the extent of support needed, which can include services from partners such as non-profit

organizations, employers, and other resources for individuals with the most significant disabilities. DVR also provides supported employment services to youth with the most significant disabilities for whom competitive and integrated employment has not traditionally occurred, been interrupted, or is intermittent as a result of a significant disability. DVR collaborates with the Guam Department of Education and institutions of higher learning to offer transition-age high school students with disabilities, ages 14 to 21, Pre-Employment Transition Services (PreETS). Services include job exploration counseling, work-based learning experiences, after school work opportunities, internships, counseling on opportunities in comprehensive transition or enrollment in postsecondary education programs, workplace readiness to develop social skills and independent living, and instruction in self-advocacy or peer mentoring. DVR also partners with the GCA Trades Academy to offer trades training opportunities to clients. DVR has several partnerships with multiple organizations in the public and private sector to ensure supportive services are provided to clients it serves and that DVR is able to conduct case management. DVR works collaboratively with the Guam Department of Labor and the American Job Center to maximize existing resources and promote access to and use of resources and services available to clients. DVR refers clients to the University of Guam for Guam Assistive Technology (GSAT) Center for various services, such as referrals for AT client assessments, AT training, AT demonstrations, AT Lending Library, AT Recycling and Equipment Exchange, and the Alternative Financing Program. DVR has a strong case management system within in its operation; however, its VR tracking system is obsolete and replacement continues to be a challenge. Staffing resources also need to be augmented to better serve clients. The lack of counseling staff impacts the ability of DVR to conduct outreach and serve youth effectively. At this time, DVR is in the process of recruiting additional staff, to include VR counselors to be assigned to high schools to administer the PreETS Program. DVR does not conduct regular or consistent outreach or have consistent partnerships with schools, which leaves youth with disabilities at risk to be identified as an underserved group. DVR's presence in the community and lack of awareness of services provided by DVR is a challenge that can hinder individuals from accessing support to reach employment and independence goals. The lack of outreach or educational awareness shines a negative light on the disabilities community and acts as a barrier to employment in Guam. Transportation has also been identified as a major barrier to employment, with poor public transportation options. Although there is a partnership established with the Guam Department of Labor/American Job Center (AJC), there is no formal established procedure in place to identify priority of service for individuals with disabilities seeking employment. DVR does not have a VR counselor physically located at the AJC to service individuals with disabilities seeking employment, and there is no system in place that ensures individuals with disabilities are prioritized or immediately referred for services once the individual has self-disclosed outside of case management. The GDOL captures basic demographic information, however, DVR's obsolete data system needs technological upgrades and enhancements to better capture and understand data and the needs of its clients and the disability community at-large. The relationship between AJC and DVR is primarily one of referral. There is no formal MOU between the AJC and DVR that provides guidance on joint service provision or co-enrollment.

VOCATIONAL REHABILITATION CAPACITY TO PROVIDE SERVICES

DVR operates under very limited resources with obsolete data systems in place to serve its constituents. DVR currently has 33 positions, of which only 11 are filled. Of the 11 employees,

five are VR counselors and six serve in administrative roles. DVR served nearly 400 individuals in FFY 2022 which puts the ratio of counselor to client at 1 per 80. DVR anticipates the number of clients it serves to increase by 500 in FFY 2027. In order to effectively serve the disabilities community, and ensure a smooth transition for youth with disabilities to engage in employment and achieve self-sufficiency, DVR will need to fill 22 more positions, with 11 of those to serve as VR counselors. DVR is actively recruiting five VR counselors to position them at the high schools to administer the PreETS Program. The lack of available counselors severely impacts the ability of the agency to provide consistent quality services to clients, students, and youth. DVR has multiple partnerships with agencies and organizations in the public, private, and non-profit sectors to support its services, however, some of these partnerships lack formal agreements, which impact the effectiveness and coordination of support provided to individuals. DVR has a memorandum of understanding (MOU) with secondary schools, however, due to insufficient staff at DVR to engage with schools for any sustained period, the MOU was not being followed. DVR lacks formal agreements with other providers or the AJC to co-locate services that would ensure vocational rehabilitation services are provided to the disabilities community who are seeking employment. The lack of counseling staff also impacts the ability of DVR to conduct outreach and serve youth effectively and limits its capacity to deliver comprehensive, individualized services to all clients, especially in remote, underserved areas. This challenge may result in gaps in support and missed opportunities for employment and career development among individuals with disabilities.

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.

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]

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

[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, which may include evaluation findings, and other feedback to make continuous or quality improvements.

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—

Describe the State's strategic vision for its workforce development system.

Guam's vision is to expand economic opportunities for job seekers and promote a flexible, innovative, and effective workforce system within the island's economy.

To accomplish this, Guam ensures the continued development of data-driven goals for preparing an educated and skilled workforce; expands economic opportunity, prosperity, and partnerships for the people of Guam; and continues to promote workforce development activities and collaboration that support its strategic goals with economic development and coordination with the private sector.

1) Increase the earning capacity of Guam's workforce system by maximizing access to employment.

The vision for the American Job Center (AJC) is to bolster the earning potential of Guam's workforce system by optimizing access to employment opportunities to individuals across the island. The AJC goal is to strengthen job placement services to help match job seekers with suitable employment opportunities. This includes offering personalized career counseling, resume assistance, and interview preparation, as well as facilitating connections and referrals with employers through jobs fairs, recruitment events, and network opportunities. The AJC will also continue to facilitate programs and services to ensure adults, dislocated workers, youth, veterans, seniors, individuals with disabilities, ex-offenders, long-term unemployed, and low-income individuals are prioritized for employment programs.

2) Increase the earning capacity of employees by providing them access to and enabling the utilization of skills and credentials through enhanced training, pre-apprenticeship programs, and boot camps.

Guam will work with local educational institutions, the Guam Community College, government agencies, and industry partners to develop comprehensive training programs tailored to the needs and interests of the labor force as well as industry demands. The State Apprenticeship Agency will also expand pre-apprenticeship programs and boot camps to serve as a bridge between education and employment, offering individuals hands-on training and exposure to specific industries. Guam will also collaborate with employers and industry associations to identify skills gaps, design relevant training programs, and connect participants with job opportunities.

3) Increase Guam's workforce development collaboration with partner programs and resources to better serve employers and job seekers.

Guam aims to strengthen partnerships with local businesses, industry associations, chambers of commerce, and other employer organizations to better understand industry needs and develop targeted employer engagement initiatives.

4) Increase the earning capacity of Guam's employers and job seekers by bolstering youth apprenticeship and working with out-of-school youth (OSY) through partner programs.

There is ample opportunity to engage out-of-school youth through targeted outreach initiatives and public awareness campaigns that would encourage them to participate in workforce development programs. One such program is the YouthBuild Program that the Guam Community College has applied for that would provide comprehensive training for out-of-school youth with skilled labor. Other opportunities include work-based learning, financial assistance and incentives, and career exploration. Guam intends to work collaboratively with partner organizations to engage out-of-school youth in workforce development initiatives to increase their earning potential while meeting the talent potential of employers. Guam has also launched the Youth Apprenticeship Program in partnership with hotels to prepare youth for a future in the hospitality industry. More hotels are seeking participation in the Hotel Associate Youth Apprenticeship Program (HAYAP), and as a result, other industries, such as automotive, early childhood education, construction, and culinary arts, have expressed interest in launching their own Youth Apprenticeship Programs.

5) Increase the earning capacity of Guam's employers and job seekers by eliminating barriers to employment.

Although Guam's unemployment rate and labor force participation continues to stabilize from economic downturns caused by the global pandemic, barriers to employment continue to exist within certain sectors of the population, such as those who lack transportation, the disabilities community, in underserved communities, people living in low-income households, those who have a criminal record, lack childcare, lack adequate housing, food, or clothing, are limited English proficient, lack work experience, are physically or mentally impaired, or struggle with substance use. Guam will invest in targeted training and support programs that address specific barriers and provide individuals with necessary skills and resources to pursue higher-paying employment opportunities.

6) Identify new industry partnerships that lead to sustainable employment.

Guam will conduct market analysis and thorough research to identify emerging industries and sectors with growth potential and areas of economic opportunity. To achieve this, the Guam Department of Labor and industry partners will proactively engage with industry stakeholders to facilitate public-private partnerships and continuously monitor the effectiveness of its partnerships.

Goals related to Veterans: Provide employment and training services to veterans with significant barriers to employment and connect employers with work-ready veterans. Serve as a partner for veterans, ready with resources and expert guidance to assist them in transitioning from active-duty service to civilian life, no matter when that transition occurred. GDOL AJC is committed to providing high quality services to Veterans. AJC staff is fully invested in supporting the success of this important population. Staff participate in ongoing professional development, and maintain updated knowledge on businesses seeking Guam's veterans to fill open positions.

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.)

GUAM's Performance Goals

WIOA Title I Adult/Dislocated Worker/Youth	Employment Rate – 2nd Qtr after Exit	Employment Rate – 4th Qtr after Exit	Median Earnings	Credential Attainment Rate	Measurable Skills Gain
Adult – Negotiated Targets	56.0%	51.0%	$6,152	$70.0%	73.0%
Adult - Actual	67.0%	61.3%	$5,828	69.2%	79.8%
Dislocated Worker – Negotiated Targets	71.0%	60.0%	$8,000	70.0%	70.0%
Dislocated Worker – Actual	81.8%	81.8%	$6,630	83.3%	70.0%
Youth – Negotiated Targets	65.0%	60.0%	$5,200	65.0%	65.0%

WIOA Title I Adult/Dislocated Worker/Youth	Employment Rate – 2nd Qtr after Exit	Employment Rate – 4th Qtr after Exit	Median Earnings	Credential Attainment Rate	Measurable Skills Gain
Youth – Actual	62.5%	100.0%	$4,810	-	80.6%
Wagner-Peyser	Employment Rate – 2nd Qtr after Exit	Employment Rate – 4th Qtr after Exit	Median Earnings		
Negotiated Targets	67.0%	64.0%	$7,400	-	-
Actual	80.1%	87.2%	$8,050	-	-

Assessment

In relation to the strategic vision and goals, Guam uses numerous strategies to assess the overall effectiveness of our workforce development system. This includes performance evaluations and continuous improvement strategies that align with goals outlined above at all levels necessary to achieve workforce development. Combined with board governance and policies, the staff and management at the AJC are committed to implement case management and document activities in case files and to conduct follow-up and monitoring on a quarterly basis to ensure that there is evaluation and feedback received from clients. The HireGuam Virtual One Stop (VOS) case management system is utilized by the Guam Department of Labor (GDOL). HireGuam is a centralized database system that processes shared information with workforce partnerships and continues to serve the Guam workforce community.

Requirements of the Guam Workforce Development Board -

The workforce board is required to:

• The Guam Workforce Development Board (GWDB) is private-sector driven and acts as the advisor to the Governor and the legislature on the workforce development system, and provides direction, strategic leadership, and collaboration among partners and businesses to deliver a strong workforce for both job seekers and employers

• Evaluate the extent to which the state's workforce development programs emphasize education and training opportunities that align with employers' workforce needs and labor market information and statistics; that these findings are reported on an annual basis, similar to the Guam Economic Outlook analysis report prepared by the GDOL Chief Economist for the Governor's office

• Re-assess funding streams and conduct review of programs with current unemployment situation and collaborate with education, workforce partners and training providers to assist job seekers with career pathways, especially youth, with Career and Technical Education (CTE), improve adult education and strengthen workforce development programs with both education and training to include supportive services

• Adopt resolutions that conform to workforce development for the Guam economy to be vibrant and sustainable; to expand initiatives that are innovative and inclusive of underserved communities to fill potential labor shortages in demand-driven industries and promote self-sufficiency

The GWDB will conduct a routine Business Needs Assessment (BNA) survey, the frequency of which will be determined based on need. The purpose of the Guam BNA survey was to better understand Guam's businesses current and projected needs so that Guam DOL and other Government agencies can determine criteria for solutions, set priorities, secure funding and set criteria for determining how best to allocate available government resources, people, facilities, and other resources to support the local business with training resources, recruitment, employment, and retention of employees in Guam.

The following outlines the Guam BNA survey:

BNA Goals for Gov't agencies and program use

- Optimizing Government resource allocation by understanding the various industry local-business needs to allocate resources effectively, investing in areas that will yield the greatest benefit to Guam's businesses and residents
- Increasing Government program productivity and efficiency addressing and gaps to maintain and expand high-engagement programs and to improve or restructure programs to increase service and assistance to Guam's businesses

BNA Best Practices

- Clearly define the purpose and objectives of the survey to ensure focused results.
- Use a combination of closed-ended to gather quantitative and qualitative data.
- Keep the survey concise and easy to understand to maximize participation.
- Ensure anonymity and confidentiality to encourage honest and accurate responses.
- Prioritize and align or restructure relevant Government program goals based on local business workforce development needs.
- Provide clear instructions and expectations to participants to improve survey completion rates.
- Leverage technology platforms or survey tools for easy distribution, data collection, and analysis.

BNA Post Action

- Compile and review all responses thoroughly.
- Identify clear trends and areas for government Program improvement and growth.
- Share the results with decision-makers and participants where appropriate.
- Develop a strategic plan to address the identified needs.
- Implement the necessary Government Program changes.

- Monitor and review the impact of these changes over time.

The GWDB Planning and Coordinating Standing Committee will use the Program Action Team (PAT) structure that was used for the Business Needs Assessment survey as well as the previously created

Work Areas list adopted by the GWDB board for workforce policies and governance to review and analyze the Business Needs Assessment. These work areas include industry collaboration, AJC and Partnerships, Vocational Rehabilitation coverage for both public and private sector; IT and cross-training support and collaboration with employers to post job openings, working with youth, veterans, individuals with disabilities, as well as Registered Apprenticeship expansion for youth involvement among other work areas outlined. The results of the Business Needs Assessment will be used to develop targeted strategies and policy recommendations to address identified gaps, improve workforce readiness, and align training programs with market demand to ensure a more dynamic and inclusive labor force.

The GWDB will continue to focus on meeting with the WIOA core required and strategic partners. These meetings will also be used to establish new and updated partnership agreements, policies and procedures that provide a framework aligned to the State Plan's Goals and Strategies - aligning workforce and education programs with leading and emerging industry skills demand. To support Guam's comprehensive and collaborative workforce system, partners are committed to ensuring effective coordination and alignment of the State's WIOA programs through strategic policy development, coordinated resource sharing, and collaboration with local and regional partners. Guam will continue to facilitate the creation of a strong, skilled workforce that effectively connects with businesses to help them compete in the global, State, and local economies. The Partners will continue to ensure that individuals are provided with the services they need, in a way that avoids duplication of programs and activities carried out through the system. Guam will prioritize investments where returns for individuals with barriers to employment are likely to be highest.

MODIFICATION

BUSINESS NEEDS ASSESSMENT

Another Business Needs Assessment (BNA) survey has been proposed to evaluate the impact of AI on the labor market and the experience of the department's workforce for staff development. staff. The PELL grant requires eligibility of participants and students for financial aid and in this regard, the Guam Workforce Development Board (GWDB) is to determine in-demand jobs and high priority industries to prioritize Artificial Intelligence (AI) Literacy and skill development across the workforce system. **This BNA analysis will be conducted by the University of Guam (UoG) and summarize potential AI impact levels, and generate actionable insights to inform workforce and education policy.**

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)

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)

Section (II)(b)(2) State Strategic Vision and Goals describe the GWDB's new goals with specific strategies to strengthen the workforce of the island. The Economic and Workforce Analysis in Section (II)(a)(1) identified industry areas that are in demand and career pathways it will focus on through Registered Apprenticeship:

- Hospitality
- Education
- Automotive
- Airframe & Powerplant Mechanics
- Construction
- Business
- Telecommunications

Guam will continue to strengthen industry partnerships and foster relationships within the private sector and in-demand sectors such as construction, healthcare, education, automotive, information technology, and telecommunications to expand workforce development initiatives. Through Registered Apprenticeship Programs, Guam aims to increase its skilled labor workforce, especially in fast-paced and in-demand industries. Guam has doubled efforts to bolster apprenticeship programs and boot camps in partnership with the Guam Community College (GCC) and GCA Trades Academy. This collaboration has led to expansion of boot camps, classes, courses, pre-apprenticeship programs, apprenticeship programs, and now youth apprenticeship programs in new industry sectors, including bus driving, child care, and telecommunications.

The hospitality industry continues to recover from the effects of the COVID-19 pandemic and Typhoon Mawar and tourism arrivals have still not returned to pre-pandemic levels. The hotel industry continues to face shortages in labor due to lingering effects of the pandemic which led to many workers switching careers as a result of the industry's instability. Some workers may have also transitioned into remote work and found the flexibility appealing. Despite aggressive recruitment efforts to fill labor gaps in the hotel and restaurant sectors, the industry, which is a major driver of Guam's economy, continues to face challenges in manpower. Instead of relying solely on experienced or credentialed workers, Guam has taken an innovative approach to expand its apprenticeship programs to begin in high school. This effort aims to increase the skilled workforce, prepare the younger generation for the future workforce in in-demand industries, and offer education alternatives to youth.

Guam recently launched a Youth Apprenticeship Program in the hotel sector with two hotels signing up and gettingan getting their apprenticeship standards approved. Six high school students are enrolled. After its announcement, more hotels have joined the program and several others are expressing an interest in the programs. The program requires students to have completed at least one year of the Hospitality and Management Training Program at GCC in order to qualify for the Hotel Associate Youth Apprenticeship Program (HAYAP).

The success of HAYAP has already sparked interest from other industries. GDOL is now engaging with employers from industries such as automotive, culinary, early childhood education, and construction to explore youth apprenticeship programs in these fields.

In addition to HAYAP, Guam intends to build upon the success of the Year-Round In-School Youth Program. From November 2022 to June 2023, the Business Service Unit (BSU) contacted and coordinated local businesses and village mayors to assist with implementing the 2023 Year-Round In-School Youth (ISY) summer employment program. The program commenced on June 19, 2023 with the high school students enrolled in the program where the first group of students engaged in employment experience with private sector employers while the second group of youth participants attended a four-day Employment Workshop conducted by one of the Eligible Training Providers, the Pacific Human Resource Services (PHRS). Over 70 local businesses responded to provide the youth with workplace readiness training, occupational skills training and summer employment experience. They employed approximately 75 youths in an employment training capacity. The program covered six weeks of gainful employment for the youth participants.

At the end of the program, nearly all participating employers expressed an interest in participating in the program in the summer of 2024 and/or similar programs that may occur throughout the next program year. Village mayors and community organizations were instrumental in identifying youths in their area to apply for and participate in the program and because of the success of the summer youth program, BSU anticipates an increased interest from youths and employers alike for the next program.

The board continues to align with its member partners for workforce development and most importantly, the representatives of both the public and private sectors. Industries and sectors are collaborating about how we need to have alignment to programs and plan to assist job seekers and employers who seek guidance with the strategic goals prepared for the new WIOA state plan in order to be re-employed from the pandemic situation plaguing Guam and

employers looking to fill the vacant number of positions with individuals needing sustainable jobs to support their families.

Reconvening with core partners and partner programs is considered a new business action item to discuss the workgroup meetings agendas held prior to the COVID-19 pandemic. These Partners include:

- DISID/DVR
- GCC
- GHURA
- DPHSS

Past board discussions included the procurement of a One Stop Operator for the American Job Center. The resolution was relative to the approval of the use of statewide funding allocation for the One Stop Operator. The One Stop Operator is to be located at Guam's comprehensive American Job Center (AJC) and shall be responsible for the day-to-day operations and management of the AJC for the delivery of workforce development services to job seekers, employers and business entities for the WIOA and Wagner-Peyser Employment Services (ES), Veteran Services, Vocational Rehabilitation Services, Adult Education and Family Literacy Programs and other programs and services. Approval was also granted for the updated Eligible Training Provider List (ETPL) for training providers pursuant to WIOA to make available training services to participants of the WIOA programs and included Registered Apprenticeship Program sponsors and Registered Apprenticeship workforce intermediaries. The Guam economy needs to recover and industries and sectors have been identified needing attention for workforce development.

Reconvening and conducting regular GWDB meetings will be a priority and matters to be prioritized will include aligning core program partners and partner programs with the AJC. The HireGuam service delivery system is being used as the case management system programs to assist workers find suitable and sustainable employment.

The AJC has a robust case management system servicing clients under Title I and Title III programs, as well as SCSCEP and JVSG. Additionally, GDOL has an MOU with the Department of Public Health and Social Services (DPHSS) to co-locate a representative from DPHSS within the AJC to provide services for Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Family (TANF) recipients. A similar MOU has been drafted and recruitment efforts are underway to station a Vocational Rehabilitation (VR) Counselor within the AJC to provide services for individuals with disabilities who seek employment services. A VR counselor who can provide direct services to individuals with disabilities and help them overcome barriers to employment can broaden the workforce development infrastructure.

Although no movement has been made to align services for Title II AEFLA, the GWDB intends to explore options that could create a partnership between the AJC and GCC for a procedural referral system or data system sharing for case management and follow up. This would ultimately lead to a seamless and integrated approach to adult education and workforce development. This partnership could enhance delivery of services to individuals seeking to improve their education, skills, and employment prospects.

Guam intends to ensure that the strategies for implementing the WIOA core programs and partner programs are sound and meet all mandatory components required. Aligned with the current economic climate, workforce development, and labor market information, the GWDB will ensure that the strategic and operational planning elements are embedded in our strategies and respond to the needs of employers and job seekers for economic recovery. The State's priorities include key actions necessary to improve equity and access to workforce programming resulting in greater opportunities for economic mobility for the residents of Guam. The Guam Department of Labor (GDOL) and its partner organizations are committed to workforce development programs with WIOA planning requirements that aim to foster better alignment of federal investments across job training and education programs. Cross-program training will be utilized for improved service delivery with WIOA programs, to look at growing industries, to revisit and reintroduce programs for shared customers, to improve efficiency and ensure that these analyses and initiatives support Guam's new workforce development programs to support future economic growth for all populations served, the youth, veterans, individuals with disabilities, those hardest to reach, the homeless and others who need to improve their standard of living and quality of life through workforce development.

Meanwhile, Guam will continue to commit to the workforce development initiatives outlined in the Guam Green Growth or G3 Working Group initiatives 10-year Action Plan.

The creation of the G3 Working Group, and the adoption of the G3 Action Framework, promises tangible solutions to sustainability challenges and contribute to a green economy for the island region.

The goals to be led by the Guam Department of Labor and its combined agency partners in the working group focus on six subcategories that ensure an Educated, Capable and Compassionate Island and workforce -

- Quality Education
- Sustainable Compassionate Curriculum
- Sustainable Educational Facilities
- Skills Training and Job Preparedness
- Decent Work & Economic Growth
- Peace, Justice, & Strong Institutions

Within those categories of action, "SMART" Objectives have been updated to match developments in both industry and workforce development.

10+ Year Goals

Quality Education:

- Increase number of children ready for kindergarten
- Increase Literacy/numeracy by ethnicity

- Increase participation of students of each ethnicity and by gender in academic and extracurricular activities
- Identify the number of students in Childcare/Pre-K organizations
- Increase literacy/numeracy in 5th grade
- Increase graduation rates
- The University of Guam will be a model for excellence in education, research, partnerships, operations, and sustainability

Compassionate Curriculum

- Increase number of classes focused on island sustainability and sustainable development
- More teachers trained in issues of sustainability and sustainable development
- More students enrolled in a sustainable development program/major
- To achieve a community that embraces a culture of respect, equality and healthy relationships.
- 100 % of the students will be climate literate
- To have a trauma-informed education system
- To reduce the stigma of mental health concerns among young people of Guam

Sustainable Educational Facilities

- Build sustainable learning facilities and environments
- Increase number of educational facilities with solar power
- Increase number of school gardens

Skills Training and Job Preparedness

- Increase high school graduates with WorkKeys Bronze or higher
- Increase # of students who obtain an industry credential
- Increase the number of people earning industry credentials
- Increase the number of graduates employed in critical industries (education, healthcare, energy, emergency systems, infrastructure, economic development, transportation, communication systems).
- Reduce Guam poverty rate by 3 percent by 2025 through increased skill training and job preparedness programs

Decent Work & Economic Growth

- Protect labor rights and promote safe and secure working environments for ALL workers on Guam

- Encourage Guam's labor pool who COULD enter the workforce but CHOOSE not to by incentivizing.
- Increase wages across the industries to retain and attract Local talent.
- Ensure to recruit and grow Guam's Local talent pool to remain on island.
- Guam's workforce development system is efficient, integrated and promotes workplace transdisciplinary practices
- Improve the performance of Enterprise Facilitation Development Programs
- Promote and Support Regional Economies Development Initiatives

Peace, Justice, & Strong Institutions

- Reduce all forms of violence (including child, domestic and sexual assault/abuse)
- Reduce racial and ethnic disparities in the justice system
- Promote the rule of law and equal access to justice for all
- Empower young women as a means to end poverty

3-5 Year “SMART” Objectives

Quality Education:

- Increase number of children ready for kindergarten
- Increase Literacy/numeracy by ethnicity
- Increase participation of students of each ethnicity and by gender in academic and extracurricular activities
- Identify the number of students in Childcare/Pre-K organizations
- Increase literacy/numeracy in 5th grade
- Increase graduation rates

Compassionate Curriculum

- Increase number of classes focused on island sustainability and sustainable development
- More teachers trained in issues of sustainability and sustainable development
- More students enrolled in a sustainable development program/major
- To achieve community that embraces a culture of respect, equality and healthy relationships.
- 100 % of the students will be climate literate
- To have a trauma-informed education system

- To reduce the stigma of mental health concerns among young people of Guam

Sustainable Educational Facilities

- Build sustainable learning facilities and environments
- Increase the number of educational facilities with solar power
- Increase the number of school gardens

Skills Training and Job Preparedness

- Increase high school graduates with WorkKeys Bronze of higher
- Increase the number of students who obtain industry credentials
- Increase the number of people earning industry credentials
- Increase the number of graduates employed in critical industries
- Reduce the Guam Poverty Rate by 3% by 2025 through increased skill training and job preparedness programs

Decent Work & Economic Growth

- Protect labor rights and promote safe and secure working environments for ALL workers in Guam
- Encourage Guam's labor pool who could enter the workforce but choose not to by incentivizing
- Increase wages across the industries to retain and attract local workers
- Ensure to recruit and grow Guam's local talent pool to remain on island
- Keep Guam's economy safe from political and socioeconomic uncertainties
- Guam's workforce development system is efficient, integrated and promotes workplace transdisciplinary practices
- Improve the performance of Enterprise Facilitation Development Programs
- Promote and support regional economies development initiatives

Peace, Justice, & Strong Institutions

- Reduce all forms of violence (including child, domestic and sexual assault/abuse)
- Reduce racial and ethnic disparities in the justice system
- Promote the rule of law and equal access to justice for all
- Empower young women as a means to end poverty

FY21-22 Action Items Quality Education

- By SY 2025, the number of children ready for kindergarten as measured by Brigance Test will increase by 75%

- By SY 2025 the percent of public school students with proficiency level of “Ready” as measured by the District Wide Assessment will increase by 50% for each ethnic category
- By 2025, the percentage of students that participate in extracurricular activities will increase by 75% for each ethnic category
- By 2025, the percentage of students that participate in academic activities will increase by 75% for each ethnic category
- By 2025, the percentage of students that participate in career and technical education courses will increase by 10%.
- By 2025, students are prepared to transition to Pre-K, Headstart, and Kindergarten
- By 2025, the percentage of students reading at ""Ready"" level in ACT Aspire Reading and Math will increase to 75%
- By 2025, the percentage of GDOE high school graduation rate will increase to 95% (using adjusted cohort rate formula)
- 150% graduation rate: the % of first-time, full-time, degree seeking students in the Fall semester who graduated within three years if enrolled in an associate degree program or within5 years if enrolled in a certificate program. 200% graduation rate: the % of first- time, full-time, degree-seeking students in the Fall semester who graduated within four years if enrolled in an associate degree program or within two years if enrolled in a certificate program
- Provide academic and student support to allow all students to complete their degrees in a timely manner
- Advance the strategic initiatives and goals of the UOG Para Hulo' Ever Upward Strategic Plan (2019- 2024), benchmarked against the 17 UN SDGs
- Implement satellite Adult High School Diploma Program sites in priority villages, i.e., in the South to target the Merizo and Umatac population and in the North to target the Yigo population

Skills Training and Job Preparedness

- By 2025 the % of test takers who attain WorkKeys Bronze or higher will increase to 90%. Expand the number of high school studentsstudent taking the WorkKeys assessment
- From GDOE Consolidated Grants CTE Program) 1. By 2023, 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion 2. By 2023, increase the number of GDOE high school students that complete Certificates of Master that enter into postsecondary education. 3. Provide opportunities for high school students with Certificates of Complete Certificates of Mastery post-high school
- By 2025, the percentage of people earning industry credentials will increase

- By 2025, the percentage of graduates employed in critical industries will increase
- Increase accessibility to skill and job training for employment, as well as higher education opportunities for high school graduates and unemployed individuals, increase skill level of lower income employees to next tier

Decent Work & Economic Growth

- Begin a "Know Your Rights" campaign, to empower employees with the knowledge of fair treatment in the workplace. Specifically with our minority populations, and certain ethnic groups with language barriers.
- Develop an educational program for middle and high school students on youth employment awareness.
- Build and Develop Public and Private Partnerships to ensure the EEO information is administered.
- Encourage law makers to expand on PL 35-38 or create a new law that will raise the minimum wage to incentivize Guam's untapped labor pool to work.
- 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 by incentivizing apprenticeship, lifetime skills training, and a high hourly wage.
- Support Guam's talent, skilled labor pool, and annual graduates by ensuring Guam has sufficient job availability throughout all industries.
- Work in collaboration with HAS, GVB, DPHSS, GDOL, GIAA, PAG, the Legislature, and the Executive branch to provide aggressive outreach and safety measures for the people of Guam
- 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 specific to private-sector and strengthen and reinforce the conjunctive roles of government programs i.e., WIOA Act and local mandates and policies
- Increased collaborative and effective, sustained relationships across among 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

Peace, Justice, & Strong Institutions

- Continue to implement training curriculum for law enforcement officers on trauma informed care for victims and survivors of violence

- Increase participation and collaboration with youth serving agencies
- Update “Play by the Rules” and implement anti-bullying programs in elementary and middle school
- Implement Safe Schools Initiative “Project U”
- Implement evidence-based programs. Adopt screening and assessment tools to identify high risk individuals. Focus scarce resources on individuals at high- risk with moderate to high needs
- Shift institutional culture from a punitive or procedural focus toward focus on addressing youth needs and successful outcomes
- Create alternatives to secure detention and confinement and formal system involvement
- Sustain Re-entry Programs for Adults
- Implement a Juvenile Re-entry Program
- Increase family engagement in transition and re-entry planning
- Ensure and increase public access to justice system information, programs

Skills Training and Job Preparedness

- Continue the training of CTE teachers so that by 2023 75 % utilize strategies learned in PD and have access to technology
- Using CG funds, acquire equipment to increase by 75% CTE students who have access to technology
- By implementing higher quality CTE curriculum, target the CG goal of 80% of participating students will receive a passing grade in their career academy
- Using CG funds, increase the number of classrooms that have updated equipment and teachers that show evidence of usage of equipment Year 2: 8 classrooms will have updated equipment
- Continue engaging the professional services with GCC to support CTE Academies to increase the number of students enrolling in CTE courses in allied health, automotive technology, carpentry and AutoCAD, early childhood education, electronics, computer networking, marketing, tourism, visual communications, telecommunications
- Increase the number of students who take the Career Interest Inventory System (choices 360)
- Continue engaging the Professional services with local trades/labor school to provide courses"
- Define life and career skills that need to be measured with grade levels K-12 in mind

- Expand, establish, and implement measuring tools that help develop key skills i.e., work ethics, values, etc.
- Create a career fields list that will be available for students in 2030 using supply, demand and gap analyses
- Identify activities that cross P20W education/training
- Provide opportunities the Guam Chamber of Commerce members to understand and appreciate the value of WorkKeys achievement levels
- Expand use of WorkKeys and its tie-in to various career fields
- Promote PL 31-254 implementation which requires all GovGuam applicants to take a state-approved work assessment.
- Similar to bonus points given to GovGuam job applicants who were merit scholars, military, etc. give bonus points for those who achieve Gold or higher in the WorkKeys assessment or any state-approved work assessment
- Identify the use of micro-credentials in the education field to strengthen and support teaching certification"
- 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 Trades 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 households and to increase the number of high school graduates obtaining a college or associate degree and/or vocational certificate

Decent Work & Economic Growth

- Work with GDOL's Fair Employment Office to provide public policy information, outreach and trainings to Guam business owners with printed and online content regarding: protecting 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
- Continual Outreach with Labor Clinics, GDOL web-site updates, and Business visits to offer guidance and foster lawful best practices on Equal Employment Opportunity (EEO) concerns.
- Significantly decrease the number of discrimination and retaliation cases from employer to their employees
- Raise minimum wage to $10.25 after March 2021, and then to $11.25 after March 2022
- GovGuam and its partners will engage industry and business stakeholders to create a community-wide understanding of the importance

of specific career/educational requirements to improve productivity and employability of local and regional workers

- Campaign and conduct outreach to ""hire local"" with Guam's biggest industries: retail, hotels, restaurants, and construction
- Have uniformed branding approach to hiring and training 'Local' with GVB, GDOL/AJC, GEDA, GDOE, GCC, UOG, and the Governor's Office
- Identify funding to expand training opportunities beyond entry level so that the pay of these individuals is closer to the national average."
- Build up current industries and create new ones, i.e., 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 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
- 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
- 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

Peace, Justice, & Strong Institutions

- Identify and obtain training packages to train local law enforcement via "Train the trainers" method.
- Finalization of Strategic Plan for Substance Misuse Prevention and Mental Health Promotion in 2021
- Update curriculum for middle school and create one for elementary. Ensure program is consistently taught and has stable funding. Open Youth Resource Center in Toto (GHURA/GPD)
- Conduct stakeholder meetings for "Project U"". Develop strategic plan

- Increase use of data to identify disparities at every juncture of the criminal justice system from arrest to disposition. Use data to track arrests by gender, age, ethnicity demographics, i.e., who gets released or remanded; length of stay for offense type. Use data to inform policy and practice
- Juvenile Justice Reform Training to be made mandatory in updated job descriptions: being trauma informed, incentive-based, family engagement, mentorship, community engagement. Training, elimination of solitary confinement, use of alternative to confinement, decrease in the use of shackles
- Implement a formal system for deflection and diversion opportunities, and track data

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) is the Governor's agent for the development and oversight, implementation and modification of the four (4) year state plan. In addition, the GWDB is tasked to review statewide policies, programs and recommendations on actions that must be taken to align workforce development programs to support a streamlined workforce development system. The GWDB reports to the Governor of Guam and ensures that policy recommendations are aligned and consistent with the Governor's vision for Guam.

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. The Executive Committee

2. The Planning & Coordinating Committee

3. Finance & Technology/Monitoring & Oversight Committee

4. Business Service & Outreach Committee

5. Youth Committee

The Guam Workforce Development Board (GWDB) is the official State Board for the service delivery area, the island of Guam, pursuant to 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.

The Board is comprised of members from the business community, workforce representatives and government organizations that administer core programs.

1. Honorable Lourdes Leon Guerrero, Governor of Guam - Chief Elected Office - Fulfills 20 CFR § 679.110 (b) (1) and 20 CFR § 679.110 (b) (3)(iii)(A)(2))

2. Honorable Sabina Flores Perez, Senator 37th Guam Legislature - Representative of State Legislature - Fulfills 20 CFR § 679.110 (b) (2) and 20 CFR § 679.110 (b) (3)(iii)(A)(2)

3. Jerrold C. Johnson, President, Hawaiian Rock Products - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(A)

4. Roland Certeza, President, GTA TeleGuam - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(B)

5. Jina Rojas, Vice President Corals Enterprise - Business Representative

6. Ashley Ayuyu, HRD, McDonalds of Guam - Business Representative

7. Sanjay (Jay) Dewan, President, Port of Mocha - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(D)

8. Wayne Bigler, HRD, Cabras Marine Corporation - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(C)

9. Mathew Pothens, President, Guam Shipyard - Business Representative

10. Derick Muna Quinta, President, Guam AutoSpot - Business Representative

11. James Martinez, President, Guam Contractors Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(B)

12. Mary Rhodes, President, Guam Hotel & Restaurant Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(A)

13. David Dell'Isola, Director - Guam Department of Labor (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(i)

14. Dr. Julie Ulloa-Heath, Assistant Director/AE Administrator - Guam Community College (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(ii).

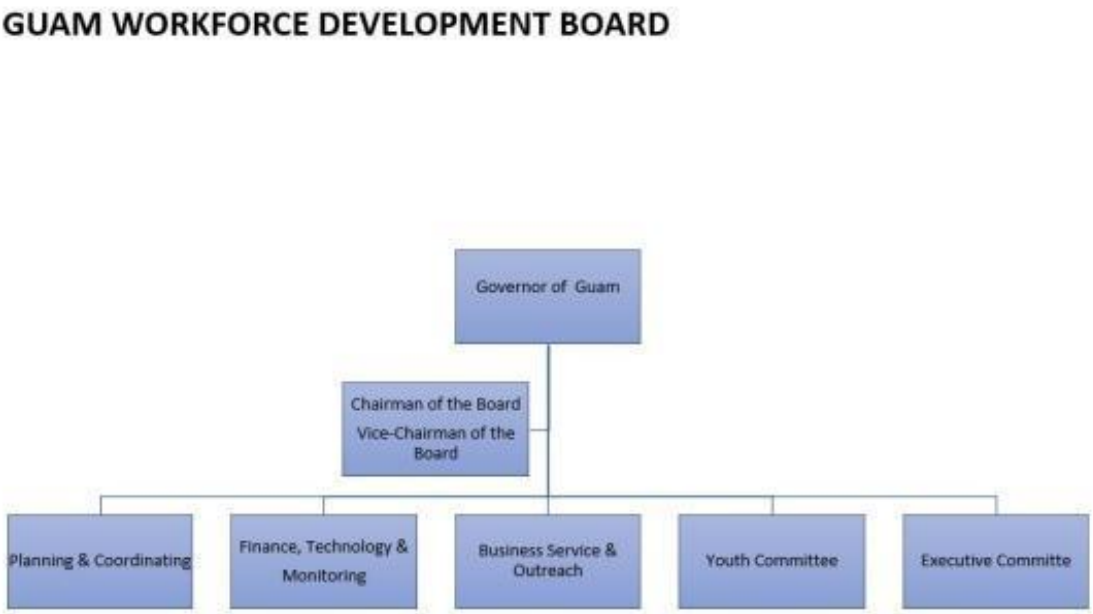
15. Joseph Cameron, Administrator - Division of Vocational Rehabilitation (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iii).

16. Peter John Camacho, Director, Department of Public Health & Social Services (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iv)

17. Dr. Anita Borja Enriquez, President - University of Guam (Designee: Peter Barcinas)

18. Dr. Kenneth “Eric” Swanson, Superintendent - Dept. of Education (Designee: Joe Sanchez)

The Board is organized to improve implementation strategies and to be a comprehensive workforce and education system across various employment, education and training programs with a shared vision.



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4. Business Service & Outreach Committee

5. Youth Committee

MODIFICATION

UPDATED GWDB STATE BOARD MEMBERSHIP

The Guam Workforce Development Board (GWDB) is the official State Board for the service delivery area, the island of Guam, pursuant to 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.

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2. Honorable Telo Taitague, Senator, 38th Guam Legislature - Representative of State Legislature - Fulfills 20 CFR § 679.110 (b) (2) and 20 CFR § 679.110 (b) (3)(iii)(A)(2)

3. Desiree Lizama, President, Guam Contractors Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(B)

4. Roland Certeza, President, GTA TeleGuam - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(B)

5. Ashley Ayuyu, HRD, McDonalds of Guam - Business Representative

6. Sanjay (Jay) Dewan, President, Port of Mocha - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(D)

7. Wayne Bigler, HRD, Cabras Marine Corporation - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(C)

8. Derrick Muna Quinata, President, Guam Auto Spot - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(A)

9. Mathew Pothens, President, Guam Shipyard - Business Representative (Designee: Selina Ashland)

10. Mary Rhodes, President, Guam Hotel & Restaurant Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(A)

11. David Dell'Isola, Director - Guam Department of Labor (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(i)

12. Dr. Virginia Tudela, President, Interim (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(ii). (Designee Pilar Willams)

13. Joseph Cameron, Administrator - Division of Vocational Rehabilitation (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iii).

14. Therese Arriola, Director, Department of Public Health & Social Services (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iv)

15. Dr. Anita Borja Enriquez, President - University of Guam (Designee: Peter Barcinas)

16. Dr. Judith Won Pat, Superintendent - Dept. of Education

The Board is organized to improve implementation strategies and to be a comprehensive workforce and education system across various employment, education and training programs with a shared vision.

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—

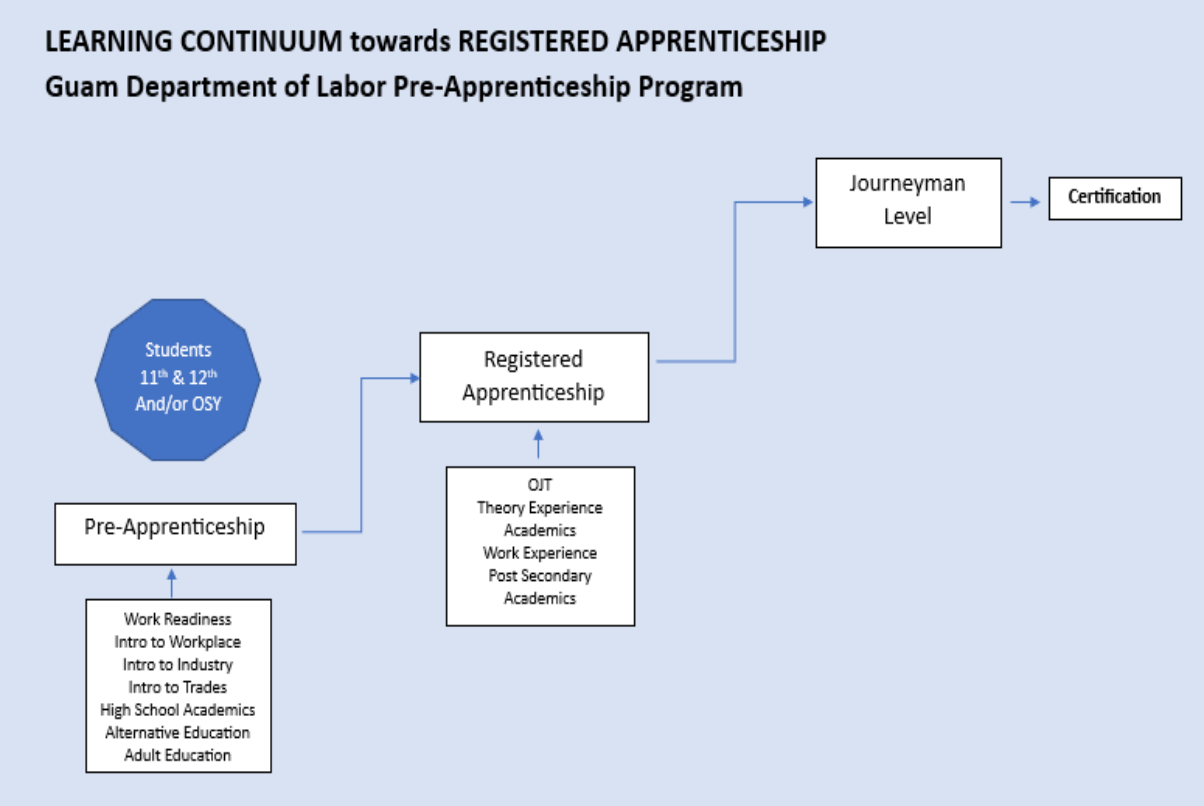
A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

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.

MODIFICATION

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).



MODIFICATION

NEW Guam Workforce Development Board (GWDB) Resolution: Alignment of the Workforce Pell Grant with the WIOA Programs

This resolution was relative to the approval of the alignment of the Workforce Pell Grant with the WIOA Programs pursuant to TEGL 7-25 which provided guidance for the Modification requirements for the WIOA State Plan for Program Years (PYs) 2026 and 2027 and also required that States are particularly encouraged to prepare for implementation of Workforce Pell Grants connecting jobseekers and students with high-quality short-term training authorized under Section 83002 of the One Big Beautiful Bill Act (Public Law 119-21).

The Workforce Pell grant alignment is with the WIOA programs and services provided at the American Job Center (AJC) as the one-stop delivery system in Guam which are Basic career services, Individualized career services, Follow-up services and other services offered at AJC.

GWDB Resolution 2025-005 adopted on April 29, 2026.
For more information, Resolution can be found at GDOL website dol.guam.gov

As described in State Strategy and in its Strategic Vision and Goals, the Guam Workforce Development Board (GWDB) aims to align all core programs and partner programs to function within the American Job Center (AJC). This will ensure efficiency among the partner agencies and sustained services across all populations within the workforce ecosystem. Each participating agency administering core programs within WIOA participate in GWDB activities.

The Guam Department of Labor is the lead state agency provider for administering Title I-B and Title III programs, as well as Combined State Plan partner programs Senior Community Service Employment Program, and Jobs for Veterans State Grant. Each core and partner program administer program activities respectively within their own operational guidelines. The structure of the Core Programs is as follows:

Guam Department of Labor

The Guam Department of Labor (GDOL) is the lead state agency for administering Title I-B programs: Adult, Youth, and Dislocated Worker; Title III: Wagner-Peyser Employment Service. GDOL is also the lead state agency for administering Combined State Plan partner programs: Senior Community Service Employment Program, and JVSG.

Activities:

Adult, Youth, and Dislocated Worker

- Provide job seekers with access to employment, education, and training services.
- Offer career counseling, job search assistance, and skills development.
- Support employer engagement and workforce partnerships.
- Administer programs for youth, adults, and dislocated workers.

Wagner-Peyser Employment Service

- Connect job seekers with employers through the American Job Center system.
- Offer job placement assistance, labor market information, and career guidance.
- Promote collaboration within agencies and stakeholders to improve employment outcomes.

Title II Programs – Adult Education and Family Literacy Act

The Guam Community College is the lead agency responsible for administering Title II programs.

Activities:

- Adult Education and Family Literacy
- Provide adult education programs, including basic skills, English language acquisition, and high school equivalency preparation.
- Support integrated education and training programs.
- Enhance digital literacy and workforce readiness skills.

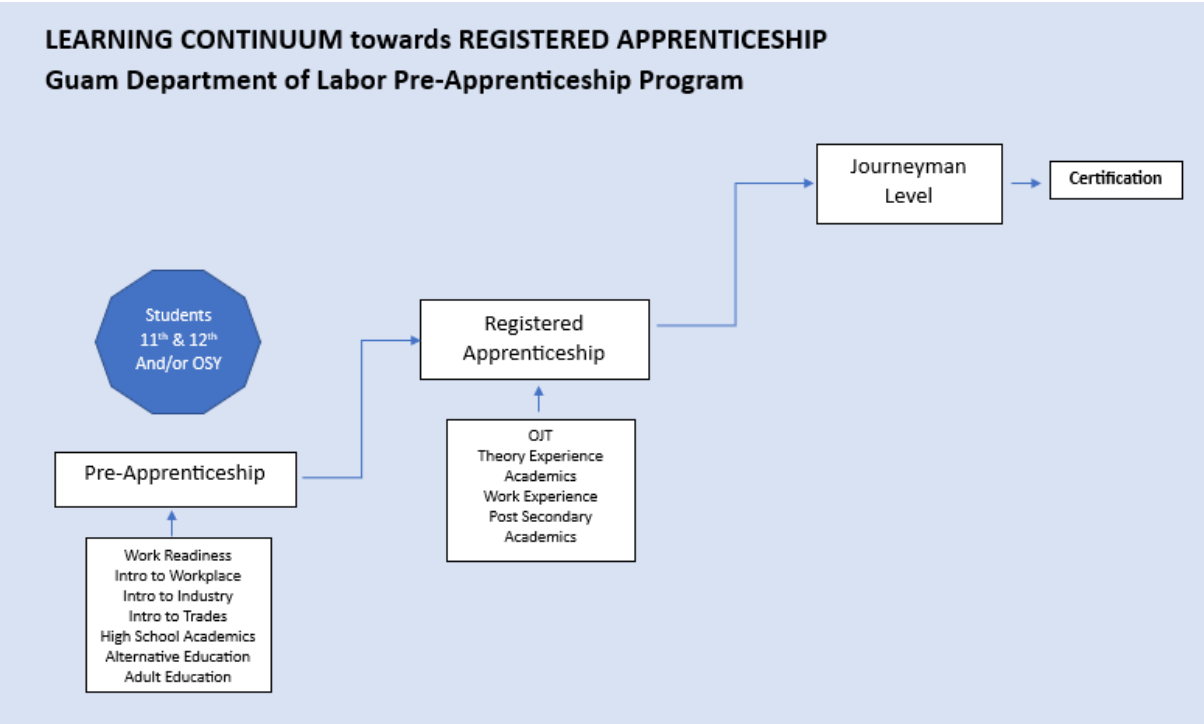
Title IV Programs – Vocational Rehabilitation Services

The Division of Vocational Rehabilitation Services, under the supervision of the Department of Integrated Services for Individuals with Disabilities is the agency that administers Title IV Programs.

Activities:

- Vocational Rehabilitation
- Provide vocational rehabilitation services, including assessment, counseling, and training.
- Assist individuals with disabilities in preparing for, obtaining, and maintaining employment.
- Collaborate with employers to create inclusive workplaces.

MODIFICATION



At the Guam Department of Labor (GDOL), the American Job Center (AJC) Management and staff worked with and applied all the following 5 Pillars:

Pillar I – Industry-Driven Strategies

Pillar II – Worker Mobility: To bring more workers into the labor force and helping them advance into more than entry level jobs and include the innovative use of AI training.

Pillar III – Integrated Systems (Programs): This pillar seeks to connect workforce development, education and economic systems into a unified infrastructure that supports workers throughout their careers. Bootcamps and Training are offered to participants with our core partner GCC.

Pillar IV – Accountability: ensuring federally funded workforce programs deliver measurable results by linking investments to outcomes and enforcing performance.

Pillar V – Flexibility and Innovation: Artificial Intelligence (AI) Readiness: This pillar acknowledges that artificial intelligence (AI) is rapidly transforming industries and preparing workers to succeed in the labor market. Includes expanding AI literacy, training in AI job-related functions and access to emerging tech opportunities.

- Committed to providing accessible, employer-driven employment services — including job matching, career counseling, and coordinated referrals — to connect job seekers and employers through the American Job Center.
- To implement industry-driven strategies that align the workforce development with the needs of key sectors like
  healthcare, construction, tourism, and emerging technologies.
- Employment Services Professional Development and Training for Case Managers conducted either in person, online, workforce development webinars to increase staff knowledge, skills and abilities to provide job seekers, employees and partner programs better opportunities and to overcome barriers for employment.
- Specialized/staffing development: Strengthening service delivery by customer service, communication, labor market/workforce, and business development skills with a deeper concentration in collaboration and referrals across partner program/services. Co-location and Co-delivery such as efforts that are designed to offer smooth service delivery and increased leveraged services while generating greater service options for business customers and following through integrated (non-duplicative) client centered services.
- Provision of labor exchange services. Deliver core employment services under WP: Job search and placement assistance referral to employment, employer recruitment support, and labor market information.
- CMs received training in Case Management/Advanced Case Management, Labor Market, PHPRO, Guam Ethics, etc... Workshops with partner agencies DPHSS, DVR/DISID.
- The services under the Wagner Peyser Act (Employment Service) are delivered in a co-located environment within the American Job Center (AJC). This arrangement supports integration of Wagner-Peyser services with other

workforce programs including Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title IV and other partner programs.
There has also been an expansion of dimensions through the braided resources concept with partner such as the Guam Community College, collaborating with the Wagner-Peyser program in reaching more job seekers and aligning services within the workforce progress.

- A unified one-stop delivery system via the AJC, enabling job seekers to access streamlined services. A strong link between Wagner-Peyser employment services and business/customer services (such as job matching, screening, and referrals to training).

- Addressing employment barriers, and enhancing the effectiveness and efficiency of the workforce system.

- Providing broad access to both job seekers and employers through the AJC network, and the co-location/co-delivery model is intended to create an integrated customer-centered service approach, not only for individuals but also for employers. Staff merits to provide labor exchange services under the Wagner-Peyser Act (Employment Services).

- AJC delivered direct job search, direct referrals, and placements services to job seekers. Employers were provided free vacancy posting, participant pre-screening, and referral services through the Employment Service portal, HIREGUAM and the Business Service Unit. Distributed labor market data on wages, high-demand industries, and workforce trends.

- To incorporate AI into AJC and continued updates, advancement and training and to have continued staff training to meet employer and industry demands, integrating AI where relevant.

- To provide employment, training, and job placement services to Veterans and eligible persons under the program while meeting performance targets.

- Priority of service for all vets across all WIOA-funded programs. Collaboration with local veteran organizations. Develop IEP's, conduct comprehensive assessments, facilitate referrals to training, supportive services, and protective work environments. Proper job placement.

- Priority of Service (POS) is available for all veterans across all WIOA-funded programs. There is also collaboration with local veteran organizations. AJC staff develop IEP's, conduct comprehensive assessments, facilitate referrals to

training, supportive services, and protective work environments and proper job placement. Services are offered to ensure veterans training, credentials, and career services are aligned with their long-term employment goal within an evolving industry.

- Participants have been trained in and successfully completed in fields that are in the labor market. The relevance to this is that workers will be trained with skills for jobs employers are actively seeking to fill. Apprenticeship or Transitional Job Training (TJT) will need to be incorporated with these trainings to gain experience as job descriptions list "1-3 years of experience" required.

- For efficiency, more immediate employment will need to occur within the medical, IT, and construction field thus the need for TJT in these fields.

- Ensure that the pathways into apprenticeships are increased, including career and technical education (CTE) programs of study, pre-apprenticeships, and Registered Apprenticeships and work with intermediaries to engage employers and develop in-demand partnerships. Employers may need access to education programs that lead to an apprenticeship or job for high school graduates.

- Recommend employer roundtables in high-demand sectors, standardized post-placement surveys, and feedback-driven service refinement.

COMBINED STATE PLAN PARTNER PROGRAMS

Senior Community Service Employment Program

Activities:

- Offer part-time community service assignments.
- Provide training and skills development.
- Assist participants in finding unsubsidized employment.

Jobs for Veterans State Grant

Activities:

- Provide employment services to eligible veterans.
- Offer job placement assistance.
- Referral to training and education programs for veterans.

Supplemental Nutrition Assistance Program

- Provide job search assistance to SNAP recipients
- Support participants in gaining education and skills necessary for desired career path

- Work with participants to develop a personalized career plan
- Support participants after they have secured employment to remain employed

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.

Alignment of Activities Outside the Plan:

Registered Apprenticeship Program

Guam's State Apprenticeship Agency is housed at the American Job Center which is a strategy designed to ensure full services are provided to Employers who register with the State Employment office. Guam's Registered apprenticeship program is an employer-driven program that combines on-the-job learning and training with related classroom instruction that increases an apprentice's skill level and wages.

MODIFICATION

The Guam Registered Apprenticeship Program (GRAP), in particular, provides incentives to employers who participate in Registered Apprenticeship with the opportunity to avail of tax credits of up to 50% of apprenticeship costs towards their Business Privilege Tax (BPT). Since its inception in 2009, GRAP has graduated nearly 1,000 apprentices in a wide variety of industries for individuals who would not have otherwise qualified for these positions without the training and instruction they received through GRAP.

MODIFICATION

The State Apprenticeship Agency at the Guam Department of Labor also has a strong partnership with the Guam Community College and other organizations and employers to establish apprenticeship programs, pre-apprenticeship programs, and boot camps that lead to apprenticeship. These programs are structured and designed based on industry demands, such as in bus and truck driving, building maintenance and repair, ship repair, utilities, law enforcement, childcare, medical, construction, cyber security, and administrative.

In 2023, the Guam Department of Labor launched its inaugural Year-Round In-School Youth Program enrolling between 80 to 100 high school juniors and seniors per school break session for paid work-based orientation training to prepare them for a six–week paid summer internship with a partner private-sector employer. GDOL partners with the Guam Department of Education to ensure students receive School-to-Work credit that goes toward their high school graduation requirements and provides valuable real-world experience toward apprenticeship and internship. The program has seen so much success that several students have been hired directly by the employers at the completion of their internship.

The success of the Year-Round In-School Youth Program has also generated interest from the Hotel and Restaurant and Automotive Industries. The State Apprenticeship Agency is in its final stages of establishing a Youth Apprenticeship Program with two major hotels with youth apprentices already registered and standards for the program already approved. Automotive industry employers have also expressed interest in establishing a Youth Apprenticeship program within the industry to build capacity within their workforce.

While the growth of apprenticeship and pre-apprenticeship programs has yielded considerable success in the past five years, there remains ample room for opportunity. The State Apprenticeship Agency will encourage greater employer engagement and apprentice participation that will result in a more skilled workforce and bolster economic growth.

These Apprenticeship Programs are a key strategy in meeting and supporting core program goals as they provide structured training and on-the-job (OJT) experience with related classroom instruction at career and technical education institution, and nationally recognized credentials. The Apprenticeship model directly aligns into the GWDB's plan to bolster economic growth as a result of the shortfalls in the hospitality industry caused by pandemic losses. In addition to the hospitality industry, Apprenticeship programs also contribute to core program accountability measures, case management tracking, and enhanced performance metrics. It acts as an incentive to and opportunity for core program agencies administering WIOA programs to cross collaborate and optimize resources across various service delivery areas. By encouraging cross-agency collaboration, these programs help ensure that training and employment services are aligned more effectively with local labor market demands and employer needs. This integrated approach not only improves the reach and impact of workforce development initiatives but also streamlines service delivery, making it more efficient and user-friendly for participants.

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.

The core programs highlighted in this plan and mandatory partner programs will coordinate activities and resources through implementation of the GWDB strategic plan and the Workforce Program Standards (WPS). Additionally, the GWDB aims to establish memorandums of

agreement among the core programs that would co-locate core partner counselors or staff at the American Job Center (AJC) that will ensure that those receiving public assistance, low–income individuals, individuals with disabilities, veterans and their spouses, underserved populations, such as those living in remote areas, those facing barriers to employment, and those who are basic skills deficient are prioritized in their plans, and receive services at the AJC. This process will make it more consumer friendly, customer focused, and will also allow for seamless service delivery across various programs and agencies. By having core partner staff physically located within the AJC, individuals can access a broader range of support and expertise in one convenient location. Mechanisms will be established to ensure collaboration and resource sharing among partner organizations.

The plan identifies how workforce partners and programs will align and implement the vision and goals of the GWDB and requirements of the WIOA. The WPS is the framework for developing systems and processes to better serve customers. The WPS requires strong collaboration among system partners and holds leadership accountable for outcomes. The GWDB will promote WIOA services to individuals with barriers to employment to ensure that they are aware of services and that they may use their classification to ensure priority of service. Staff at the AJC and affiliate sites will be trained to understand that upon discovery that an individual belongs to a priority category, priority of service will be explained to that individual.

The AJC and workforce partners will also develop integrated service models that streamline access to services and resources for individuals seeking employment and training assistance. This involves integrating eligibility determination processes and adopting common data systems to track participant progress across programs.

In addition, Guam uses a variety of media material, including brochures, posters, and digital displays in locations to ensure universal access with the goal of translating information in multiple languages to provide the widest dissemination of information for those who migrate from outlying pacific islands.

Lastly, GWDB follows the provisions of the WIOA P.L. 113-128 requiring jurisdictions that receive Federal funds to develop a combined four-year strategic plan folding service delivery point. This comes with the inclusion of the Wagner-Peyser Act provisions for employment services. In-line with WIOA, the GWDB's mission is to facilitate, advocate, and allocate resources for workforce solutions resulting in employer engagement and improved quality of life in Guam. WIOA is designed to strengthen and improve the public workforce system and help job seekers, including youth, find quality jobs and careers.

Activities to Coordinate, Align, and Provide Services to Individuals

1. Referring 18–24-year-old individuals to youth formula program if they need more intensive support around specific program elements
2. Utilize Individual Training Accounts (ITA) for Out of School Youth (OSY), ages 16-24, which expands training options, increases program flexibility, enhances customer choice and reduces paperwork for all OSY
3. Utilize the Eligible Training Provider List (ETPL) when using youth funds for ITA

4. Utilize work-based training opportunities for Youth program participants co-enrolled as adults or dislocated workers, as identified by their Individual Service Strategy (ISS) as part of a career pathway
5. Partner with VR program to coordinate the provision of services to individuals with disabilities, and youth with disabilities transitioning from school to post-school life, including postsecondary education and employment
6. Career Pathway Planning
7. Partner with Title II Adult Education and Family Literacy Act program by co-enrolling OSY in adult education and literacy programs to expand educational services to those who are basic skills deficient
8. Engaging and/or participating in a standing youth committee to provide information and to assist with planning, operational, oversight and other issues relating to the provision of services to youth as described in 20 CFR 681.100 through 681.120.
9. Engaging with government, non-profit organizations, and private sector partners to provide or offer support services to individuals with barriers to employment, such as transportation, interpreter, drug and rehabilitation counseling, and referral services for low-income individuals and underserved communities

Although the American Job Center should function as a One-Stop Center for workforce-related services among all core partner programs and agencies, the GWDB acknowledges that, at this time, not all core programs are co-located within the AJC. Mechanisms and agreements must be established to ensure co-location is achieved. This includes developing clear and strategic plans for cross-training and integrating services and staff.

The following outlines core program, combined partner program, and optional one-stop partner program activities:

CORE PROGRAMS

<u>Guam Department of Labor</u>

As previously stated, the Guam Department of Labor (GDOL) is the lead state agency for administering Title I-B programs: Adult, Youth, and Dislocated Worker; Title III: Wagner-Peyser Employment Service. GDOL is also the lead state agency for administering Combined State Plan partner programs: Senior Community Service Employment Program, and JVSG.

Activities:

Adult, Youth, and Dislocated Worker

- Provide job seekers with access to employment, education, and training services.
- Offer career counseling, job search assistance, and skills development.
- Support employer engagement and workforce partnerships.
- Administer programs for youth, adults, and dislocated workers.

Wagner-Peyser Employment Service

- Connect job seekers with employers through the American Job Center system.
- Offer job placement assistance, labor market information, and career guidance.
- Promote collaboration within agencies and stakeholders to improve employment outcomes.

Title II Programs – Adult Education and Family Literacy Act

The Guam Community College is the lead agency responsible for administering Title II programs.

Activities:

- Adult Education and Family Literacy
- Provide adult education programs, including basic skills, English language acquisition, and high school equivalency preparation.
- Support integrated education and training programs.
- Enhance digital literacy and workforce readiness skills.

Title IV Programs – Vocational Rehabilitation Services

The Division of Vocational Rehabilitation Services, under the supervision of the Department of Integrated Services for Individuals with Disabilities is the agency that administers Title IV Programs.

Activities:

- Vocational Rehabilitation
- Provide vocational rehabilitation services, including assessment, counseling, and training.
- Assist individuals with disabilities in preparing for, obtaining, and maintaining employment.
- Collaborate with employers to create inclusive workplaces.

COMBINED STATE PLAN PARTNER PROGRAMS

Senior Community Service Employment Program

Activities:

- Offer part-time community service assignments.
- Provide training and skills development.
- Assist participants in finding unsubsidized employment.

Jobs for Veterans State Grant

Activities:

- Provide employment services to eligible veterans
- Offer job placement assistance.
- Support training and education programs for veterans.

OPTIONAL ONE-STOP PARTNER PROGRAMS

Supplemental Nutrition Assistance Program

Activities:

- Provide job search assistance to SNAP recipients
- Support participants in gaining education and skills necessary for desired career path
- Work with participants to develop a personalized career plan
- Support participants after they have secured employment to remain employed

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.

The coordination and alignment of activities and resources in the AJC will involve multiple stakeholders in order to provide comprehensive, high–quality services to employers and meet their current and projected workforce needs. AJC stakeholders will align services to businesses through the use of sector strategies and partnerships, and the WPS. Additionally, education and training system partners will work directly with industry partners to improve retention, expansion and recruitment. Industry and sector partners will work with education, workforce development, economic development, and community organizations to focus on workforce priorities around key industry issues and goal attainment.

Industry partnerships provide an opportunity to resolve major workforce issues, a single place to work with public entities, and an opportunity to share resources to address industry concerns. These sector partnerships also provide educational partners a forum though which they can learn about evolving industry needs, and a vehicle to identify, build and refine curriculum, programs and credentials. Industry partnerships allow workforce partners to quickly refine their investments based on industry feedback and provide an efficient mechanism through which businesses can access public services.

AJC is required to develop, implement and actively manage feedback from their customers which includes surveys for both employers and job seekers. The surveys are designed to align and improve services, and evaluate the quality and effectiveness of training funded by core and partner programs to improve the workforce system's ability to deliver customer centric services.

Providing quality referrals to connect job seekers and employers ensures that AJC is providing a value–added service to businesses and that it is supporting the goals of industry strategies and partnerships, targeted populations, and workforce development priorities.

Through its business services model, AJC center staff conduct an on–site employer visit prior to recruiting and referring candidates. The goal is to meet with business customers, understand their workforce needs, and then collaborate with workforce system partners to design a package of services that meet business needs. This collaboration includes economic development as a workforce partner in order to develop comprehensive solutions to support the goals of business and industry customers. The GWDB also consults with their network of cluster and industry associations, chambers and business leadership councils.

Placement and recruitment activities will include a feedback mechanism between AJC staff and employers. Employer feedback will be solicited to validate the readiness and quality of referrals, to monitor outcomes, and make adjustments to local career and training services based on the feedback received. Feedback will be shared with the workforce system to ensure continuous quality improvement. Co–location and co–delivery efforts are designed to offer smooth service delivery and increased leveraged services while generating greater service options for business customers. Collaboration between all workforce system partners is required to ensure the broadest possible service options are made available to the business community, including how these options meet the needs and goals of sector strategies and industry partnerships. Co–location, co–delivery, and the use of AJC labor exchange will increase the communication level across the partnerships, to include economic development, resulting in the necessary collaboration to ensure business customer needs are met through a cost–effective allocation of resources.

The AJC labor exchange allows staff and employers to manage job opportunities, greatly expanding the service delivery options for employers. Jobs may be entered via automated mechanisms, self– service, or staff–assisted services. Employers are encouraged to set up an account online to post job listings 24/7, match qualified candidates, and contact the job seekers directly.

Guam will continue to coordinate business outreach efforts and identify and target key industries in order to increase employer participation for Guam by understanding all the points of contact between businesses and workforce partners.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

The American Job Center has a strong partnership with the Guam Community College and the University of Guam and will continue to build the tools and trainings to increase understanding between these two institutions of higher education and identify additional ways to improve

joint customer experiences. The GWDB is building partnerships to connect school to work which is key to explicit engagement of education at the secondary and postsecondary levels with workforce development and business.

The GWDB will work to make these connections at the state level and will share best practices on how to make these partnerships successful. The GWDB will do this by engaging key programs housed in the Guam Department of Education and the institutions of higher education, including career and technical education, science, technology, engineering and mathematics, community colleges, and the GWDB Youth Affairs Advisory Committee. The GWDB will explore opportunities that encourage and promote literacy programs from as early as birth that could be integrated into the adult high school program. Early childhood literacy can ensure that students reach the important milestone of reading to learn versus learning to read. Promoting literacy before entering school can drive academic achievement, workforce development, and diversification to fulfill the needs of Guam.

Labor Market Information (LMI) will inform sector strategies, career planning, education and training decisions, business engagement and placement services. Strategies outlined in the GWDB's plans regarding service and investment priorities will focus on demand–side aspects including connections to economic development and regional priorities, and the engagement of employers and industry groups and partnerships.

Strategies at AJC will focus on the supply–side elements of sector partnerships utilizing sector–based career pathways and training programs to prepare and connect qualified job seekers and workers to high–demand sector-based occupations and careers. Representatives from the community college, universities, K–12 and trade schools will supply education and training to driven sector partnerships depending on the industry's needs and goals. Workforce representatives from one–stop service providers, organized labor, and community nonprofits will provide a range of programs from career assessments, job readiness and basic skills training, apprenticeships, youth programs, and other workforce services. The mix of these organizations will vary depending on the sector and targeted needs of the industry. The GWDB will utilize workforce investment plan development and revisions as an opportunity to expand support for shared goals. These plans provide a platform for increased alignment between education and training providers and the workforce development system and broad– based, engagement and support from Guam's public and private sectors.

F. 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 State Apprenticeship Agency has made significant strides in the last five years to improve its participation rate from both employers and apprentices. The GWDB will continue to implement strategies in place for the growth of Registered Apprenticeship programs and will collaborate with institutions of higher learning to develop programs that address both training and meeting industry credentialing requirements.

The State Apprenticeship Agency at the Guam Department of Labor has a strong partnership with the Guam Community College and other organizations and employers to establish

apprenticeship programs, pre-apprenticeship programs, and boot camps that lead to apprenticeship. These programs are structured and designed based on industry demands, such as in bus and truck driving, building maintenance and repair, ship repair, utilities, law enforcement, childcare, medical, construction, cyber security, and administrative.

At the end of the program apprentices receive a journeyman's certificate which is portable throughout the country. Because of the success with these apprenticeship programs and the proven strategy for building a highly skilled workforce with low turnover, employers from other industries have expressed interest in developing new apprenticeship programs to prepare for emerging and future workforce demands. The Guam Department of Labor is also collaborating with partners to develop apprenticeship programs in Education, Business, Automotive, and Aviation industries.

In 2023, the Guam Department of Labor launched its inaugural Year-Round In-School Youth Program enrolling between 80 to 100 high school juniors and seniors per school break session for paid work-based orientation training to prepare them for a six–week paid summer internship with a partner private-sector employer. GDOL partners with the Guam Department of Education to ensure students receive School-to-Work credit that goes toward their high school graduation requirements and provides valuable real-world experience toward apprenticeship and internship. The program has seen so much success that several students have been hired directly by the employers at the completion of their internship.

The success of the Year-Round In-School Youth Program has also generated interest from the Hotel and Restaurant and Automotive Industries. The State Apprenticeship Agency is in its final stages of establishing a Youth Apprenticeship Program with two major hotels with youth apprentices already registered and standards for the program already approved. Automotive industry employers have also expressed interest in establishing a Youth Apprenticeship program within the industry to build capacity within their workforce.

The GWDB will build upon the success of the Guam Registered Apprenticeship Program and the Year-Round In-School Youth Program and expand it to other industries by strategically targeting sectors of the workforce that are in high demand and critical to Guam's economic growth.

G. 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.

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.

The Guam workforce system will establish and enhance strategic partnerships with economic development organizations to assist with the development and creation of jobs. Business representatives from multiple partners including economic and workforce development partners, will work together to coordinate services across their agencies, and target specific industries based on information from economic development partners. Additionally, workforce

analysts work together with economic development professionals to enhance and improve business recruitment, retention, and expansion. The Guam Workforce Development Board will coordinate with workforce partners, economic development, and training providers to create industry driven job training opportunities and talent development options based on knowledge gained from employer contacts and meetings.

Guam Economic Development Partners include:

- Guam Economic Development Authority
- Guam Chamber of Commerce
- Guam Women's Chamber of Commerce
- Pacific Islands Small Business Development Network
- Small Business Administration (Guam)
- Guam Hotel & Restaurant Association
- Guam Contractors Association
- GCA Trades Academy
- Guam Community College
- University of Guam
- The Department of Agriculture

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 COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Guam continues to utilize Geographical (Geo) Solutions application (software) which provides automated solutions to delivering re–employment services. The VOS or HireGuam.com is the portal to access the Geo web–based application that automates American Job Center services, meets WIOA mandated data collections, and provides real–time access to information through reporting formats generated by its users. It also enables management of services to make evidence-based decisions from data collected. Most importantly, it presents Guam's labor exchange and training programs, providing a better value of services to customers utilizing technology to create a virtual one–stop environment.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. 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 AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

The applicable career services to be delivered by required AJC partners are those services listed in §678.430 that are authorized to be provided under each partner's program. Basic career services are universally available to everyone entering the American Job Center. One-stop centers provide individualized services to customers based on each customer's needs, including the seamless delivery of multiple services to individual customers. *There is no required sequence of service.*

MODIFICATION

LIST OF AMERICAN JOB CENTER (AJC) NEW POLICIES

- AJC-001 – Allowable Cost Policy
- AJC-002 – EEO Language
- AJC-003 – Personally Identifiable Information
- AJC-004 – Follow-Up Services
- AJC-005 – Individual Training Account (ITA)
- AJC-006 – WIOA Low-Income Guidelines
- AJC-007 – Priority of Service – Veterans
- AJC-007 Change 1 – Priority of Service
- AJC-008 – Records Retention Policy
- AJC-009 – Monitoring & Compliance Policy
- AJC-010 – Federal Programs Eligibility and Documentation Handbook
- AJC-010 Change 1 – Federal Programs Eligibility and Documentation Handbook
- AJC-011 – Data Validation Policy & Procedures
- AJC-012 – Common Exit Policy
- AJC-013 – Closure Exit Procedure
- AJC-014 – Measurable Skill Gains (MSG)
- AJC-015 – Timely Data Entry Policy
- AJC-016 - Complaint & Grievance Procedures (AJC)

- AJC-017 - Business Service Unit
- AJC-018 – Youth Program State Wide Definition
- AJC-019 – Eligible Training Provider Procedures - Revised
- AJC-020 – Stipend Payments
- AJC-021 – Shared Drive Usage
- AJC-022 – Co-Enrollment
- AJC-023 – American Job Center – Operation Guidance COVID
- AJC-024 – Selective Service Registration
- AJC-025 – Statewide Definition of Dislocated Worker Long Term Unemployed (DWG)
- AJC-026 – WIOA Priority of Service for Adult and DW Funds
- AJC-027 – Transitional Job Policy
- AJC-028 – Apprenticeship Eligibility & Enrollment
- AJC-029 – Apprenticeship Assessment
- AJC-030 – Apprenticeship Participant Service
- AJC-031 – Apprenticeship Supportive Service
- AJC-032 – Apprenticeship OJL and RTI Training Service
- AJC-033 – Apprenticeship Placement Policy
- AJC-034 – Apprenticeship Follow-up Policy
- AJC-035 – Reserved – SAA
- AJC-036 – Reserved – SAA
- AJC-037 – Reserved – SAA
- AJC-038 – Reserved – SAA
- AJC-039 – Reserved – SAA
- AJC-040 – SCSEP Eligbility
- AJC-041 – SCSEP Records Retention
- AJC-042 – SCSEP Individual Employment Plan
- AJC-043 – SCSEP Case Management & Follow-Up
- AJC-044 – SCSEP Participant Leave Policy
- AJC-045 – SCSEP Closure and Exit Policy
- AJC-046 – BSU Rapid Response and Layoff Aversion Policy

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.

The Guam Department of Labor (GDOL)

The Guam Department of Labor is the designated state agency that administers the Adult, Youth and Dislocated Worker Programs; Wagner-Peyser Act Program, Senior Community Service Employment Program and Jobs for Veterans State Grant which are all housed in Guam's comprehensive one-stop center - the American Job Center.

The Guam Community College (GCC)

The Guam Community College (GCC) is the designated state agency that administers the Adult Education and Family Literacy Program. GCC offers adult education and family literacy programs throughout the island. Adult High School classes are offered at GCC's Mangilao campus and other community sites arranged by the college. Adult Basic Education courses consisting of Basic Skills, Family Literacy, and English as a Second Language (ESL) are offered on-campus as well as off-campus locations depending on the need of the population at a particular site. These programs that enable eligible individuals to improve literacy, employability, self-sufficiency, and increase participation in their children's educational development.

Department of Integrated Services for Individuals with Disabilities (DISID)

The Division of Vocational Rehabilitation of the Department of Integrated Services for Individuals with Disabilities is the designated state agency that administers the Vocational Rehabilitation (Amendments to the Rehabilitation Act of 1973) Program. The purpose of this department is to provide vocational rehabilitation services to eligible 115 individuals with disabilities, and which shall be designated as the designated state unit to administer the state plan for vocational rehabilitation services and for the blind.

Partner Programs

Employment and training activities carried out under the Community Services Block Grant with the Department of Public Health and Social Services (DPHSS);

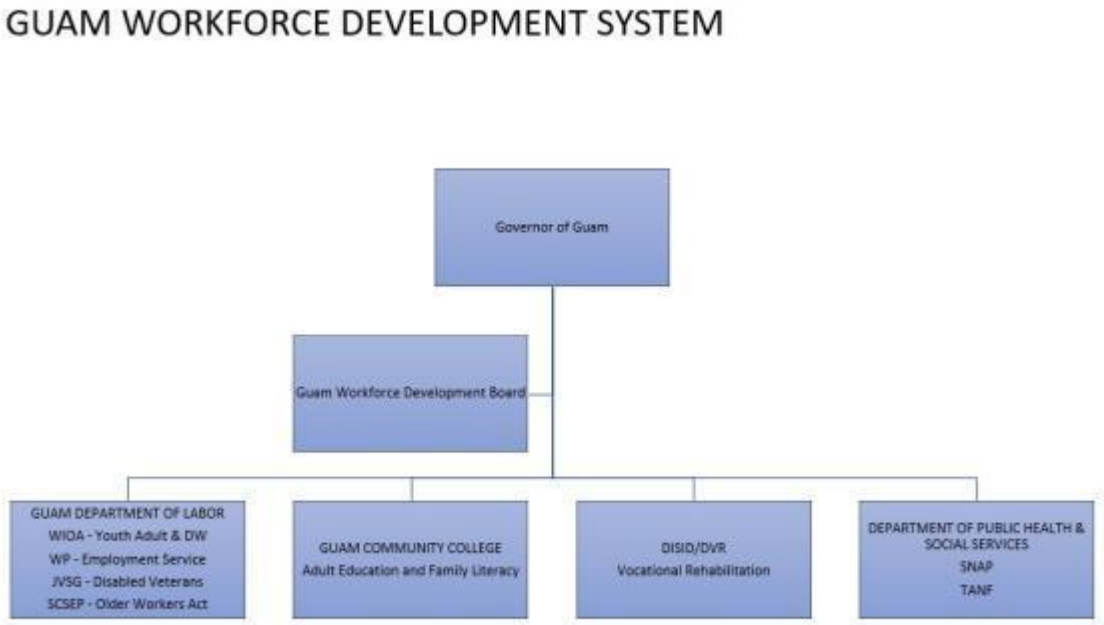
Employment and training activities carried out by the Department of Housing and Urban Development (HUD) with Guam Housing and Urban Renewal Authority (GHURA); and

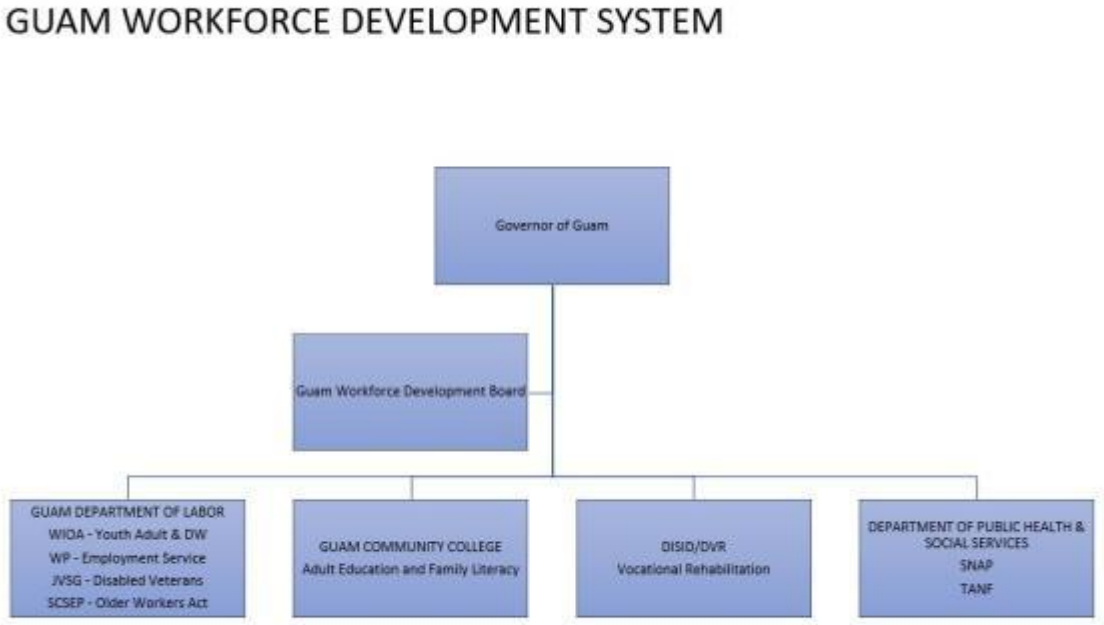
Temporary Assistance for Needy Families (TANF) authorized under part A of the Social Security Act with DPHSS

Department of Public Health and Social Services (DPHSS)

The Department of Public Health and Social Services administers employment and training activities carried out under the Community Services Block Grant and the Temporary Assistance for Needy Families (TANF) authorized under Part A of the Social Security Act. A Memorandum

of Understanding and Work Request has been effectuated since October 2016 which outlines responsibilities.





Basic Career services shall be provided through the American Job Center delivery system

directly through the center or through contracts with service providers, which may include contracts with public, private for-profit, and private nonprofit service providers approved by the local board.

The Guam Workforce Development Board (GWDB) is the policy and planning body for workforce development activities in Guam pursuant to Public Law113-128 (WIOA). The Eligible Training Provider List (ETPL) is a list compiled of eligible training providers who are recognized and certified to provide technical training services with the WIOA programs and eligible to receive WIOA funds to train individuals. The list is used to provide quality training services for workforce development. The process at the department for the awarding of multi-year grants or contracts is with the board, where the GWDB grants approval for these contracts.

The ETPL is designed to gather and display useful information on Training Providers, their services, and the quality of their programs. Only those on the list and programs that meet specified quality criteria will be certified by the board and listed on the ETPL.

MODIFICATION

Guam's organization and delivery system for the WIOA core and partner programs is defined in the American Job Center Memorandum of Understanding (MOU-25-001). The MOU establishes a single, integrated One-Stop system, the American Job Center (AJC), for the island's single statewide local area.

Under the MOU, the Guam Workforce Development Board (GWDB) serves as both the State and Local Board and represents the Governor in setting policy for the One-Stop system. The Guam Department of Labor (GDOL) is designated as the One-Stop Operator, responsible for coordinating daily operations, integrating partner services, and providing staff orientation and cross-training. The GWDB Planning Committee reviews the MOU at least every three years and recommends policy or structural changes.

The MOU identifies GDOL (WIOA Title I-B, Wagner-Peyser, veterans' programs, SCSEP, and the State Apprenticeship Agency), the Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation (Title IV VR), Guam Community College (Title II AEFLA, Perkins CTE, YouthBuild when funded), and the Department of Public Health and Social Services (TANF/TAFI, SNAP/E&T, CSBG) as the core required partners. It also allows additional non-required "AJC Network Partners" to participate through coordinated referrals without being MOU signatories.

The delivery system in the MOU consists of one comprehensive AJC located within the Guam Department of Labor which provides access to all required partner programs through on-site staff, cross-trained staff, or real-time technology links to partner staff. Remote/affiliate-type locations (such as Guam Community College career centers) extend access across the island and include at least one partner in addition to Wagner-Peyser.

The MOU organizes services so that the AJC Network provides universal and individualized career services, follow-up services, priority services for veterans (including intensive services for disabled veterans), and integrated business services (labor exchange, labor market

information, customized recruitment, OJT, job fairs, Rapid Response, and layoff aversion). Any AJC staff member may conduct initial intake and make "warm" referrals to partner programs by in-person handoff, phone, email, or electronic methods.

The MOU also establishes that all required partners, whether co-located or not, will negotiate annual infrastructure and shared services costs for the comprehensive AJC (and affiliate centers as appropriate) based on proportionate use and relative benefit received, consistent with 2 CFR Part 200 and program statutes. It includes standard provisions on assurances, review, modification, partner withdrawal with notice, dispute resolution (with escalation to the GWDB), severability, and duration, and it becomes effective upon the Governor's approval.

B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

The Guam Workforce Development Board (GWDB) is the Governor's agent for the development and oversight, implementation and modification of the four (4) year state plan. In addition, the GWDB is tasked to review statewide policies, programs and recommendations on actions that must be taken to align workforce development programs to support a streamlined workforce development system. The GWDB reports to the Governor of Guam and ensures that policy recommendations are aligned and consistent with the Governor's vision for Guam.

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. The Executive Committee

2. The Planning & Coordinating Committee

3. Finance & Technology/Monitoring & Oversight Committee

4. Business Service & Outreach Committee

5. Youth Committee

MODIFICATION

UPDATED GWDB STATE BOARD MEMBERSHIP

The Guam Workforce Development Board (GWDB) is the official State Board for the service delivery area, the island of Guam, pursuant to 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.

The Board is comprised of members from the business community, workforce representatives and government organizations that administer core programs.

1. Honorable Lourdes Leon Guerrero, Governor of Guam - Chief Elected Office - Fulfills 20 CFR § 679.110 (b) (1) and 20 CFR § 679.110 (b) (3)(iii)(A)(2))

2. Honorable Telo Taitague, Senator, 38th Guam Legislature - Representative of State Legislature - Fulfills 20 CFR § 679.110 (b) (2) and 20 CFR § 679.110 (b) (3)(iii)(A)(2)

3. Desiree Lizama, President, Guam Contractors Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(B)

4. Roland Certeza, President, GTA TeleGuam - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(B)

5. Ashley Ayuyu, HRD, McDonalds of Guam - Business Representative

6. Sanjay (Jay) Dewan, President, Port of Mocha - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(D)

7. Wayne Bigler, HRD, Cabras Marine Corporation - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(C)

8. Derrick Muna Quinata, President, Guam Auto Spot - Business Representative - Fulfills 20 CFR § 679.110 (b) (3)(i)(A)

9. Mathew Pothens, President, Guam Shipyard - Business Representative (Designee: Selina Ashland)

10. Mary Rhodes, President, Guam Hotel & Restaurant Association - Representative of Workforce - Fulfills 20 CFR § 679.110 (b) (3)(ii)(A)

11. David Dell'Isola, Director - Guam Department of Labor (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(i)

12. Dr. Virginia Tudela, President, Interim (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(ii). (Designee Pilar Willams)

13. Joseph Cameron, Administrator - Division of Vocational Rehabilitation (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iii).

14. Therese Arriola, Director, Department of Public Health & Social Services (Core Program) - Fulfills 20 CFR § 679.110 (b) (3)(iii)(A)(1)(iv)

15. Dr. Anita Borja Enriquez, President - University of Guam (Designee: Peter Barcinas)

16. Dr. Judith Won Pat, Superintendent - Dept. of Education

The Board is organized to improve implementation strategies and to be a comprehensive workforce and education system across various employment, education and training programs with a shared vision.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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. 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.

The Guam Workforce Development Board (GWDB) and all Core and Combined State Plan Partner agencies will use performance measurements to assess and evaluate program effectiveness. Additionally, the GWDB will conduct surveys of participants, participating businesses through a Business Needs Assessment, and training providers to determine the effectiveness of the state workforce development system, the impact of the programs on industry standards in workforce training, and the effectiveness and outcomes of each program.

Each agency administering a Core Program establishes negotiated and targeted performance levels with federal counterparts and collects and tracks these measures in their respective databases. The GWDB will ensure that each agency administering a core program establishes a system that collects, monitors, reviews, and evaluates, and properly reports the metrics and performance levels.

Combined State Partner Programs and Optional One-Stop Partner Programs that do not necessarily collect data and performance measurements in the method will be measure using metrics and processes required under their federal guidelines.

The GWDB will establish a mechanism for Core, Combined State Partner, and Optional One-Stop Partner Programs to make available performance measurements centrally within the American Job Center (AJC) and data sharing among all agencies administering these programs. Memorandums of Understanding may be established among the partner agencies to accomplish this.

MODIFICATION

Guam Workforce Development Board (GWDB) Resolution: Relative to the Approval of Updated ByLaws of the Guam Workforce Development Board (GWDB)

This resolution was adopted by the GWDB board for the approval of updated bylaws that reflect key changes to the board composition, including specific percentages for membership, majority representation of business members and core programs, clarification of the nomination process, and limitations on multi-category representation, while also formalizing categories of membership in accordance with federal statute.

The updated bylaws require quarterly meetings and defines quorum as 51% of appointed members, with 25% of attendees from businesses. It consolidates committees by removing specific names which allows for flexibility and allows for non-board members, but committees must still be chaired by a board member.

GWDB Resolution 2025-003 adopted on October 16, 2025.
For more information, Resolution can be found at GDOL website dol.guam.gov

MODIFICATION

Guam Workforce Development Board (GWDB) Resolution Relative to the Approval of Voting Through Teleconference or Electronic Means by GWDB Board Members

This amendment to the adoption of the updated GWDB Bylaws is to include participation by teleconference or electronic means as satisfactory participation for purposes of quorum and voting by GWDB Board members.

GWDB Resolution 2025-006 adopted on April 29, 2026.
For more information, Resolution can be found at GDOL website dol.guam.gov

B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, 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), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

Previous Assessment Results:

WIOA Title I - Adult	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
Employment Rate Q2 After Exit	56.0%	67.1%	Pass	56.0%	59.1%	Pass
Employment Rate Q4 After Exit	51.0%	61.3%	Pass	51.0%	60.3%	Pass
Median Earnings Q2 After Exit	$6,152	$5,746	Fail	$6,152	$6,211	Pass
Credential Attainment Rate	70.0%	69.2%	Fail	70.0%	70.6%	Pass
Measurable Skills Gains	73.0%	79.4%	Pass	73.0%	81.7%	Pass

WIOA Title I - Adult	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
WIOA Title I – Dislocated Worker	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
Employment Rate Q2 After Exit	71.0%	81.8%	Pass	71.0%	74.6%	Pass
Employment Rate Q4 After Exit	60.0%	81.8%	Pass	60.0%	78.2%	Pass
Median Earnings Q2 After Exit	$8,000	$6,630	Fail	$8,000	$6,630	Fail
Credential Attainment Rate	70.0%	83.3%	Pass	70.0%	80.0%	Pass
Measurable Skills Gains	70.0%	70.0%	Pass	70.0%	28.6%	Fail
WIOA Title I - Youth	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
Employment Rate Q2 After Exit	65.0%	62.5%	Fail	65.0%	27.3%	Fail
Employment Rate Q4 After Exit	60.0%	100%	Pass	60.0%	62.5%	Pass
Median Earnings Q2 After Exit	$5,200	$4.810	Fail	$5,200	$4,840	Fail
Credential Attainment Rate	65.0%	-	N/A	65.0%	-	N/A
Measurable Skills Gains	65.0%	79.6%	Pass	65.0%	81.6%	Pass
WIOA Title III – Wagner-Peyser	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score

WIOA Title I - Adult	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
Employment Services						
Employment Rate Q2 After Exit	67.0%	80.0%	Pass	67.0%	52.7%	Fail
Employment Rate Q4 After Exit	64.0%	87.2%	Pass	64.0%	75.5%	Pass
Median Earnings Q2 After Exit	$7,400	$8,050	Pass	$7,400	$6,630	Fail
WIOA Title II - Adult Education	PY221-2022 Target	PY2021-2022 Actual	Score	PY2022-2023 Target	PY2022-2023 Actual	Score
Employment 2nd Quarter after Exit	16.0%	20.30%	Pass	16.20%	31.12%	Pass
Employment 4th Quarter after Exit	16.0%	19.14%	Pass	15.0%	31.29%	Pass
Median Earnings in 2nd Quarter	$1,000	$3,800	Pass	$2,131	$3,000	Pass
Credential Attainment Rate	26.0%	N/A		15.0%	N/A	
Measurable Skills Gains	44.0%	57.84%	Pass	44.0%	57.93%	Pass

WIOA Title IV	PY2021	PY2022	PY2023
Employment Rate 2nd Quarter after Exit	33%	42%	5%
Median Earnings 2nd	$615.48	$561.66	$537.35

WIOA Title I - Adult	PY 2022 Target	PY 2022 Actual	PY 2022 Score	PY 2023 Target	PY 2023 Actual	PY 2023 Score
Quarter after Exit						
Employment Rate 4th Quarter After Exit	21.4%		21.4%		18.2%	

MODIFICATION

For PY2024 and PY2025, the final negotiated performance levels were BASELINE.

C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State 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 (WIOA Section 116(e)).

The COVID-19 pandemic disrupted Guam Workforce Development Board (GWDB) meetings and functions which stagnated activities that would allow for regular evaluations of Core Programs under WIOA. The GWDB Planning Committee reconvened in 2023, and the board also reconvened in 2024. Among the priorities of the GWDB is to establish a system to conduct regular evaluations that monitor Core Program activities and their effectiveness, and analyze the results of the evaluation, and make recommendations for improvements based on the evaluations of the programs. Guam will seek guidance and technical assistance from federal WIOA advisors and project officers to determine the process for conducting evaluations methods.

The GWDB will also conduct research projects under the guidance of the federal officers. The GWDB aims to develop the methodologies to coordinate and design the projects with all Core Partner agencies and provided to the Secretary of Labor and Secretary of Education.

Once established, the GWDB will ensure that workgroups and projects teams coordinate to adapt strategies and operational methodologies based on the outcomes of these evaluations and any other relevant assessments by collaboratively acknowledging, researching, and analyzing what is working, what is not, and what needs to be changed and improved.

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)

The distribution of funds for youth activities aligns with WIOA provision to address both in-school and out-of-school youth needs. At a minimum 75 percent of funds will be dedicated to the Out-of-School Youth population and the remaining 25 percent will be focused on in-school youth needs.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

The distribution of funds will align with WIOA provisions and will be focused on individualized and training services for dislocated workers and/or displaced homemakers. Training includes Transitional Job Training, Occupational Skills Training, and skills upgrading that lead to a credential and/or employment

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

The distribution of funds will align with WIOA provisions and will be focused on individualized and training services for dislocated workers and/or displaced homemakers. Training includes Transitional Job Training, Occupational Skills Training, and skills upgrading that lead to a credential and/or employment

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

Title II funds are awarded on a competitive basis as multi-year grants to eligible providers. Awardees must follow guidelines in WIOA Title II, Section 203(5) - Eligible Providers, and Section 231 - Grants and Contract for Eligible Providers. GCC will provide Title II funds of the Adult Education and Family Literacy Act (AEFLA) through a competitive application (Request for Proposal – RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers.

Guam Community College (GCC) handles the Title II program, and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training).

Eligible WIOA Title II participants in need of training services to enhance their job readiness or career pathway are referred to the ETPL and may access programs, including Registered

Apprenticeship programs. WIOA provides funding for various types of training available at the AJC. The board adopted GWDB Resolution 2019-001 and Guam currently has fifteen (15) training providers and Registered Apprenticeship program sponsors on the ETPL.

The ETPL is funded through Individual Training Accounts (ITAs). ITAs are one training option available to eligible and appropriate participants when it is determined by a Case Manager at the American Job Center. An ITA is limited in cost and duration, and results in employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment.

ITAs are allowed for out-of-school youth ages 18-24 (out-of-school youth ages 16-17 are not eligible for ITAs) per WIOA Section 129(c)(2)(D) and 20 CFR 681.550. ITAs are not entitlements and shall be provided to eligible participants on the basis of an individualized assessment of the person's job readiness, employment and training needs, financial, social and supportive needs, labor market demand and potential for successful completion, as documented on the participant's Individual Employment Plan (IEP). Participants choose career training with Eligible Training Providers in consultation with Case Managers. The Guam Community College (GCC) is one of our eligible training providers.

GCC will provide Title II (AEFLA) funds through a competitive application process, the Request for Proposal (RFP) 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, libraries, or authorities described; and a partnership between an employer and an entity described) that has demonstrated effectiveness in providing adult education and literacy services.

All applicants must meet the requirements of an "eligible provider" adhering to the definition in section 203(5) of Title II which is also defined above. Applicants may also submit for grants under any or all of the following sections: 231, 225, and 243.

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II (AEFLA) shall provide evidence of demonstrated effectiveness in providing services to improve the literacy and skills of eligible individuals in order to be considered in the grant application process. All eligible providers will have direct and equitable access to apply and compete for multi-year program agreement that develop, implement, and improve adult education and family literacy programs on Guam.

Local Activities

The State Agency/GCC will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. Guam's Unified or Combined State Plan includes at a minimum the scope, content, and organization of these local activities. The State Agency/GCC will announce, in the local newspaper and on the State Agency Office website (www.guamcc.edu), the availability of competitive WIOA, Title II funds. The announcement will provide information on the WIOA, Title II competitive grant, the definition of eligible providers

and eligible participants, and the application process. Information on upcoming technical assistance sessions, obtaining the program agreement template (electronic or hard copy), and submitting a multiyear grant/program agreement by the established deadline will also be provided. The technical assistance session will include information on Guam's adjusted levels of performance, data, and discuss how eligible providers will meet the demonstrated effectiveness requirements. To ensure planned goals and activities are aligned to the local board, the SAO will transmit and provide fifteen (15) business days for the Guam Workforce Development Board/Guam Workforce Investment Board to review proposed grant/program agreements for consistency and alignment with the local plan.

Description of Allowable Activities

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

1. who has attained 16 years of age;
2. who is not enrolled or required to be enrolled in secondary school under Guam law[1]; and
3. who ---
    a. are basic skills deficient;
    b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
    c. an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.
4. [1] Guam Public Law 34-104, An Act to Amend Section 6102 of Article 1, Chapter 6, Title 17, Guam Code Annotated, Relative To Raising The Age From Sixteen (16) to Eighteen (18) Years Old In Reference To The Duty To Send Children To School, June 15, 2018.

1. 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.
2. **Literacy - Basic Skills -** Academic instruction and education services to assist an individual's ability to read, write, and speak in English, digital literacy and critical thinking, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

3. **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.

4. **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 re adiness 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.

5. *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.

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

7. **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.

8. **Integrated education and training -** A service approach that provides adult education and literacy activities concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.These programs, activities, and services will assist eligible individuals to become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children's educational development.The State Agency/GCC will fund these programs, activities, and services to eligible providers [§203(5)] that have demonstrative 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.

Grant Awards

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

Demonstrated Effectiveness

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

• reading,

• writing,

• mathematics,

• English language acquisition, and

• other subject areas relevant to the services contained in the State's application for funds.

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

• employment,

• attainment of secondary school diploma or its recognized equivalent, and

• transition to postsecondary education and training. (34CFR §463.24)

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

Part 1:

1. The eligible provider's description of how funds awarded will provide adult education programs and services to eligible individuals to the following:

1. **Adult Education**

2. **Literacy**
3. **Workplace adult education and literacy activities;**
4. **Family literacy activities;**
5. **English language acquisition learner/activities**
6. **Integrated English literacy and civics education**
7. **Workforce preparation activities; and**
8. **Integrated education and training that**2.The eligible provider shall include cooperative arrangements with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
    a. Provide adult education and literacy activities, concurrently and contextually with both workforce preparation activities, and workforce training for specific occupation or occupational cluster, and
    b. Is for the purpose of educational and career advancement

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

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

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

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

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

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

(6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider,

are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;

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

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

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

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

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

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section § 116) and to monitor program performance; and

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

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

Received grant applications are shared with the local Workforce Development Board to review for consistency with their local plan and are provided an opportunity to make recommendations to promote alignment with the local Workforce Development Board plan.

Part 2: Proposed Budget

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

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

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

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

Evaluation of Applications

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

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

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

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

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

At least once a year or at the completion of a program, the State Agency/GCC will conduct a comprehensive evaluation to ensure that local programs employ research in designing and implementing a program and which will include fiscal reporting compliance, program reporting requirements, the physical layout of project, methods and materials used, linkage or cooperative

arrangements with other programs or entities, staff development needs, outreach activities, student recruitment and retention efforts for those most in need of basic education.

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

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

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

Monitoring Evaluation:

Eligible providers will submit a Consolidated Monthly Activity Report having information on the progress of programs concerning target goals and objectives. Program providers may include information after twelve hours of instruction to establish baseline data on students. At least one interim assessment will be conducted to evaluate progress in achieving performance standards

and identify recommendations for program improvement. A final evaluation will be conducted to measure the accomplishment of performance standards. The latter will be included in the Consolidated Report.

The State Agency/GCC will transition from TOPSpro (Tracking of Programs and Student) -

existing management information system and employ the use of Guam Department of Labor's "Hire Guam" a Virtual One-Stop (VOS) System - when training and full implementation is achieved. The goal is for VOS to maintain data whereby all partners will have regional and national capacity to report eligible individuals' outcomes and to monitor program performance against the eligible agency performance measures.

Workforce preparation activities

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

Integrated education and training

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

Procedures Distribution of Funds

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

Program Strategies for Populations

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

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

    a. 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.

    b. 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.

    c. 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.

    d. 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.

    e. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

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

INTEGRATION WITH OTHER BUREAUS

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

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

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

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

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

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

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

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

Steps to Ensure Direct and Equitable Access

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. WIOA, Title II, Section 203 (5); 34 CFR 463.23, defined an eligible provider as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but not limited to: local education agencies; community- based or faith-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; nonprofit institutions not describe in this section that have the ability to provide adult education and literacy activities to eligible individuals; consortia or coalitions or agencies, organizations, institutions, or authorities described of this section; and partnerships between employers and entities described of this section.

Notice of Availability

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

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

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

Eligible provider's grant/program agreement application shall also include a description,

information, and assurances [§232] on the following:

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

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

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

Special Rule [§231(d)]

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

2. **CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS**

Correctional education grant funds will be awarded to eligible providers under Section 225 of the Act that have demonstrative effectiveness in corrections education and in educating other institutionalized individuals. Correctional education grant funds will be made available through previously mentioned competitive grant application process in accordance with 34 CFR 463 subpart C. The competitive grant application announcement will be shared through posting on the GCC website, media press releases, and through public newspapers. All eligible providers are provided the same information and all applications are evaluated using the same scoring criteria. Eligible providers are awarded through a competitive grant application process using the required (WIOA Title II Section 231 (e)) as part of the review of applications.

Applications will be scored by the Project Review Panel utilizing the guidelines for scoring. Grants are awarded over a two-year cycle with updated applications submitted each year. This process meets the required specification in Title II of WIOA with every effort made to ensure direct and equitable access.

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

Eligible providers 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 servicing individuals who are likely to leave the correctional institution within 5 years of participating in the program. A Memorandum of Agreement is maintained between GCC and the Guam Department of Corrections and Other Institutionalized Individuals to carry out the program. Through GCC's Adult Education Office, Guam will continue to offer these programs at the Department of Corrections to eligible adults – individuals who are likely to leave the correctional institution within 5 years.

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 who are likely to leave the correctional institution with in 5 years of participation in the program. Eligible providers that plan to offer corrections education activities must describe the proposed specific corrections education activities.

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 CASAS Assessment 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.

Notice of Availability

The State Agency/GCC will publish a Notice of Availability in the Guam *Pacific Daily News or the Guam Daily Post* and on the GCC website (www.guamcc.edu) each year. Additional notices will be posted through the same media, in October or another month if funding remains available after the initial award period. Although the announcement is made in March, 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) 735-5501 extension 5517; e-mail, julie.ulloaheath@guamcc.edu.

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.

The application packet for Title II funds for Sections 231, 225, and 243 will be available in 2024. GCC will provide technical assistance after the release of the application packet through in- person and virtual meetings. All applications will be reviewed by GCC in conjunction with the Guam Workforce Development Board (GWDB) using a scoring card to determine the awardees.

Applicants will be notified of both GCC's and the GWDB's decision and will be awarded the funds in 2024.

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.

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.

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 the GCC website (www.guamcc.edu) each year. Additional notices will be posted through the same media, in October or another month if funding remains available after the initial award period. Although the announcement is made in March, 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) 735–5501 extension 5517; e–mail, julie.ulloaheath@guamcc.edu.

Process

The eligible provider seeking WIOA, Title II funds shall submit a grant/program agreement application following the Guide for Writing a Grant Proposal in order to be evaluated for funding consideration. Only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA, Title II funds (34 CFR part 463)

Grant/program agreement applications should be submitted to:

Guam Community College
State Agency Office
State Director for Adult Education
P.O. Box 23069 GMF, GU 96921

Notice of award will be made by the State Agency/GCC with recommendations by Guam Workforce Development no more than sixty (60) days of the application submittal deadline.

1. Eligible provider will be advised as to whether or not the project is funded.
2. 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 State Agency , 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]. In awarding federally funded Program Agreements (grants or contracts), grant applications will be evaluated against §231 criteria. The State Agency/GCC shall ensure eligible providers have direct and equitable access to apply and compete for funds, use the same application process, and award providers having a multiyear grant/program agreement application. An eligible provider shall use the Guide for Writing a Grant Proposal describing how it plans to –

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

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.

Guam has only one Designated State Unit for Vocational Rehabilitation Services that receives funding to serve all eligible individuals.

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.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

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

Guam continues to utilize Geographical (Geo) Solutions application (software) which provides automated solutions to delivering re–employment services. The VOS or HireGuam.com is the portal to access the Geo web–based application that automates American Job Center services, meets WIOA mandated data collections, and provides real–time access to information through reporting formats generated by its users. It also enables management of services to make evidence-based decisions from data collected. Most importantly, it presents Guam's labor exchange and training programs, providing a better value of services to customers utilizing technology to create a virtual one–stop environment.

GDOL has implemented a state–level workforce program that leverages and integrates workforce data that makes services easier for the public to use and improves how programs interact with each other. Title I and Title II have common customer registration; staff have access to view customer data from any of the programs in which a customer is enrolled in HireGuam.com.

Guam will continue to explore options at both the functional and administrative levels to ensure seamless integration of data-sharing agreements, confidentiality issues, and program-specific requirements.

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

GDOL has implemented a state-level workforce program effectively leverages and integrates workforce data while making services easier for the public to use and improve how the programs interact with each other. Title I and Title II have common customer registration; enrollment and program activities captured in HireGuam.com and staff have access to view customer data from any of the programs in which a customer is enrolled. Other core and partner program customer registration process enrolls customer data in separate systems. Data–sharing agreements, confidentiality issues, and program–specific requirements continue to create challenges in aligning and integrating data systems. Guam will continue to explore options at both the functional and administrative levels.

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

The GWDB has established a goal and five strategies around creating a customer–centric, easy to access workforce system, including developing accountability mechanisms focused on results. Alignment of technology and data systems across the partner programs and agencies

are the key to creating such a system and accountability mechanisms. GWDB will assist the Governor by continuing to focus on system results and the needs or impediments to both measuring and improving the results for individuals and employers. Guam's performance reporting information system (HireGuam.com) was established to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services.

Guam Community College (GCC) handles the Title II program, and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Page 144 Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training). Counselors assist the adult education participants, and are being trained on the shared case management system of hireguam.com (VOS). This allows the counselors to work with case managers at the AJC to ensure that students' career pathways match the individual employment plan that is identified on the shared case management system. In addition, GCC receives funding from the Guam Department of Labor to support apprenticeship training needs.

The Guam AJC is working with the college to further develop new and innovative pre-apprenticeship and apprenticeship programs that are more responsive to industry. In addition, GCC provides the Guam Department of Education (GDOE) with secondary Career and Technical Education programs and the AJC has provided Classroom to Career activities (work experience opportunities for high school students). As such, together they are building clearer on-ramps to career pathways that match Guam's workforce development needs. The Guam Workforce Development Board (GWDB) engages members of these organizations to achieve the combined state plan goals.

The Division of Vocational Rehabilitation's case management staff have also undergone the Workforce Development Specialist training ensuring a standardized approach with the efforts of the Guam AJC team who received the same training. Several meetings between the AJC and DVR case managers have been conducted to discuss streamlining of services, as well as to train on the usage of the VOS or common case management system. The Guam AJC staff operating under Wagner-Peyser and WIOA are supported by Business Service and Follow-up Services. The Business Service Representatives (BSRs) include representatives from the AJC, as well as core partners' and other community partners' staff, in workforce development activities. For instance, continued collaboration meetings are held with Guam Community College (Title II), Department of Vocational Rehabilitation, Employer Support of the Guard and Reserve (ESGR), and others to discuss respective employment and training needs. Partners are depending on the AJC BSRs because of the longer history of employer connections via Employment Services under Wagner-Peyser.

As partners share the common case management Virtual Onestop System (VOS), they have the opportunity to also view such employment connections. The Guam AJC continues to partner with the Department of Public Health and Social Services to address the transition for these individuals. Having the shared case management system (Virtual One-stop System, or hireguam.com) allows ease in streamlining and expediting needed case management services. The Guam Department of Labor (GDOL) receives Federal funds from the U.S. Department of Labor Employment and Training Administration (U.S. DOL ETA) for programs and services

under Title I of the Workforce Innovation and Opportunity Act (WIOA) for adults, dislocated workers and youth, as well as Title III for those served by Wagner-Peyser employment services. WIOA ensures that adults, dislocated workers and youth who meet eligibility requirements may participate in a work experience pending available funding and determination that the activity aligns with the individual's plan of service. There are also partner programs with the American Job Center (AJC).

The core programs authorized under WIOA are:

1. WIOA Title I (Adult, Dislocated Worker and Youth) programs administered by U.S. DOL ETA
2. Adult Education and Literacy Act programs under Title II by the Department of Education (DOE)
3. Wagner-Peyser Act Title III employment services administered by U.S. DOL ETA
4. Rehabilitation Act Title I programs administered by DOE as amended by Title IV of WIOA

The Core Programs that are under Title I, Title III, JVSG for the DVOP program, and NDWG programs are reported out through ETA's Participant Individual Record Layout (PIRL) format. The PIRL file is run from data provided through the information from the HireGuam Virtual One Stop (VOS) system and creates automated batch processes. The participant data is provided through a set of batch programs which pull values from the state's VOS system, called HireGuam which populates the data elements in the PIRL. The PIRL reports are run on a quarterly basis and then submitted to the Federal Department of Labor Workforce Integrated Performance System (WIPS) Reporting. The IST Administrator validates the reports and certifies the ETA9173 performance reports thereafter.

For program participants, the exit date is determined when the participant has not received services in the Youth program or any other DOL-funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service. Once 90 days of no services, other than follow up services, self-service, and information-only services and activities, has elapsed and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.

The enrollment process begins with the orientation process which is designed to provide individuals entering the Guam American Job Center (AJC), an overview of the AJC delivery system and an understanding of the range of services available.

Individuals engage in a dialogue with the AJC staff and the process begins for them to be assisted and may include asking them for the reasons why they visited the center and what kind of help they are looking for. The form needs to be completed before enrollment into any Title I or Title III (Wagner-Peyser program). Individuals are also provided access to the Resource Room at the AJC and may be referred to a partner agency if they qualify for assistance. The AJC maintains a publicly accessible, Americans with Disabilities (ADA) compliant, Resource

Room as part of WIOA services. Job seekers can access self-service or facilitated self-service tools and resources necessary to search and apply for jobs.

This public space and the resources available within it include:

Computers with Internet access:

• Tutorials for career exploration, job searching and resume writing;

• Job postings;

• Information on services and financial aid for local non-WIOA training;

• Labor market reports; and

• Educational programs; and

• Information on partner programs. Individuals may receive self-service or informational activities without an eligibility determination.

The Resource Room is staffed with knowledgeable employees to assist with questions. Any individual abusing Resource Room privileges such as conducting unauthorized business, using the internet for subjects unrelated to work search or professional development, or viewing offensive material will be denied access to the computers and future use of the Resource Room. Page 146 There is also accessible information at the AJC about partner agencies. The staff at AJC are familiar with the requirements of all of the partner agencies and may refer customers to each of the partner programs. Both employer and job seeker services from WIOA employment and training programs are provided through collaborative efforts at Guam's only American Job Center (AJC). The AJC network is branded nationally pertaining to the one-stop delivery system. (TEGL 16- 16).

Uniformity in the AJC operations is critical for a positive identity with customers. The delivery of consistent and high-quality services leads to well-prepared job candidates, successful job placements, and satisfied employers who rely on available services and solutions to satisfy their employment needs. To achieve uniformity, there are established SOPs that support each service delivery process. All customers must attend orientation. The orientation will highlight the services of the AJC and the involvement of the customer in working towards securing unsubsidized employment. Each orientation session with the customer will be handled by AJC staff. The AJC orientation is an activity that is highly encouraged to ensure that customers are well informed of the services and programs available at the AJC. The AJC orientation is a requirement in order to receive "Staff Assisted Career Services". The orientation is about 30 minutes long and facilitated by the AJC staff.

It consists of but not limited to the following:

- Information on the services available at the AJC
- HireGuam Registration Process
- Complete Personal History Profile and Orientation Packet
- One-on-One appointment with an AJC Team Member for Basic Career Services
- Employability Workshops, Tests, and/or Assessments

- Individualized Career Service Assistance
- Entered Employment and Retention Success
- Follow-up Service

Should a customer not be able to attend an orientation session or an appointment with an EDW, their orientation and appointment may be rescheduled by a Customer Service Representative (CSR) for a more convenient day or time. A CSR will contact the customer who fails to show up for orientation and appointment and make note on their file.

AJC EDWs will be scheduled to meet the customer who requests further support from the AJC after the orientation. Scheduling will then be managed and maintained by the Orientation staff for the day. The CSRs will make new appointments or reschedule appointments based on availability in the EDW calendars. Concerns about scheduling of appointments will be addressed by the AJC Coordinator or his/her designee. AJC staff will assist customers who are Work Ready (requiring Basic Career Services) or Not Work Ready (requiring Individualized Career Services) and will be assessed/processed accordingly based on their needs and their interests. At the conclusion of the orientation, the customer will be asked:

1. to complete the Hire.Guam.com registration process (if not previously done).
2. if they would like to proceed with the job search on their own (Self-Serve) or enlist the support of an Employment Development Worker (EDW), a Case Manager.

At this time, HireGuam only provides data for WIOA Title I- WIOA, Title III- Wagner-Peyser employment services, JVSG and SCSEP. Data sharing and confidentiality are the two concerns shared by partner programs for Title II and IV.

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

Guam's performance reporting information system (HireGuam.com) was established to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services. Core programs have ongoing data analysis and program improvement opportunities through their performance management software, data quality check and balance and quarterly reporting requirements.

HireGuam is utilized to manage and validate operational activities and has accessible participant reporting and data collection that all case managers use to report, collect, verify and manage participant data. The system's case management capabilities allow staff to determine program eligibility and track services. Reports are generated on a weekly, monthly and quarterly basis and shared with staff to stay on track of all participants they serve. These reports assist staff in improving work productivity; tracking participant outcomes and help them manage their performance in real time. It also provides better communication between staff and program managers. These reports also assist in maintaining quality data. The following are reports generated: (Caseload Reports: Active Cases; Assigned Case Load Report; Exited Cases; Case Closure Employment; Soon to Exit Cases; Quarter follow Up Status).

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.

Guam uses the federal measures prescribed in WIOA to monitor participants' post–program success. Available data supports the evaluation of programs at the state level. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for continuous improvement will be discussed at the state level, and performance targets will be adjusted accordingly. Additionally, Guam is monitoring service delivery in real–time to improve outcomes and respond to immediate needs of our customers. GDOL continues engaging with state and federal agencies to formalize data sharing agreements for wage records to track participants who have exited into employment and postsecondary education. Once formalized, data will be tracked on clients' progress in maintaining employment through the fourth quarter period following closure.

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.)

Guam does not have Unemployment Insurance - thus the use of UI Wage Records are not available for Guam. However, GDOL has been working with Guam Department of Revenue and Taxation and Social Security Administration to develop infrastructure for complying with statutory requirements for sharing Wage Record Data to partners under WIOA for the purpose of administering state workforce programs. Upon completion, it will execute information and data sharing agreements to share wage record data with the appropriate state agencies permissible under state and federal law. These agreements are critical to federal reporting requirements. State and local partners will perform an analysis to determine next steps to effectively and efficiently meet the reporting requirements. Guam's work plan for mapping out data requirements with Revenue and Tax to formulate a data sharing agreement we hope to achieve by the end of FY2024.

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.

All information collected under the programs administered by the GDOL and its partner programs is considered confidential. This includes programs under Titles I, II, III and IV, as well as other required one stop partner programs. Federal and local law, rules and policy provide security controls to govern processes, procedures, data systems, information releases, and audits. These controls are designed to make sure all confidential information is protected from the time the information is received to the time it is destroyed. Employees and partners are also trained on the appropriate use and security of confidential information, and the penalties for its misuse.

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS 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.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

POLICY

Program operators, including grant sub-recipients, must implement priority of service to covered persons as a condition of receiving funding from the United States Department of Labor (USDOL). This requirement cannot be waived. Operating policies and procedures must include policies and procedures to ensure priority of service is provided. Staff at all levels of the American Job Center (AJC) system and other USDOL programs shall be trained in priority of service requirements so that an applicant's status is assessed in light of program specific requirements such as WIOA and Jobs for Veterans State Grant requirements. Program operators are responsible for ensuring that adequate protocols are established to identify covered persons, inform them of their entitlement to priority of service, and provide information on the array of employment, training, and placement services and program eligibility requirements. Posters announcing priority of service will be displayed at the AJC reception area. HIREGUAM will prominently display priority of service information when a participant accesses the site.

PROCEDURES

All customers whether online at HIREGUAM or in person at the American Job Center (AJC) will be initially assessed at the point of entry to determine if they are a covered person (veteran or an eligible spouse). Those customers affirming their status as a covered person will receive information on their eligibility for priority of service to include all DOL funded programs and services for which they have priority placement if they meet the program eligibility criteria. Covered persons will be referred to programs for which they are interested and eligible.

All covered persons receive front of the line service at the AJC. Covered persons receive a service earlier or instead of a non-covered person in all DOL-funded programs and services.

All persons attesting to be a covered person will be asked to voluntarily complete a further assessment to determine if they meet eligibility requirements that will qualify them for Disabled Veteran Outreach Program (DVOP) specialist assistance under the Jobs for Veterans State Grant. These eligible veterans, eligible spouses, and other eligible additional populations will be referred to a DVOP for employment services. If the participant is at the AJC, they will be offered the next available DVOP appointment. In all cases, DVOP Specialists will respond to referrals or

initial notification of self-service registration (that contain an attestation of a significant barrier to employment) in a timely manner (3 or 4 days). They will set up an initial meeting to complete the IEP, capture the veteran's information, and encourage the engagement with the DVOP Specialists within a week of the completed registration process.

B. Describe how the State will monitor priority of service provisions for veterans.

Guam will conduct annual monitoring of the local American Job Center to ensure they comply with WIOA eligibility requirements including implementation of veteran's priority of service policies.

C. Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist/Consolidated Position.

Guam is dedicated to serving veterans, and in particular veterans with SBEs. An eligible veteran (as defined by 38 U.S.C. § 4211(4)) must also meet the criteria of having an SBE before they can be referred to a DVOP for individualized career services. Alternatively, a person must belong to an additional population identified through current appropriations.

Once AJC staff determine a client's eligibility and need for individualized career services, the AJC must refer them to a DVOP if one is available to accept a new client. Here are the eligibility criteria for DVOP services:

· A special disabled or disabled veteran, as those terms are defined in 38 U.S.C.§ 4211(1) and (3); special disabled and disabled veterans are those:

· Who are entitled to compensation (or those who would be entitled to compensation, yet are not receiving it due to the receipt of military retired pay) under laws administered by the Secretary of Veterans' Affairs; or

· Who were discharged or released from active duty because of service-connected disability.

· Other eligible veterans as defined under 38 U.S.C. § 4211(4); eligible veteran means a person who:

· Served on active duty for a period of more than 180 days and was discharged with other than a dishonorable discharge;

· Was discharged or released from active duty because of a service-connected disability;

· As a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10,served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or

· Was discharged or released from active duty by reason of a sole survivorship discharge.

· A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11302(a) and (b)), as amended.

· A recently separated service member, as defined in 38 U.S.C. § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months.

· An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration.

· A veteran lacking a high school diploma or equivalent certificate.

· A low-income individual (as defined by WIOA Section 3 (36).

Additional eligible populations include:

· A veteran between the ages of 18 and 24 years old who possess limited civilian work history.

· A Vietnam-era veteran. Vietnam-era veterans are those for which another part of their active military, naval, or air service was during the Vietnam era (the period beginning February 28, 1961, and ending May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period, and the period beginning August 5, 1964, and ending May 7, 1975, in all other cases).

· Eligible Transitioning Service Members, Spouses, and Caregivers. In annual appropriations bills since the consolidated Appropriations Act of 2014, Congress authorized JVSG grants to support services described in VPL 07-14 to:

o Transitioning members of the Armed Forces who have been identified as in need of individualized career services;

o Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in Military Treatment Facilities (MTFs) or Warrior Transition Units (WTUs); and

o The spouses or other family caregivers of such wounded, ill, or injured members.

Veterans and other eligible persons who do not fall into one of the categories targeted for services by DVOP specialists are entitled to priority of service and may be eligible for services under WIOA Title I for adults, dislocated workers, and youth or WIOA Title III for employment services under the Wagner-Peyser program.

The JVSG program, as a WIOA partner, will also work to improve the quality of services provided to veterans through the AJC system and looks forward to aligning the program with other WIOA partner programs outlined above.

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.) regarding 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.

The Division of Vocational Rehabilitation (DVR) under the supervision of the Department of Integrated Services for Individuals with Disabilities is the lead agency to address all workforce needs for individuals with disabilities. Guam acknowledges that there is a lack of coordination between DVR and the Guam Department of Labor's (GDOL) American Job Center to service individuals with disabilities, including youth with disabilities. The relationship between DVR and AJC is primarily one of referral. There is no formal Memorandum of Understanding (MOU) that provides guidance on joint service provision to address individuals with disabilities seeking employment services at the AJC or at DVR. Individuals who enter the AJC seeking services are assessed and serviced based on priority areas. If the individual discloses that they have a disability and it is determined based on an assessment that their disability is of the highest priority for employment support services, the individual is referred to DVR. Both the AJC and DVR capture demographic data but this information is not shared between the two agencies. The AJC's demographic data of all individuals serviced within the AJC include Americans with Disabilities Act requirements. The information is readily accessible and can potentially be utilized to address the needs of individuals with disabilities. While DVR captures data, including negotiated and targeted performance measurements, DVR's IT system is obsolete and accessibility to the information is challenging, even by its own staff. The GDOL aims to establish a partnership that would streamline services for individuals with disabilities and allow for co-location of a Vocational Rehabilitation Counselor within the AJC. A draft MOU has been developed but has not gone through the required review or discussion system. The Guam Workforce Development Board (GWDB) will ensure complete review of the MOU to ensure it complies with the requirements of the ADA, that it offers adequate training and support to address the needs of clients served, and that it includes clear protocols for coordination and communication between GDOL and DVR and other Core Partners. The GWDB will ensure that any potential gaps or challenges in service delivery are addressed and that the protection of clients' rights and information is established in the MOU.

Operations at the AJC are conducted on the 3rd Floor of the GCIC Building, 414 W Soledad Avenue in Hagatna, where the delivery of services for the WIOA, Wagner-Peyser and other programs under AJC are located.

Physical Accessibility to AJC Facility

- When a job seeker decides to visit the American Job Center (AJC), they must first consider how to get there and, if they don't have transportation, it will be important that the AJC be located along a public transportation line. American Job Center Guam is located parallel on West Marine Corp Drive, Hagatna. The AJC is a designated stop which allows job seekers access to and from the AJC Monday – Friday.
- The AJC is a 9-story building with accessible egress, exits, parking, ramp, and lifts
- Within the building, care has been taken to mitigate fatigue and opportunities for error.

Recommended principles and practices include the following:

- Adjustable chairs, desks and tables for workstations and classrooms are provided.
- Set up macros on computers for standard cover letter and resume text.

- Try to arrange elements to minimize hazards and errors that someone might inadvertently make and provide warnings of possible hazards.
- Offer computers with accommodation features with more flexible configurations to access these features.
- Provide a clear line of sight to important elements for any seated or standing user.
- Ensure a clear path of travel e.g. does not require stairs, is firm and slip-resistant, is at least 36 inches wide.
- Ramps longer than six feet must have railings on both sides and the railings must be sturdy and between 34 and 38 inches high. The ramps must be non-slip.
- The entrance door must have at least 32 inches clear opening, and the entrance should provide direct access to the main floor, lobby, or elevator.
- Elevators should be able to be used without assistance. Elevators buttons accessible for clients with sight challenges.
- All aisles and pathways in the building must be at least 36 inches wide (including between chairs and tables) and there must be sufficient space to be able to turn a wheelchair. AJC is in compliance with this requirement. Carpeting must allow for easy wheelchair maneuverability and must be securely attached at the edges.
- There must be space for wheelchair seating.
- All washrooms and exits must be clearly marked.

There must be one washroom that is wheelchair accessible and stalls must be able to be opened with a closed fist Programmatic Accessibility

1. AJC will continue to work and partner with local board staff and other WIOA core partners to identify strategies towards Universal Access that broadly improves services for all with disabilities, especially with regard to training and skill upgrade services.
2. All staff at AJC should know what assistive technology is available in their center and have training in how to use it. All staff should also know how to request translator services or sign language interpreters for those customers who need this service.
3. A site visit to the American Job Center will be conducted every two years

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. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

During the COVID-19 pandemic, the Guam Department of Labor (GDOL) was the lead agency for distribution of Pandemic Unemployment Assistance funds. As part of its efforts to distribute

funds effectively and equitably, GDOL entered into a partnership with Mane'lu, a non-profit organization that provides services to disadvantaged families and youth. This partnership included interpreter and translation services for individuals who are English Language Learners. In December 2021 a Memorandum of Understanding (MOU) was signed to expand the services provided by Mane'lu for English Language Learners. The agreement provides for workforce development workshops that are culturally and linguistically appropriate, provide staff and participants with required materials, case management support, registration into HireGuam, actively promote GDOL's services to Mane'lu's constituents, display brochures and material at the American Job Center (AJC), referral of clients, and ensure liaison staff communicate between the partner agencies, among other agreements.

Mane'lu staff have participated in and completed GDOL labor clinics since the signing of the MOU to ensure the staff is proficient and able to effectively guide and support its clients navigating the labor market.

An announcement of the MOU signing was also made to the public through a press release and social media channels to ensure widest distribution of information as possible.

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.

The COVID-19 pandemic disrupted Guam Workforce Development Board (GWDB) meetings and functions which stagnated activities that would allow for regular convening of meetings. The GWDB Planning Committee reconvened in 2023, and the board also reconvened in 2024. Now that the GWDB has been conducting regular Planning Committee meetings, and reconvened its board, it can create a list of priorities to ensure compliance with WIOA and continue to monitor all programs. Given the pause in hiatus in GWDB meetings, the board will reevaluate its goals and priority areas and establish a strategic plan that reflects the current economic and workforce landscape. This includes identifying areas for improvement and aligning efforts with the needs of the community and workforce. The GWDB will also prioritize the coordination and partnership among the Core Partner Programs and agencies to ensure seamless delivery of service for job seekers and employers.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes

The State Plan must include	Include
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes

The State Plan must include	Include
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

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

The Governor of Guam in consultation with the Guam Workforce Development Board in accordance with Section 106(d)(1) has designated Guam as a single state workforce development area.

B. DESCRIBE THE PROCESS AND POLICY 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

The Governor of Guam has designated Guam as a single workforce development area with no identified regions considering its size and workforce population characteristics.

C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

Guam is designated as a single state workforce development area in accordance with Section 105(d)(1).

D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

As a single workforce development area, Guam has one comprehensive One-Stop Center - American Job Center. Infrastructure costs for the One-Stop are determined based on proportionate use of the system and relative to the benefit received , consistent with Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, including determining funding for the costs of infrastructure. Currently Programs collocated at the American Job Center are USDOL ETA - Wagner-Peyser, WIOA Youth, Adult and DW/NDWG, Jobs for Veterans State Grant, Senior Community Service Employment Program and the HHS SNAP/ETP Program.

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

Guam utilizes the Governor's Discretionary funds to develop and fund training programs that align with the state's vision. In 2022, the Guam Department of Labor in partnership with the Guam Community College launched the Bus Driver Bootcamp for the Department of Public Works who will be losing employees as a result of retirement. In 2023, Bus Driver Bootcamp II and III was launched and completion ceremonies are scheduled for Spring of 2024.

In addition, initiatives, policies and guidance to enhance the workforce development system are aligned with the Governor's Guam Green Growth Vision 3-5 Year SMART Objectives. The Guam Workforce Development Board functions as both Guam's state and local board, continually updates to statewide and local operational policy for use by Programs, the following policies are in place for program guidance:

Policy Number	Summary	Program/Fiscal
AJC-001	Allowable Cost Policy	Program
AJC-002	Equal Employment Opportunity Language	Program
AJC-003	Personally Identification Information Policy	Program
AJC-004	Follow-Up Services	Program
AJC-005	Individual Training Accounts	Program
AJC-006	WIOA Low Income Guidelines	Program
AJC-007	Priority of Service	Program
AJC-007 Change 1	Priority of Service	Program
AJC-008	Records Retention Policy	Program
AJC-009	Monitoring & Compliance Policy	Program
AJC-010	Federal Programs Eligibility and Documentation Handbook	Program
AJC-010 Change 1	Federal Programs Eligibility and Documentation Handbook	Program
AJC-011	Data Validation Policy	Program
AJC-012	Common Exit Policy	Program
AJC-013	Closure and Exit Policy	Program
AJC-014	Measurable Skills Gain Policy	Program
AJC-015	Timely Data Entry Policy	Program
AJC-016	[Reserved – BSU]	

Policy Number	Summary	Program/Fiscal
AJC-017	[Reserved – Apprenticeship Alignment]	
AJC-018	Youth Program State Wide Definition	Program
AJC-019	Eligible Training Provider Procedures – Revised	Program
AJC-020	[Reserved]	
AJC-021	[Reserved]	
AJC-022	[Reserved]	
AJC-023	American Job Center – Operation Guidance COVID	Program
AJC-024	Selective Service Registration	Program
AJC-025	WIOA Statewide DWG Definition – Disaster	Program
AJC-026	Priority of Service – Adults and DW Funds	Program
AJC-027	Transitional Jobs Policy	Program

MODIFICATION

UPDATED AJC POLICIES

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

Guam will utilize the WIOA's Governor's Discretionary funds to develop initiatives that provide new service delivery strategies that target specific populations that align with WIOA's direction by providing services that assist job seekers understand the labor market information, access to education, training, supportive services and employment opportunities while providing businesses the ability to match skilled workers to meet their needs.

In addition, and as required by § 682.200(d), funds reserved by the Governor will conduct evaluations with an analysis of customer feedback and outcomes.

C. 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.

Guam reserves 20 percent of its Dislocated Worker Funding to carry out statewide Rapid Response Activities. The American Job Center Business Service Unit will have a coordinated, comprehensive, and proactive approach when communicating with businesses impacted by potential layoffs.

Rapid Response activities include, but are not limited to:

- Informational and direct re-employment services for workers, information on and referral to career services, re-employment-focused workshops and services, and training;
- Delivery of solutions to address the needs of businesses to transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment;
- Facilitating connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice.

D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

In the event of a natural disaster, Rapid Response is coordinated with appropriate federal, state, and local agencies to ensure impacted communities, first responders, businesses and workers receive the support and services needed. Each response is tailored to the unique characteristics of the event. Coordination with local, state, and federal emergency management agencies is necessary to ensure robust and non-duplication of services.

Depending on the type of event, the Rapid Response coordinator will work with the Joint Information Center, which includes all local government of Guam agencies, Federal Emergency Management Agency (FEMA), and local community partners to develop a response. In cases of a FEMA-declared disaster, the Rapid Response coordinator assesses the need and makes recommendations for application of a National Dislocated Worker Grant to support temporary jobs for clean-up and recovery efforts, humanitarian assistance for disaster victims, or training and support for workers who lost their jobs due to the disaster. Formal Rapid Response meetings may be held for groups of impacted individuals and/or information provided at a booth or table set up in the community to answer questions and provide information on and referrals to unemployment insurance, disaster unemployment insurance, temporary jobs, public assistance, community-based resources, small business development centers, and job center services.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED.

(SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE 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 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 AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

Guam does not administer the Trade Adjustment Assistance program

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.

Guam's work-based training models include on-the-job training, transitional jobs, and customized training as part of its strategy. With the current economy on a rebound from the Pandemic and Super Typhoon Mawar, Guam primarily utilizes their transitional jobs model aligned with Registered Apprenticeship as the key strategy to ensure high quality training for both the participant and the employer. The primary key to the success of this model is the Employer's initial investment to train our participants. Guam's current population that we serve at the American Job Center, either have limited work experience to no work experience. Utilizing the transitional job model to registered apprenticeship for our participants allows the employer to invest in the right candidate who may lack the work experience by providing their time to train those who have the drive to work. The transitional job will then lead to registered apprenticeship - on-the-job learning which is funded 100% by employers who will then have the opportunity to take advantage of Guam's Registered Apprenticeship Tax Credit where employers receive up to fifty percent (50%) of apprenticeship costs as a tax credit towards their Business Privilege Tax (BPT).

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

The State Apprenticeship Agency is currently collocated at the American Job Center giving opportunity for both job seekers and employers to take advantage of the services provided by the AJC. The State Apprenticeship Agency will develop workforce system alignment with the

Guam Community College and the Guam Department of Education to incorporate pre-apprenticeship and apprenticeship participation with programs that lead from high school and post-high school career technical education (CTE) programs to apprenticeship programs. This partnership will target in-school youth who are enrolled in WIOA youth programs and leverage resources with WIOA Youth Funds. Based on their assessment tests, high school seniors enrolled in the program and have yet to attain the credits needed to graduate from high school will be placed into training programs within the fields of Allied Health, Construction, Hospitality and Telecommunications. Students will receive vocational training and acquire practical knowledge through on-the-job training as identified below in Diagram A – Learning Continuum - Apprenticeship. Pre-Apprenticeship Programs will be expanded to include participants in the public assistance programs, individuals with disabilities, and other underrepresented populations on the island.

Immediate Action Items developed between the AJC and the State Apprenticeship Agency:

- The State Apprenticeship Agency will work with the American Job Center Youth Programs to facilitate pipelines into pre-apprenticeship programs.
- The State Apprenticeship Agency will work with the American Job Center Business Service Unit to facilitate discussions with businesses to participate as a sponsor in pre-apprenticeship programs.
- The State Apprenticeship Agency will develop with mandated WIOA partners a Memorandum of Understanding that supports leveraging resources among federal and local funds to support pre-apprenticeship programs.
- The State Apprenticeship Agency will work with Guam Department of Education high school counselors and Guam Community College Career Technical Education (CTE) Counselors to develop assessments for incoming high school seniors participating in the WIOA In-School Youth Year-Round Program to determine the suitability of candidates for registered apprenticeship.

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).

ELIGIBLE TRAINING PROVIDER PROGRAM

WIOA training provider requirements increase accountability and transparency through reporting, review and performance outcomes. WIOA requires the Guam Department of Labor on behalf of the Governor and in consultation with the Guam Workforce Development Board (GWDB), to establish criteria and procedures regarding the eligibility of training providers to receive WIOA Title I funding. The WIOA Title I training funds are for the provision of training services directed towards high demand occupations and training programs allowing WIOA Title I participants to earn a credential within two years after beginning their studies. The board adopted Resolution 2019-001 on September 18, 2019 and included Registered Apprenticeship sponsors. On November 17, 2021 the GWDB further adopted Resolution 2021-001 for the ETPL and Registered Apprenticeship sponsors for PYs 2021 and 2022 to be renewed on July 1, 2023.

In line with the AJC-019 – WIOA Training Provider Eligible Criteria and Procedures which meets the requirements outlined in WIOA Section 122, TEGL8-19, and 8-19, Change 1:

Eligible Training Providers and Programs of Study:

The WIOA statute and the Final Rule distinguish between eligible training providers (ETPs) and programs of study, as one ETP may provide multiple programs of study for a variety of occupations. Determining ETP eligibility is therefore a two-tier approach. First, the training provider must be an eligible entity to provide training, as listed in the Training Provider Criteria section later in this issuance. Second, the training program(s) offered by an approved training provider must meet eligibility and performance criteria delineated later in this document. For a training provider to receive WIOA Title I-B training funds for adults, dislocated workers, and out-of-school youth aged 16-24, the programs of study must be listed on the ETPL.

An ETP is a provider of training services who has met the eligibility requirements to receive WIOA Title I- B Adult or Dislocated Worker funds through the issuance of an individual training account (ITA) for the purpose of providing training services to eligible individuals. ITAs are also permissible for Out-of-School Youth aged 16 – 24, when appropriate. Each ETP's training programs are subject to the eligibility requirements in WIOA Section 122 and the regulations at 20 CFR part 680 Subpart F.

Eligible Providers of Training Services

Subject to meeting federal and state eligibility criteria, WIOA eligible training providers must be one of the following entities:

- Institutions of higher education that provide a program that leads to a recognized postsecondary credential;
- Apprenticeship programs, including Registered Apprenticeship Programs (RAP), National Program RAPs.
- Other public or private providers that provide training, which may include community-based organizations (CBOs);
- Eligible providers of adult education and literacy activities under WIOA Title II if such activities are provided in combination with training services described in 20 CFR § 680.350;

Eligible Programs of Training Services

The Eligible Training Provider List is composed of approved eligible training programs. Both training providers and their individual programs must meet eligibility standards. A *program of training services* is defined as one or more courses or classes, or a structured regimen that directly leads to employment in an in-demand occupation. The training must lead to the following:

- An industry-recognized certificate or certification, a certificate of completion of a registered apprenticeship, a license recognized by the State involved or the Federal government, an associate or baccalaureate degree;
- Employment; or

- Measurable skill gains toward a credential described in the first bullet of this section or employment.

These training services may be delivered in person, online (virtual), or through a blended approach; however, the training provider must provide physical facilities and/or tools and equipment to provide a high-quality experience in meeting instructional and skills assessment needs.

Training Service Exceptions to Eligible Training Provider List

Training services that are not subject to the requirements of the eligible training provider provisions are:

- On-the-job training; customized training; incumbent worker training; transitional employment; or
- The circumstances described at WIOA sec. 134(c)(3)(G)(ii), where the Guam Workforce Development Board, determines that:
    - There are insufficient providers, or
    - There is a training services program with demonstrated effectiveness offered in the area by a community-based organization or other private organization to serve individuals with barriers to employment, or
    - It would be most appropriate to award a contract to an institution of higher education or other eligible providers of training services to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such a contract does not limit customer choice.
- A WIOA enrollee may continue and complete their enrollment in a training program that was on the ETPL at the start of training but that has subsequently been removed from the ETPL unless there is a significant reason to cease participation (health, safety, criminal liability, etc.).

The Eligible Training Provider List only provides occupational skills training services. Basic skills training, "soft" skills training, or other workforce preparation activities do not train individuals for a particular occupation. Additionally, the following are not considered occupational skills training:

- Workshops or seminars provided by organizations that last three (3) calendar days or less and are offered no more than four (4) times per year are not considered occupational skills training
- Intensive review courses as instruction for test preparation
- Continuing education courses for those with existing occupational skills
- Short term certificates that are only one component of the typical requirements for a job, such as CPR, OSHA, WorkKeys, Food Handler Certificates, and basic computer training.

As part of a WIOA participant's individualized employment plan, Guam's WIOA program may pay for these activities as career services separate from or in addition to occupational skills training.

Types of Eligibility

WIOA provides for *Initial Eligibility* and *Continued Eligibility*. Initial eligibility refers to new providers and/or programs that, upon approval, receive eligibility for one year. Continued Eligibility refers to a biennial review and renewal of programs that have completed initial eligibility.

New programs added to the ETP list are reviewed after a provisional year. Thereafter, States are required to review training provider eligibility every two years.

Policy criteria are provided below for both initial and continued eligibility as directed in TEGL 08-19's Attachment III

Criteria for WIOA Eligible Training Provider Initial Eligibility

Training Provider Criteria:

- Providers must have been providing training programs for at least one year to be eligible for placement on the ETPL. During the 12 months before eligibility, they must collect data to satisfy the requirements in the Training Program Criteria section. Once an entity has been operational for a minimum of 12 months, all other eligibility requirements apply.
- Training providers must sign an agreement to securely collect and report required information for programs.
- Training providers must provide a current refund policy specifying when refunds for tuition and other costs associated with the training program will be allowed. Refund policies must be written and published so that students are aware of how to request a refund.
- Training providers must have a current grievance policy which provides for due process for students to file complaints with an organization against faculty, staff, or other institution employees. Grievance policies must be written and published so that students are aware of how to file a complaint.
- Training providers must assure their ability to provide training programs that are architecturally and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities (29 CFR 38.13). Every training provider that applies to be listed on the ETPL must sign an Assurance form acknowledging adherence to WIOA requirements before receiving final approval to be added to the ETPL. The Assurance form indicates the training provider will comply with nondiscrimination and equal opportunity provisions of all applicable federal and state laws. If a training provider does not assure compliance with all applicable federal and state laws, they will not be able to complete the application for inclusion on the ETPL.

Training Program Criteria:

- The training program leads to an in-demand occupation. WIOA participants will be encouraged to select training for an occupation that pays no less than $9.25 per hour.
- The training program provides a high-quality experience, including a recognized postsecondary credential or demonstrating measurable skills gains toward such a credential or employment. *Note:* WIOA participants will be encouraged to select high quality training that leads to an industry-recognized postsecondary credential, which is available at no cost or a low cost to participants.
    - High quality training experience is identified by:
        - Physical or virtual facilities with the appropriate tools or equipment to meet instructional and skills assessment needs;
        - Reportable skills gain measured by assessments;
        - Industry endorsement;
        - Not having a high dropout rate and/or high student loan default rate and/or poor job placement rate; and
        - Regional or national accreditation, if applicable.
- The training program is published in the provider's catalog of courses/programs and is available to all students (WIOA and Non-WIOA)
- The training program meets or exceeds a factor related to established WIOA performance outcomes:
    - Employment in the 2nd quarter after exit
    - Employment in the 4th quarter after exit
    - Median earnings in the 2nd quarter after exit
    - Credential attainment

If the eligible training provider has not previously collected program data on the WIOA performance measures listed above, the state has identified alternative criteria that may be used to satisfy the initial performance requirement. Any of the following may be used:

- The training provider's general student retention, placement, or completion rates;
- The number of students who obtained employment;
- The number of students who obtained a credential or degree;
- A narrative that describes and quantifies how the training program improves students' employability and/or earning potential.

Exceptions: Training programs exempt from the ETPL requirements include:

- On-the-job training, internships, and work experience activities.
- *Registered Apprenticeship Programs (RAPs)* – (TEGL 8-19 and TEGL 8-19, Change 1)

U.S. Department of Labor Registered Apprenticeship Programs with in-state sponsors and National Program RAPs that have operations in Guam are automatically eligible for placement on the Guam's ETPL. USDOL considers RAPs to qualify as occupations in-demand in the local labor market. The state workforce development system conducts outreach across the state to apprenticeship-related entities through various means, incorporating partner involvement in efforts to inform RAPs and sponsors to help them understand the benefits of participating in the ETP process.

Upon request from the National RAP sponsor, RAPs will be placed on Guam's ETPL. RAPs are encouraged to comply with the requirements in this policy, especially providing information for performance reporting; however, they are not required to do so. RAPs will be added to the ETPL as soon as the request is made to the state with the information outlined in TEGL 8-19, Attachments II & IV – no minimum verification period will be required.

- *Postsecondary Academic Programs* – Academic programs provided by Guam's colleges and universities will be approved for initial eligibility under WIOA. These programs will be added to the ETPL upon request of a WIOA career planner and confirmation by the State Board of Education.

Initial Eligibility Period:

A program's initial eligibility will expire one (1) year from the date of approval.

Denial or Termination of Eligible Training Provider Status:

A training provider or program may be denied initial or continued eligibility or may be removed from participating in WIOA Title IB Programs outside of the annual review period for the following reasons:

Required information was not provided correctly or in a timely manner.

1. The training program does not support the occupations in demand in Guam and/or does not meet minimum entry-level wage criteria.
2. The training program does not meet the WIOA definition of training services, which is a program of one or more courses or classes or a structured regimen that directly leads to employment in an in-demand occupation. The training must lead to the following:
3. Attainment of a recognized postsecondary credential,
4. Employment, or
5. Attainment of a measurable skill gain toward such a credential or employment.
6. The training program does not provide a high-quality educational experience in meeting instructional and assessment needs. This may be evidenced by lack of regional or national accreditation, lack of industry endorsement, lack of skills gain measured by assessments, lack of job placement, a high dropout rate, and/or high student loan default rate.
7. The training provider has not maintained the required licenses and certifications or is found non- compliant with the training provider's assurances or certifications.

8. The training provider does not comply with WIOA regulations or any agreement executed under WIOA.
9. The training provider has demonstrated a lack of communication with WIOA participants, the service provider, or the state Administrative Entity, indicating little to no participant support.

Providers who apply for placement on the ETPL will be notified if they or their program(s) do not meet the compliance standards. Each provider will be notified of the status of each requested program.

Appeals Process:

A training provider whose program is denied placement on the ETPL or deemed ineligible may submit a written or email appeal to the Guam Department of Labor within 14 business days of receiving notification. The request for appeal must include the following: name of training provider, training program(s) impacted, the reason for the appeal (i.e., grounds), training provider point of contact phone and email, and signature of training provider representative. Written appeals may be sent via:

Director of Labor

Guam Department of Labor

414 W. Soledad Avenue

Suite 808, GCIC Building

Hagatna, Guam 96910

ATTN: Administration Division

Regardless of delivery method, the appeal must be postmarked or sent by 5 pm on the last day to protest.

As a result of filing an appeal, a telephone hearing may be scheduled in which all interested parties will be invited to participate. The hearing shall include an opportunity for the applicant to submit written and verbal information to the hearing officer. This is the only opportunity a provider may have to appeal this issue. If no appeal is filed, this determination will become final and cannot be changed. Any questions about a determination or about filing an appeal should be directed to the Administrative Services Officer by email at: admin@dol.guam.gov

The hearing officer will issue a decision within 60 calendar days from the date the hearing takes place. The decision of the hearing officer shall be final. Those removed from or denied placement to the ETPL may re-apply for inclusion no earlier than one year after the decision has been made.

Criteria for WIOA Eligible Training Provider and Training Program Continued Eligibility

A training provider and their respective programs may have their eligibility continued by meeting the following criteria:

- Provide evidence that the Training Provider and program Criteria described in the Initial Eligibility section above continue to be met.

- Provider has updated and submitted the information and performance data as required by state and federal guidelines.
- The occupation(s) the provider's training program(s) are aligned with continue to be listed in the annually updated.
- Provider demonstrates they have provided reasonable access to training services throughout the state including rural areas and through the use of technology.
- WIOA students have enrolled in programs within the most recently completed 12 months.
- Provider has delivered the EEO/Customer Satisfaction Survey to students and collected results. Provider has received an average satisfaction on returned surveys and is free from student/customer complaint based on survey results.
- As described in Initial Eligibility Requirements, the provider seeking continued eligibility must sign a new Agreement form each year.

Programs exempt from Continued Eligibility criteria:

- US Department of Labor National Registered Apprenticeship Programs (RAPs) are not subject to Continued Eligibility criteria. They will continue to remain on the Eligible Training Provider list until the sponsor requests the program be removed, the program is deregistered, has been determined to have intentionally supplied false or inaccurate information, or has substantially violated a provision of Title I of WIOA or its regulations. RAPs will have their registration status verified at least every two years. RAPs are encouraged to comply with the requirements in this policy, especially providing information for performance reporting; however, they are not required to do so. RAPs must continue to provide ETA with the information outlined in TEGL 8- 19, Attachment IV.
- Postsecondary Academic Programs will be removed from the ETPL if the program no longer meets the in-demand occupation training needs and/or a WIOA participant has not been enrolled in the program during the most recently completed 12 months. These programs may be added back to the ETPL per the Initial Eligibility criteria.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

Priority of Service Requirement

As stated in the WIOA Section 134(c)(3)(E), with respect to individualized career services and training services funded with WIOA Adult funds, priority of service must be given to recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient (including English Language Learners). The America's Job Center (AJC) staff must prioritize

services to these populations at all times, regardless of the amount of funds available to provide services.

Priority of service status is established at the time of eligibility determination and does not change during the period of participation. The priority of service requirement does not apply to the WIOA Dislocated Worker program.

Veterans and eligible spouses continue to receive priority of service among all eligible individuals; however, they must meet the WIOA Adult program eligibility criteria and meet the criteria under WIOA Section 134(c)(3)(E). As described in TEGL 19-16, when programs are statutorily required to provide priority, such as the WIOA Adult program, then priority must be provided in the following order:

1. Veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient.
2. Individuals who are the recipient of public assistance, other low-income individuals, or individuals who are basic skills deficient.
3. Veterans and eligible spouses who are not included in WIOA's priority groups.
4. Priority populations established by the Governor and/or Local Workforce Development Board (Local Board).
5. Other individuals not included in WIOA's priority groups. [Reference – TEGL 19-16 (PDF)]

Basic Career and Training Services

Under WIOA, career services category includes basic career services, individualized career services, and follow-up services. Basic career services are not subject to the priority of service requirement. However, individualized career services and training services are subject to the requirement (Title 20 CFR WIOA Final Rule Section 680.600).

Basic Career Services

1. Basic career services must be made available to all individuals seeking services offered by the one-stop delivery system, and include the following:
2. Determinations of whether the individual is eligible to receive assistance from the Adult, Dislocated Worker, or Youth programs.
3. Outreach, intake (including identification through the state's Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the one-stop delivery system.
4. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
5. Labor exchange services, including the following:

6. Job search and placement assistance, and, when needed by an individual, career counseling, including the following:

    a. Provision of information on in-demand industry sectors and occupations [as defined in WIOA Section 3(23)].

    b. Provision of information on nontraditional employment [as defined in WIOA Section 3(37)].

7. Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs.

8. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including the following:

9. Job vacancy listings in labor market areas.

10. Information on job skills necessary to obtain the vacant jobs listed.

11. Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs.

12. Provision of performance information and program cost information on eligible providers of training services by program and type of providers.

13. Provision of information about how the Local Area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system.

14. Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including (1) child care, (2) child support, (3) medical or child health assistance available through the state's Medicaid program and Children's Health Insurance Program, (4) benefits under the SNAP, (5) assistance through the earned income tax credit, (6) housing counseling and assistance services sponsored through the US Department of Housing and Urban Development, (7) and assistance under a state TANF program, and other supportive services and transportation provided through that program.

15. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

16. Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim:

    a. Meaningful assistance means providing assistance as follows:

        i. On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim (note that, staff providing UI assistance may be UI, Wagner-Peyser, or other AJC partner staff members who have been properly trained to provide this type of assistance and service. Note that, questions, advice, or decisions that

could affect a claimant's eligibility should only be handled by UI program staff).

ii. By phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time.

b. The costs associated in providing meaningful assistance may be paid for by the state's UI program, the WIOA Adult or Dislocated Worker programs, the Wagner-Peyser employment service, or some combination of these funding sources.

Individualized Career Services

Individualized career services are subject to priority of service, and consist of the following:

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include the following:
2. Diagnostic testing and use of other assessment tools.
3. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
4. Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers.
5. Group and/or individual counseling and mentoring.
6. Career planning (e.g. case management).
7. Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services.
8. Internships and work experiences that are linked to careers.
9. Workforce preparation activities that 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.
10. Financial literacy services.
11. Out-of-area job search assistance and relocation assistance.
12. English language acquisition and integrated education and training programs.

Training Services

Training services are subject to priority of service, and consist of the following:

1. Occupational skills training, including training for nontraditional employment.
2. On-the-job training.
3. Incumbent worker training.
4. Programs that combine workplace training with related instruction, which may include cooperative education programs.
5. Training programs operated by the private sector.
6. Skill upgrading and retraining.
7. Entrepreneurial training.
8. Transitional jobs.
9. Job readiness training provided in combination with another training service.
10. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with another training service.
11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

For AJC staff who enter participant data into HireGuam, these program services are tracked in the HireGuam system through the use of HireGuam activity codes.

Monitoring Adult Program Priority

The administrative entity, the Guam Department of Labor who collects quarterly data will ensure program and state compliance for WIOA priority of service for Title IB enrollments. The frequency of this review will be conducted twice a year (November and May of each year for the current program year).

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

The Governor of Guam in consultation with the Guam Workforce Development Board in accordance with Section 106(d)(1) has designated Guam as a single state workforce development area. In PY2023, the Consolidated Appropriations Act, 2023 PL 117-328) provided outlying areas the opportunity to receive a consolidated grant for Workforce Innovation and Opportunity Act (WIOA) Title I, Adult, Youth and Dislocated Worker funds and use those funds interchangeably between programs or activities. This allowed Guam to streamline service delivery and enhance program integration for WIOA customers.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Guam does not have a Trade Adjustment Act Program

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

Guam does not have a Trade Adjustment Act Program

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

Guam does not have a Trade Adjustment Act Program

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

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.[11] FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

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

Guam is designated as a single state workforce development area in accordance with Section 105(d)(1). The administrative entity of WIOA Title I funds, the Guam Department of Labor will work with the Guam Workforce Development Board to invest WIOA youth funds in programs that align with the State Plan and promote youth development with a focus on employment and post-secondary outcomes.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

In 2023, the Guam Department of Labor launched its inaugural Year-Round In-School Youth Program enrolling between 80 to 100 high school juniors and seniors per school break session for paid work-based orientation training to prepare them for a six–week paid summer internship with a partner private-sector employer. GDOL partners with the Guam Department of Education to ensure students receive School-to-Work credit that goes toward their high school graduation requirements and provides valuable real-world experience toward apprenticeship and internship. The program has seen so much success that several students have been hired directly by the employers at the completion of their internship.

The success of the Year-Round In-School Youth Program has also generated interest from the Hotel and Restaurant and Automotive Industries. The State Apprenticeship Agency is in its final stages of establishing a Youth Apprenticeship Program with two major hotels with youth apprentices already registered and standards for the program already approved. Automotive industry employers have also expressed interest in establishing a Youth Apprenticeship program within the industry to build capacity within their workforce.

While the growth of apprenticeship and pre-apprenticeship programs has yielded considerable success in the past five years, there remains ample room for opportunity. The State Apprentice Ship Agency will encourage greater employer engagement and apprentice participation that will result in a more skilled workforce and bolster economic growth.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

Guam is a designated single state, Guam's latest restructured youth program "In-School-Youth Year-Round Program" model has generated interest from multiple industry sectors such as the Hotel and Restaurant and Automotive Industries. Guam in partnership with the State Apprenticeship Agency is in its final stages of establishing a Youth Apprenticeship Program with two major hotels with youth apprentices already registered and standards for the program already approved. Automotive industry employers have also expressed interest in establishing a Youth Apprenticeship program within the industry to build capacity within their workforce. The youth apprenticeship model touches multiple youth program elements such as Tutoring, Paid Work Experiences, Occupational Skills Training, Education offered concurrently with workforce preparation and training, leadership development opportunities to name a few.

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.

The Guam Workforce Development Board is proposing the following possible definitions/criteria for "requiring additional assistance to enter or complete an education program, or to secure and hold employment", and is reserved under policy number AJC-018 for distribution.

Definitions/criteria:

- Have repeated at least one secondary grade level or are one year over age for grade.
- Have a core grade point average (GPA) of less than 1.5.

- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.
- Are emancipated youth.
- Have aged out of foster care.
- Are previous dropouts or have been suspended five or more times or have been expelled.
- Have received court/agency referrals mandating school attendance.
- Are deemed at risk of dropping out of school by a school official.
- Have been referred to or are being treated by an agency for a substance abuse related problem.
- Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional.
- Have serious emotional, medical or psychological problems as documented by a qualified professional.
- Have never held a job (applies to older youth).
- Have been fired from a job within the twelve months prior to application (applies to OS youth).
- Have never held a full-time job for more than thirteen consecutive weeks (applies to OS youth).

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).)

1. Any comments from the public comment period that represent disagreement with the Plan (WIOA section 108(d)(3)).

The Draft state plan was posted on Guam's website and can be located at https://dol.guam.gov/stateplan/ on March 1, 2024 and will continue to be posted for public comment to allow the workforce community an opportunity to provide input. There was one

comment during the public comment period. The state has reviewed the comment and plans to incorporate some of the suggestions in future modifications. The comment is available on file and available for review.

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).)

The Guam Department of Labor is the designated entity responsible for the disbursement of WIOA Title I funds

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)).

Year-Round In-School Youth Program enrolling between 80 to 100 high school juniors and seniors per school break session for paid work-based orientation training to prepare them for a six–week paid summer internship with a partner private-sector employer. GDOL partners with the Guam Department of Education to ensure students receive School-to-Work credit that goes toward their high school graduation requirements and provides valuable real-world experience toward apprenticeship and internship. The program has seen so much success that several students have been hired directly by the employers at the completion of their internship.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Core Programs:

The Guam Department of Labor (GDOL)

The Guam Department of Labor is the designated state agency that administers the Adult, Youth and Dislocated Worker Programs; Wagner-Peyser Act Program, Senior Community Service Employment Program and Jobs for Veterans State Grant which are all housed in Guam's comprehensive one-stop center - the American Job Center.

The Guam Community College (GCC)

The Guam Community College (GCC) is the designated state agency that administers the Adult Education and Family Literacy Program. GCC offers adult education and family literacy programs throughout the island. Adult High School classes are offered at GCC's Mangilao campus and other community sites arranged by the college. Adult Basic Education courses consisting of Basic Skills, Family Literacy, and English as a Second Language (ESL) are offered on-campus as well as off-campus locations depending on the need of the population at a particular site. These programs that enable eligible individuals to improve literacy, employability, self-sufficiency, and increase participation in their children's educational development.

Department of Integrated Services for Individuals with Disabilities (DISID)

The Division of Vocational Rehabilitation of the Department of Integrated Services for Individuals with Disabilities is the designated state agency that administers the Vocational Rehabilitation (Amendments to the Rehabilitation Act of 1973) Program. The purpose of this department is to provide vocational rehabilitation services to eligible 115 individuals with

disabilities, and which shall be designated as the designated state unit to administer the state plan for vocational rehabilitation services and for the blind.

Partner Programs

Employment and training activities carried out under the Community Services Block Grant with the Department of Public Health and Social Services (DPHSS);

Employment and training activities carried out by the Department of Housing and Urban Development (HUD) with Guam Housing and Urban Renewal Authority (GHURA); and

Temporary Assistance for Needy Families (TANF) authorized under part A of the Social Security Act with DPHSS

Department of Public Health and Social Services (DPHSS)

The Department of Public Health and Social Services administers employment and training activities carried out under the Community Services Block Grant and the Temporary Assistance for Needy Families (TANF) authorized under Part A of the Social Security Act. A Memorandum of Understanding and Work Request has been effectuated since October 2016 which outlines responsibilities.

AJC One-stop Services Provided

Career Services described in §678.430;

Access to training services described in §680.200;

Access to any employment and training activities carried out under sec. 134(d) of WIOA;

Access to programs and activities carried out by the required One-Stop partners, including the Employment Service program authorized under the Wagner Peyser Act, as amended by WIOA Title III (Wagner-Peyser Act Employment Service program);

Workforce and labor market information.

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. Career services are further defined under the Adult & Dislocated Worker/Wagner-Peyser Career Services Policy. A detailed list of Title I and Title III services are available to all job seekers at the AJC.

Access to Programs and Services

Customers are given access to these programs, services, and activities during regular business

days. “Access” to these programs including partner program and its services means:

Having a program staff member physically present at the American Job Center (AJC);

Providing information for a different partner program at the AJC to customers about the programs, services and activities available through partner programs; or

Making available a direct linkage through technology to program staff who can provide meaningful information or service.

Having assurance that the AJC is physically and programmatically accessible to individuals with disabilities.

Requirements of the American Job Center

Required partners must provide access to programs, services, and activities through electronic means if applicable and practical. This is in addition to providing access to services through the mandatory comprehensive physical American Job Center. The provision of programs and services by electronic methods such as websites, telephones, or other means must improve the efficiency, coordination, and quality of AJC partner services.

Electronic delivery must not replace access to such services at a comprehensive American Job Center. Electronic delivery systems must be in compliance with the nondiscrimination and equal opportunity provisions of WIOA. Each required partner must:

Provide access to its programs or activities through the AJC delivery system;

Use a portion of funds made available to the partner's program as agreed;

Enter into an MOU with the Guam Workforce Development Board (GWDB) relating to the operation of the AJC delivery system that meets the requirements of §678.500(b) (Contents of MOU);

Participate in the operation of the AJC delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles and all other applicable legal requirements; and;

Provide representation on the Guam Workforce Development Board (GWDB) as required and participate in Board committees as needed.

The applicable career services to be delivered by required AJC partners are those services listed in §678.430 that are authorized to be provided under each partner's program. Basic career services are universally available to everyone entering the American Job Center.

One-stop centers provide individualized services to customers based on each customer's needs,

including the seamless delivery of multiple services to individual customers.

Career services shall be provided through the American Job Center delivery system directly through the center or through contracts with service providers, which may include contracts with public, private for-profit, and private nonprofit service providers approved by the local board.

There is accessible information at the American Job Center (AJC) about partner agencies. The staff at AJC are familiar with the requirements of all of the partner agencies and may refer customers to each of the partner programs.

Resource/Cost Sharing Agreement

The provision of direct services to individuals and businesses is a key component in the One-Stop Center.

Each partner serves a specific segment of the population and provides services that benefit those individuals. Each partner is responsible for funding of their direct program services. All

partners will share an equitable and proportionate responsibility for the costs of the operational expenses of the One-Stop Centers if collocated. Infrastructure costs are non-personnel costs necessary for the general operation of the One-Stop Center. Non-personnel costs are all costs that are not compensation for personal services such as rent, utilities and maintenance, equipment, and technology.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Guam is a designated single state, basic career, individualized and training services are provided by state merit staff. Subgrant and contracts for special initiatives will be awarded utilizing the Request for Proposal process in accordance with 5 Guam Code Annotated, Chapter 5 – Guam Procurement Law and 2 CFR 200.330.

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.

Guam's Title IB program offers training opportunities to eligible participants in the Adult, Dislocated Worker, and Youth programs, using both Individual Training Accounts (ITAs) and contracts with employers to provide on-the-job training.

Guam maintains an Eligible Training Provider List to ensure consumer choice for occupational skills training is provided for all areas and is posted on Guam Department of Labor's website for access to all customers. In addition, the Case Managers during the development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, provides the list of and information about, eligible training providers for customer choice.

The Individual employment plan when completed referral for services is generated by the case manager based on customer choice, once the referral is accepted by the training provider an ITA Participant Responsibility Agreement is signed by the participant and the case manager and a ITA Request form is submitted to the Administration Division of the Department of Labor in which a training voucher is generated and funds are set aside for the ITA.

Any or new training approaches will adhere to USDOL guidelines as they continue to be updated and mandated.

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.

The GWDB ensures that activities and services are coordinated with Title I and Title II, as well as the other one-stop partners.

The MOU with one-stop partners sets the standard for how service delivery is provided and integrated throughout the entire state. All career pathway trainings such as boot camps, pre-apprenticeships, and apprenticeship trainings are conducted with our education and core partner, the Guam Community College. A public or private provider of a training service

program, including labor-management organizations and eligible providers of adult education and literacy activities under Title II, if such activities are provided in combination with occupational skills training.

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.

The MOU with one-stop partners sets the standard for how service delivery is provided and integrated throughout the entire state. All career pathway trainings such as boot camps, pre-apprenticeships, and apprenticeship trainings are conducted with our education and core partner, the Guam Community College. A public or private provider of a training service program, including labor-management organizations and eligible providers of adult education and literacy activities under Title II, if such activities are provided in combination with occupational skills training.

The COVID-19 pandemic disrupted Guam Workforce Development Board (GWDB) meetings and functions which stagnated activities that would allow for regular convening of meetings. The GWDB Planning Committee reconvened in 2023, now that the GWDB has been conducting regular Planning Committee meetings, and reconvened its board, the discussion on the MOU between partners have began. In the June 2024 Planning Committee , the MOU is on Agenda for discussion to complete before PY2024 July 1, 2024.

The following are key provisions incorporated into the MOU:

Per 20 CFR § 678.500, both parts of the MOU will contain the following provisions:

- Parties to the MOU
- Design of the one-stop delivery network
- Description of services to be provided through the one-stop delivery system
- Methods of referral
- In person, warm phone transfer, email, and other methods of engagement
- Methods to ensure that needs of special population groups are met including access to services and access to technology and materials available through the one-stop delivery system
- Duration and assurances
- Signatures

The following are activities that have been completed to carry out the requirements for integration and access to services available while the Memorandum of Understanding among Core Partners goes through the approval process:

<u>Executed Memorandum of Understanding</u>

- Executed Memorandum of Understanding with Department of Public Health and Social Services - SNAP Employment and Training Program - Appendix A
- Executed Memorandum of Understanding with Manelu, a Community Based Organization to assist clients with language barriers - Appendix B
- Executed Memorandum of Understanding with the Judiciary of Guam to coordinate services and efforts to support the Guam Adult Reentry Court Program participants (Justice-Involved) - Appendix C
- Executed Memorandum of Understanding with WestCare to coordinate services to reintegrating veterans experiencing or at risk of homelessness - Appendix D

Meetings and Training:

- Vocational Rehabilitation Services Training - March 2024 conducted by DVR.
- AJC Bi-Weekly Meeting with Partner Programs

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESSES USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Not Applicable - No waiver request

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the	Yes

The State Plan must include	Include
governor every two years in accordance with WIOA section 107(c)(2);	
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to	Yes

The State Plan must include	Include
ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

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

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

- Median Earnings (Second Quarter after Exit)

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

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

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

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

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

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

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

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	56.0	BASELINE	56.0	BASELINE
Employment (Fourth Quarter After Exit)	51.0	BASELINE	51.0	BASELINE
Median Earnings (Second Quarter After Exit)	$6152	BASELINE	$6152	BASELINE
Credential Attainment Rate	70.0	BASELINE	70.0	BASELINE
Measurable Skill Gains	73.0	BASELINE	73.0	BASELINE
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

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

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 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	71.0	BASELINE	71.0	BASELINE
Employment (Fourth Quarter After Exit)	60.0	BASELINE	60.0	BASELINE
Median Earnings (Second Quarter After Exit)	$8000	BASELINE	$8000	BASELINE
Credential Attainment Rate	70.0	BASELINE	70.0	BASELINE
Measurable Skill Gains	70.0	BASELINE	70.0	BASELINE
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

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

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.

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:

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

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

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

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

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

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

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

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

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

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.0	BASELINE	65.0	BASELINE
Employment (Fourth Quarter After Exit)	60.0	BASELINE	60.0	BASELINE
Median Earnings (Second Quarter After Exit)	$5200	BASELINE	$5200	BASELINE
Credential Attainment Rate	65.0	BASELINE	65.0	BASELINE

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Measurable Skill Gains	65.0	BASELINE	65.0	BASELINE
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

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

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.

Guam utilizes state-merit staff to provide labor exchange services under the Wagner-Peyser Act

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

Guam will offer professional training and development for Employment Services (ES) staff

through different training modes. This may include in-person classroom training, online training, workforce development webinars. Guam's goal is to increase staff knowledge, skills and abilities in program areas to provide quality services to job seekers, employers, and partner programs.

Guam will be working towards participating in a Certified Workforce Development Professional Training offered through a third party that will provide knowledge and skills on customer service, diversity, labor market information, effective communication, business and economic development.

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

Guam does not have an Unemployment Insurance (UI) program however, training will be provided to Employment Service staff on WIOA Adult, Youth and Dislocated Worker, Vocational Rehabilitation Services, Adult Education and Public Assistance Programs.

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

Guam does not have an Unemployment Insurance Program.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Guam does not have an Unemployment Insurance Program.

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;

Guam does not have an Unemployment Insurance Program, however, labor exchange services such as job search, referral to employment and other employment services will be provided to UI claimants who require employment service assistance.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Guam does not have an Unemployment Insurance Program, however, labor exchange services such as job search, referral to employment and other employment services will be provided to UI claimants who require employment service assistance.

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

Guam does not have an Unemployment Insurance Program, however, labor exchange services such as job search, referral to employment and other employment services will be provided to UI claimants who require employment service assistance.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Guam does not have an Unemployment Insurance Program, however, labor exchange services such as job search, referral to employment and other employment services will be provided to UI claimants who require employment service assistance and/or referral to training programs as needed.

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.

Agriculture has been an important part of Guam's Culture with a potential for growth. In 2023, the Department of Agriculture recorded a total of 628 Bonafide Farmers on Guam The Healthy and Prosperous Communities Workgroup of the Guam Green Growth (G3) identified framework identified 10+ Year Goals with 3-5 Year "SMART" Objectives which will be incorporated as Guam's Agriculture and Outreach Plan (AOP). The goals and objectives of the G3 are as follows:

Goal 1: Address food system existing barriers that impact government supportive services and programs that impact food systems productivity and competitiveness

Objective:

- Establish a food system permitting, reporting and resource support one-stop program
- Promote food systems and production alliances between government and industry

Goal 2: Support and enhance collaborative food security research and development with industry partners and cooperators.

Objective:

- Increase the number of new farmers with sustainable and stable farms incorporating innovative, progressive techniques centered on sustainability.

Goal 3: Develop food systems agriprenuer apprenticeship programs

Objective:

- Pilot next generation farmer cohorts for targeted foods systems development actions
- Promote Agriculture Workforce Development Initiatives that focus on recruitment and retention of traditional and non-traditional farm operators

Goal 4: Invest in building appropriate food systems resilience capacity by increasing the productivity of local agricultural production systems.

Objectives:

- Promote joint strategies and actions supporting agricultural and natural resource management practices.

- Sustain and expand the G3 Community Garden and Sea Grant Aquaculture and Aquaponics Project, i.e., ensuring funding and partnerships are secured.

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

1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity

Statistics below are from the publication of the Census of Agriculture 2018

Top Commodities by Number of Farms

Lemons and Limes	161 Farms	Island-Wide
Bananas	157 Farms	Island-Wide
Mangoes	131 Farms	Island-Wide
Avocados	122 Farms	Island-Wide

Commodity Group by Value of Sales

Vegetables and Melons	$1,840,346.00
Nursery Crops	$1,027,980.00
Livestock and Livestock Products	$81,400.00
Poultry and Products	$57,950.00

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)

Most Agricultural employers hire locally with a vast majority of farms are operated by family members. There are no foreign farm workers.

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

On May 24, 2023, Guam was hit by Super Typhoon Mawar which brought heavy rains and sustained winds of up to 150mph. Guam experienced substantial flooding, island-wide devastation, power and water outages. Most of the farmers experienced a total loss of their crops and livestock as well as damage to their equipment and supplies. FEMA Assistance, Micro Grants from Non-Profit Organizations and Disaster Unemployment Assistance are a few of the resources Guam farmers and farm workers were able to receive to assist in recovery efforts.

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

Guam has no Migrant Seasonal Farmworkers, however, below is a snapshot of Guam Farmers

Guam Farmer Snapshot – 2018 (Census of Agriculture 2018) (Percentage)

Age Group	
≤45	5%
45-64	50%
65+	45%

Farming Primary Occupation	
Farming	75%
Other	25%

Race	
Chamorro	71%
Chinese	3%
Filipino	17%
White	3%
Other	6%

Registered Bonafide Farmers (G3 - Guam Department of Agriculture)

Year	Count
2018	330
2019	320
2020	270
2021	300
2022	798
2023	628

Gender Breakdown of Agriculture Farmers (G3 – CES Historical Summary June 2022)

Year	Male	Female
2018	300	30
2019	290	30
2020	220	50
2021	240	50
2022	300	30

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:

Although Guam does not have MSFWs we do acknowledge that we have one fully integrated one-stop center and outreach to farmworkers in remote areas is needed. The American Job Center will coordinate with local non-government organizations such as the Farmer's Co-Op, Guahan Sustainable Culture, Farm-to-Table and the University of Guam Cooperative Extension and Outreach and Western Pacific Tropical Research Center to educate on the services available to farmworkers at the American Job Center.

Monthly outreach at several famer's market held weekly and the largest during the weekend at the Farmer's Co-Op in Dededo

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

Although Guam does not have MSFWs we do acknowledge that we have one fully integrated one-stop center and outreach to farmworkers in remote areas is needed. The American Job Center will coordinate with local non-government organizations such as the Farmer's Co-Op, Guahan Sustainable Culture, Farm-to-Table and the University of Guam Cooperative Extension and Outreach and Western Pacific Tropical Research Center to educate on the services available to farmworkers at the American Job Center.

Monthly outreach at several famer's market held weekly and the largest during the weekend at the Farmer's Co-Op in Dededo

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.

Guam will offer professional training and development for Employment Services (ES) staff through different training modes. This may include in-person classroom training, online training, workforce development webinars. Guam's goal is to increase staff knowledge, skills and abilities in program areas to provide quality services to job seekers, employers, and partner programs.

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

Guam does not have an Unemployment Insurance Program, however, labor exchange services such as job search, referral to employment and other employment services will be provided to farmers/farmworkers who require employment service assistance.

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

Guam will offer professional training and development for Employment Services (ES) staff through different training modes. This may include in-person classroom training, online training, workforce development webinars. Guam's goal is to increase staff knowledge, skills and abilities in program areas to provide quality services to job seekers, employers, and partner programs.

Guam will be working towards participating in a Certified Workforce Development Professional Training offered through a third party that will provide knowledge and skills on customer service, diversity, labor market information, effective communication, business and economic development.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

N/A – Guam does not have NFJP grantees

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

Although Guam does not have Migrant Seasonal Farm Workers, we will provide services to our farm workers and farmers through the American Job Center.

The American Job Center through Employment Services will ensure that services are offered to our farm workers at the American Job Center. Guam will maintain compliance with federal regulations. Although Guam is a single state with no local workforce areas, the designated State Monitor Advocate will conduct reviews of services provided through the American Job Center where activity is expected. During these reviews, the SMA will determine whether Guam's One-Stop Career Center – American Job Center is operating in the best interests of farm workers and farmers.

<u>Services Available at the American Job Center for Farmer Workers</u>**:**

- Assisting job seekers in completing full, quality registrations and resumes in HireGuam.com
- Technical assistance through AJC-ES staff, including trainings, conferences, comprehensive Q&A workshops, supportive services and career guidance services as well as specific employment opportunities.
- Collaborating with other state agency partners to access the services each one of them provides
- Job Development
- Referrals to Partner (State or Federal) Agencies; such as the Guam Department of Public Health and Social Services for SNAP Benefits
- Labor Market Information
- Limited English Proficiency Service
- Information on the Employment Service Complaint System and Assistance in filing a Complaint
- Job Fairs

Services Provided to Agricultural Employers through the American Job Center:

- Access to Guam's internet-based labor exchange HireGuam.com that serves employers by locating, screening, and referring qualified workers from other areas when qualified workers are not available.
- Information and assistance on the Foreign Labor Certification process
- HireGuam.com self-serve or staff-assisted job orders and recruitment
- Information and Referral to agencies offering programs or services benefiting the business community
- Labor Market Information
- Referrals of qualified workers to agricultural job openings on Guam
- Job Fairs
- Local offices offer a Conference room for recruitment purposes

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The American Job Center will coordinate with local non-government organizations such as the Farmer's Co-Op, Guahan Sustainable Culture, Farm-to-Table and the University of Guam Cooperative Extension and Outreach and Western Pacific Tropical Research Center to educate on the services available to farmworkers at the American Job Center and the Employment Service Complaint System.

Monthly outreach at several famer's market held weekly and the largest during the weekend at the Farmer's Co-Op in Dededo

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Although Guam does not have H2-A or Migrant Seasonal Farm Workers, the American Job Center will make available to Agricultural Employers the ability to post their job openings on Guam's web-based case management system "HireGuam".

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).

Guam does not have Migrant Seasonal Farm Worker service providers; however, the American Job Center will reach out to local non-profits such as Farm-to Table and Guahan Sustainable Culture to assist with workforce and training needs.

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.

Not applicable – Guam does not have NFJP Grantees or MSFW groups, however, Guam will continue to promote the Governor's Guam Green Growth (G3) Initiatives through the Healthy and Prosperous Communities Workgroup of the G3.

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.

Guam does not have NFJP Grantees or MSFW.

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.

Guam does not have NFJP Grantees or MSFW.

E. STATE MONITOR ADVOCATE

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

Guam has requested technical assistance and is currently working with USDOL ETA on requirements of the State Monitor Advocate functions and responsibilities.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act 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. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	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 Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes

The State Plan must include	Include
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

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.

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

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

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

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

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

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

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	67.0	70.0	67.0	70.0
Employment (Fourth Quarter After Exit)	64.0	71.0	64.0	71.0
Median Earnings (Second Quarter After Exit)	$7400	$7400	$7400	$7400
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	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

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

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

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

A. ALIGNING OF CONTENT STANDARDS

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

Aligning of Content Standards

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

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

The State Agency/Guam Community College (GCC) aligned to the College and Career Readiness Standard designed for WIOA Title II Adult Education Family Literacy. Guam implemented the standards following the adoption by Office of Career, Technical, and Adult Education (OCTAE) in 2016 which are aligned with K-12 standards. 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 the Guam Education Board to develop and implement rigorous and relevant curriculum to prepare every student (as early as middle-school) to prepare for higher education and a broad career field. In conjunction with academic assistance and guidance, students will be able to effectively identify, select, plan, and prepare for a career of choice and/or the pursuit of post-secondary education to meet the demands of Guam's social and economic growth. Further, the Act required development of personal assessments of their skills, interests, and career goals tied to their education and their future jobs.

Since 2014, Guam aligned adult education standards 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 adult education program services include adult basic education, adult high school diploma or its recognized equivalent, and English as a Second Language.

b. Local Activities

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or

operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

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

Local Activities

The State Agency/GCC will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. Guam's Unified or Combined State Plan includes at a minimum the scope, content, and organization of these local activities. The State Agency/GCC will announce, in the local newspaper and on the State Agency Office website (www.guamcc.edu), the availability of competitive WIOA, Title II funds. The announcement will provide information on the WIOA, Title II competitive grant, the definition of eligible providers and eligible participants, and the application process. Information on upcoming technical assistance sessions, obtaining the program agreement template (electronic or hard copy), and submitting a multiyear grant/program agreement by the established deadline will also be

provided. The technical assistance session will include information on Guam's adjusted levels of performance, data, and discuss how eligible providers will meet the demonstrated effectiveness requirements. To ensure planned goals and activities are aligned to the local board, the SAO will transmit and provide fifteen (15) business days for the Guam Workforce Development Board/Guam Workforce Investment Board to review proposed grant/program agreements for consistency and alignment with the local plan.

Description of Allowable Activities

1. who has attained 16 years of age;
2. who is not enrolled or required to be enrolled in secondary school under Guam law [1]; and
3. who ---
    a. are basic skills deficient;
    b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
    c. an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.
4. [1] Guam Public Law 34-104, An Act to Amend Section 6102 of Article 1, Chapter 6, Title 17, Guam Code Annotated, Relative To Raising The Age From Sixteen (16) to Eighteen (18) Years Old In Reference To The Duty To Send Children To School, June 15, 2018

1.
2. **Literacy - Basic Skills -** Academic instruction and education services to assist an individual's ability to read, write, and speak in English, digital literacy and critical thinking, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
3. **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.
4. **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*
5. (II) transition to postsecondary education and training; or (ii) employment.

6. **Integrated English literacy and civics education –** Guam does not receive funding for Section 243 activities.
7. **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.
8.

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

The State Agency/GCC will fund these programs, activities, and services to eligible providers [§203(5)] that have demonstrative 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.

Grant Awards

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

Demonstrated Effectiveness

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

• reading,

• writing,

• mathematics,

• English language acquisition, and

• other subject areas relevant to the services contained in the State's application for funds.

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

• employment,

• attainment of secondary school diploma or its recognized equivalent, and

• transition to postsecondary education and training. (34CFR §463.24)

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

Part 1:

a. The eligible provider's description of how funds awarded will provide adult education programs and services to eligible individuals which consists of the following:

1. **Adult Education**
2. **Literacy**
3. **Workplace adult education and literacy activities;**
4. **Family literacy activities;**
5. **English language acquisition learner/activities**
6. **Integrated English literacy and civics education**
7. **Workforce preparation activities; and**
8. **Integrated education and training that**
    a. Provide adult education and literacy activities, concurrently and contextually with both workforce preparation activities, and workforce training for specific occupation or occupational cluster, and
    b. Is for the purpose of educational and career advancement.

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

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

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

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

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

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

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

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

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

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

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

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

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

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section § 116) and to monitor program performance; and

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

In addition to the inclusion of the 13 considerations, each eligible provider must submit an application that contains the information and assurances listed in accordance to 34 CFR 463 Subpart C which is listed below.

1. A description of how funds awarded under this title will be spent consistent with the requirements of Title II of AEFLA;
2. A description of any 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 how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I, as appropriate;
4. A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to –

- Provide access through the one-stop delivery system to adult education and literacy activities;
- Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
- Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
- Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
- Provide representation to the State Board;

6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;

7. Information that addresses the 13 considerations listed in §463.20; and

8. Documentation of the activities required by §463.21(b).

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

Received grant applications are shared with the local Workforce Development Board to review for consistency with their local plan and are provided an opportunity to make recommendations to promote alignment with the local Workforce Development Board plan.

Part 2: Proposed Budget

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

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

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

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

Evaluation of Applications

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

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

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

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

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

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

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

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

Monitoring Evaluation:

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

The State Agency/GCC will transition from TOPSpro (Tracking of Programs and Student) - existing management information system and employ the use of Guam Department of Labor's "Hire Guam" a Virtual One-Stop (VOS) System - when training and full implementation is achieved. The goal is for VOS to maintain data whereby all partners will have regional and national capacity to report eligible individuals' outcomes and to monitor program performance against the eligible agency performance measures.

EDUCATIONAL LEVEL DESCRIPTORS [1]

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

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

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

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

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

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization,

ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

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

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

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

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

heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

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

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

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

sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

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

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

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

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

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the

sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.[4]

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

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present,

the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level–appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

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

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).[5] This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

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

organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

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

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

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

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

and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

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

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise[7] leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

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

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

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

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

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

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

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

Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

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

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

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

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

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

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

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

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

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and

use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

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

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

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

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

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

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

calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

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

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

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

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

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

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

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

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

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

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

Program Guidelines:

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

1. Students receiving more than five (5) ***unexcused*** absences in any registered course will receive a failing grade (F) or Technical Failure (TF), whichever is applicable, for the course. Students must communicate with instructors, Adult Education Office, and AHS advisor/counselor concerning absences. Excused/unexcused absences will be based upon the instructor's discretion. If a student should receive more than two (2) failure grades resulting from unexcused absences, the student will be placed on academic probation for one (1) semester. The student will be referred to the advisor/counselor for the Adult Education Office for further advisement.

2. Students who receive a failing grade (F) or Technical Failure (TF) will be allowed to retake the course only once. Student may retake no more than two (2) courses while enrolled in the AHS Diploma Program. Should a student retake a course and is still unable to complete the course, the student will be placed on academic probation status for the failed course(s) for one (1) semester. Student must make an effort to seek tutoring services or other student support services. The student will be referred to the advisor/counselor for the Adult Education Office for further advisement.

3. Any student who withdraws (W), who has been technically withdrawn (TW), and/or who discontinues attending any course he/sh e has registered in after the official

add/drop dates will result in a failing grade (F) or a Technical Failure (TF) for the withdrawn courses. The student will be then placed on academic probation status for one (1) semester. Admissions and Records will automatically disapprove the student's application for admission as a Diploma student, change the student's status to an undeclared status and the student will be referred to the advisor/counselor or the Adult Education Office for further advisement.

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

5. Students must take CASAS post-test as outlined in the Assessment Policy Guidelines. Failure to take a CASAS post-test will result in a "hold" on grades, transcripts, or other GCC related processes.

AHS Diploma Requirements:

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

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

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

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

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

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

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

English as a Second Language [9]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about

key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and

effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

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

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

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

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

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

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

Workforce preparation activities

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

Integrated education and training

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

Procedures Distribution of Funds

The State Agency/GCC shall use no less than 82.5% of the grant funds to award grants/contracts/program agreements under section 231 and 225, of which not more than 20% shall be available to carry out section 225. Not more than 12.5% of the grant funds shall be used

to carry out State Leadership activities under section 223. Not more than 5%, or $85,000 - whichever is greater - of the grant funds shall be used for administrative expenses.

Program Strategies for Populations

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

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

1. To develop comprehensive adult education programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.

2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.

3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.

4. To develop alliances with key public and private sector organizations to ensure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.

5. To continue in implementing special projects designed to increase the training skills of providers to ensure that instructional techniques specifically designed for eligible adult participants are continually improved.

6. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

WIOA Federal funds, in conjunction with local funds, will support and enhance the quality of Guam's adult education and family literacy programs. Emphasis is placed on revising

programs, curriculum, support services, professional development, marketing, industry partnerships, and improving measurement of performance standards.

INTEGRATION WITH OTHER BUREAUS

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

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

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

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

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

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

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

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

Steps to Ensure Direct and Equitable Access

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. WIOA, Title II, Section 203 (5); 34 CFR 463.23, defined an eligible provider as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but not limited to: local education agencies; community- based or faith-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; nonprofit institutions not describe in this section that have the ability to provide adult education and literacy activities to eligible individuals; consortia or coalitions or agencies, organizations, institutions, or authorities described of this section; and partnerships between employers and entities described of this section.

Notice of Availability

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

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

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

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

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

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

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

Special Rule [§231(d)]

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

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

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

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;

- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

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

Correctional education grant funds will be awarded to eligible providers under Section 225 of the Act that have demonstrative effectiveness in corrections education and in educating other institutionalized individuals. Correctional education grant funds will be made available through previously mentioned competitive grant application process in accordance with 34 CFR 463 subpart C. The competitive grant application announcement will be shared through posting on the GCC website, media press releases, and through public newspapers. All eligible providers are provided the same information and all applications are evaluated using the same scoring criteria. Eligible providers are awarded through a competitive grant application process using the required (WIOA Title II Section 231 (e)) as part of the review of applications.

Applications will be scored by the Project Review Panel utilizing the guidelines for scoring. Grants are awarded over a two-year cycle with updated applications submitted each year. This process meets the required specification in Title II of WIOA with every effort made to ensure direct and equitable access.

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 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 servicing individuals who are likely to leave the correctional institution within 5 years of participating in the program. A Memorandum of Agreement is

maintained between GCC and the Guam Department of Corrections and Other Institutionalized Individuals to carry out the program. Through GCC's Adult Education Office, Guam will continue to offer these programs at the Department of Corrections to eligible adults – individuals who are likely to leave the correctional institution within 5 years.

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 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 who are likely to leave the correctional institution within 5 years of participation in the program. Eligible providers that plan to offer corrections education activities must describe the proposed specific corrections education activities.

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 CASAS Assessment 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 within five years of participation in the program. A criminal offender is an individual who is charged with or convicted of any criminal offense and serving a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

d. Integrated English Literacy and Civics Education Program

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

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

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

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

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

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

E. STATE LEADERSHIP

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

State Leadership

1. **The State Agency/GCC will use the funds to carry out the required State Leadership activities under section 223 of WIOA.**

- Guam will continue to develop a career pathway to provide access to employment and training services in in-demand industries identified in the State Plan. The State Agency Office will offer a professional development program for adult education faculty on teaching methodology and teaching to a diverse age group. The State Agency Office will continue to provide Exploring WIOA, Title II to disseminate instructional and programmatic practices. The SAO will also conduct site visits to monitor the adult education program and services.
- In addition to telephone calls made between the State Agency Office and the eligible provider, shared materials and resources on a particular topic or an issue, and on-site

consultation with small groups, the Exploring WIOA, Title II is a planned 1-hour monthly technical assistance sessions facilitated by the State Agency Office to disseminate information to adult education program providers on updates from OCTAE, Title II requirements (performance indicators, etc.), and best practices on providing services, programs, or activities (instructional or programmatic practices) to adult learners. Moreover, the technical assistance session is offered on a day and time most convenient to eligible providers, and participants are encouraged to recommend a topic for an upcoming session. Participants will include adult education program providers and one-stop partners.

- In addition to the annual site visit, monthly monitoring visits and reports are conducted.

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

Eligible providers submit a Cumulative Monthly Activity Report (CMAR) to describe effort towards realizing established goals and objectives. The State Agency Office reviews the CMAR and responds with new "information", request for clarification, and or "action".

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

State Leadership

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

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

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

- Monitor and evaluate the quality and improve adult education and literacy activities and disseminate information about models and proven or promising practices within the State.

F. ASSESSING QUALITY

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

Assessing Quality

The State Agency/GCC will continue to assess the quality of providers of adult education and literacy activities under title II through various mechanisms that include:

- Annual Site Visit – The State Agency Office will meet local administrators, to ensure compliance with federal and local policies. Information compiled from the site visit (such as areas of underperformance) will contribute and personalize the technical assistance session which ensures continuous improvement. Should corrective action be needed, the grant/program agreement's program manager will develop a program improvement plan which will be sanctioned and monitored by the State Agency Office.
- Grant Reports – Local providers are required to submit a Cumulative Monthly Activity Report (CMAR) describing its progress on activities identified in their grant award goals. The SAO reviews the report and provided feedback through a State Monthly Report (SMR). The feedback can be clarification, recommendations, or actionable items to ensure compliance, improvements on data collection, and ways to expand and improve activities that would increase recruitment and retention efforts.
- Monthly Data Reporting & Performance Accountability Report – SAO will continue to generate data reports and performance accountability monitoring reports monthly. The report will contain goals and outcomes data to reveal progress in achieving grant award goals. The report will include Measurable Skill Gains, pre-/post-test rates, and grant spend down rates. SAO staff monitor data throughout the year and email provider their report and meet with local provider when data reveals deviations from expected program quality.
- Monthly Technical Assistance - The State Agency Office will continue to provide Exploring WIOA, Title II, a planned 1-hour monthly technical assistance sessions to disseminate information, materials, and resources and updates from OCTAE, Title II requirements (performance indicators, etc.) and best practices on providing activities (instructional or programmatic practices) to adult learners, services, instructional and programmatic practices, shared materials and resources
- Assessing Quality of Professional Development Programs – SAO will continue to assess offered professional developments to ensure they meet local program needs. Assessment includes distributing surveys to participants to identify the impact of

the professional development and recommendations for future professional development workshops.

Program monitoring is conducted periodically through reviews of documents, data collection, and site visits. The State widely uses TOPSpro to monitor data accuracy and program performance in measurable skills gains, high school diploma attainment or its equivalency, credentials, and course offerings to further assist students in getting back to their educational or career pathway.

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

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

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

The State Plan must include	Include
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

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

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

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

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

MODIFICATION

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	Virginia
Last Name	Tudela
Title	Interim President/State Director
Email	virginia.tudela@guamcc.edu
The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

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

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

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

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

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

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

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

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

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

• The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or

• The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.

• The State grantee maintains the subrecipient applicants' responses in the State office.

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

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

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

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

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

Section 427 of the General Education Provisions Act (GEPA)

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

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

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

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

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

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

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

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

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

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

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

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

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

1. Guam Community College is an equal opportunity employer and does not discriminate based on age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, or sexual orientation in its education and career and technical and adult education.

2. Dedicated offices, such as the Office of Accommodative Services, Student Support Services, Center for Student Involvement, Environmental Health and Safety, and Human Resources Office, provide reasonable and appropriate accommodations to meet student learning and employment needs of diverse stakeholders.

3. Guam Community College's federally and locally supported programs, activities, and services allow for all stakeholders (students, faculty, employees, etc.) to fully participate in, for example, remote instruction.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

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

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

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

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

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

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

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

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

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

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

- Credential Attainment Rate

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

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

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

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

MODIFICATION

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	16.0%	16.3%	16.0%	16.3%
Employment (Fourth Quarter After Exit)	16.0%	15.1%	16.0%	15.1%
Median Earnings (Second Quarter After Exit)	$1,000	$2,132	$1,000	$2,132
Credential Attainment Rate	26.0%	20.0%	26.0%	20.0%
Measurable Skill Gains	44.0%	44.1%	44.0%	44.1%

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. 2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

COUNCIL REPRESENTATIVE	CURRENT TERM NUMBER/VACANT	BEGINNING DATE OF TERM MO./YR.
STATEWIDE INDEPENDENT LIVING COUNCIL (SILC) EVITA ESPINOSA	1ST TERM	12/3/25
PARENT TRAINING AND INFORMATION CENTER MICHELLE AGUIGUI	2ND TERM	12/3/25
CLIENT ASSISTANCE PROGRAM EDMUND CRUZ	2ND TERM	12/3/25
QUALIFIED VOCATIONAL REHABILITATION (VR) COUNSELOR (EX OFFICIO IF EMPLOYED BY THE VR AGENCY) ALVIN ANCHETA	1ST TERM	12/3/25
COMMUNITY REHABILITATION PROGRAM SERVICE PROVIDER LOLITA TAITANO	1ST TERM	12/3/25
BUSINESS, INDUSTRY, AND LABOR NADINE DUENAS	1ST TERM	12/3/25
BUSINESS, INDUSTRY, AND LABOR VERNALYN GUERRERO	1ST TERM	12/3/25
BUSINESS, INDUSTRY, AND LABOR CHRISTIE HIX	1ST TERM	12/3/25
BUSINESS, INDUSTRY, AND LABOR MICHAEL PANGELINAN	1ST TERM	12/11/25
BUSINESS, INDUSTRY, AND LABOR VINCENT LEON GUERRERO	2ND TERM	3/11/26
DISABILITY ADVOCACY GROUPS JOANNE ZANONI	1ST TERM	12/15/25

COUNCIL REPRESENTATIVE	CURRENT TERM NUMBER/VACANT	BEGINNING DATE OF TERM MO./YR.
DISABILITY ADVOCACY GROUP ANGELICA JAMANILA-GUMATAOTAO	1ST TERM	12/3/25
DISABILITY ADVOCACY GROUP KAREN N. CHARFAUROS	1ST TERM	3/11/26
CURRENT OR FORMER APPLICANTS FOR, OR RECIPIENTS OF, VR SERVICES KEVIN LIZAMA-REYES	1ST TERM	12/3/25
SECTION 121 PROJECT DIRECTORS IN THE STATE (AS APPLICABLE) NON APPLICABLE	NONE APPLICABLE	NONE APPLICABLE
STATE EDUCATIONAL AGENCY RESPONSIBLE FOR STUDENTS WITH DISABILITIES ELIGIBLE TO RECEIVE SERVICES UNDER PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) THOMAS BABAUTA	2ND TERM	12/3/25
STATE WORKFORCE DEVELOPMENT BOARD PETER BARCINAS	2ND TERM	12/3/25
VR AGENCY DIRECTOR (EX OFFICIO) JOSEPH ARTERO CAMERON	2ND TERM	12/3/25
DEAF AND HARD OF HEARING COMMUNITY REPRESENTATIVE ENRIQUE MESNGON	2ND TERM	12/3/25
INDIVIDUAL WITH DISABILITY ROBERT TENORIO	1ST TERM	12/3/25
INDIVIDUAL WITH DISABILITY YVETTE MCDONALD	1ST TERM	12/3/25
INDIVIDUAL WITH DISABILITY JUAN CARLOS PEREZ	1ST TERM	12/3/25
INDIVIDUAL WITH DISABILITY JERMAINE ALERTA	1ST TERM	12/3/25

A. 5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

The State Rehabilitation Council (SRC) and the Guam DIvision of Vocational Rehabilitation (GDVR) partner to carry out the Rehabilitation Act to maximize the employment and

independence of individuals with disabilities. The ongoing collaboration between the SRC and DVR on the VR Services Section of the State Plan is an important component.

The new Guam State Rehabilitation Council (SRC) members were duly sworn in by appointment of the Governor of Guam in on January 7, 2026 and January 29, 2026. The SRC's first Quarterly meeting was held on February 17, 2026. The Election of Officers was done along the Appointment of SRC member to head up bylaws subcommittee. Discussion on the need to have members review State Plan revisions on a later date. The SRC members were provided with the 2024-2027 State Plan on February 12, 2026. During their 2026 First Quarter meeting, the members were informed of the modifications to the State Plan and the SRC's input and recommendation were sought by DSU no later than February 22, 2026.

The SRC is the advisory and oversight body for the GDV. The SRC makes recommendations for establishing priorities and for sharing key information with Advisory members.

All input provided by the State Rehabilitation Council were accepted by the Designated State Unit Director.

DSU Response to Recommendation #1:

The SRC recommends that the DVR Administrator provide updates to the Council on the status of budget items that affect DVR funding.

DSU Response:

The DVR Administrator will provide quarterly updates to the Council and, on the status MOA/MOU commitment and other budget items that affect DVR funding, including any third-party proposals.

DSU Response to Recommendation #2:

The SRC requests that the DVR Administrator will provide our Council with quarterly updates on the number of applicants, client numbers, staff vacancies, and VR Counselor caseload numbers by workforce development area.

DSU Response:

The DVR Administrator will continue to provide the Council with quarterly updates on the number of applicants, client numbers, staff vacancy numbers, and VR Counselor caseload numbers by workforce development area. The resources of the vocational rehabilitation directly impact the quality and effectiveness of the program and believe these updates help to improve VR services.

DSU Response to Recommendation #3:

The SRC recommends filling the Program Coordinator vacancy positions (2) to assist in increasing the business community's awareness of DISID-DVR.

DSU Response:

Employment outcomes are the top priority and GDVR appreciates the SRC’s partnership in seeking improvements and solutions. GDVR agrees to keep the Council updated on strategies to

positively impact employment outcomes, including the progress of the soon to be hired Program Coordinator positions.

DSU Response to Recommendation #4:

The SRC recommends that GDVR works closely with the State Workforce Development Board.

DSU Response:

DVR agrees with this recommendation and will convene this important group to identify best practices, and share possible protocol techniques and ways to ensure consistency and adequate training for the service providers.

B. 1. B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

GDVR has greatly improved communication in partnership with Guam Department of Education (GDOE) to identify students with disabilities eligible or potentially eligible for VR services. Youth with disabilities were identified as an underserved population. All eligible and potentially eligible youth with disabilities are assessed and provided services at the time of this writing to forecast the expenditures for future service delivery. GDVR already commenced the delivery Pre-ETS in 2025; 318 Pre-ETS provided (total services not total students for 2025).

GDVR now has 4 fulltime VR counsels assigned to the Pre-ETS Unit, who consistently provide outreach and coordination to all public and private senior high schools: to include charter schools.

There were no specific group of individuals, ethnicity or race identified via data collection identified as unserved or underserved.

Due to transportation barriers island-wide, VR support staff will continue to conduct outreach to the Mayor's Council of Guam, the Guam Department of Education, Department of Youth Affairs, Charter Schools, Private Schools, non-profit organizations, to identify individuals with disabilities and their families residing in rural areas. Upon identifying the rural areas with lack of public transportation services GDVR will plan and schedule quarterly visits with VR support staff to these communities to meet with potential consumers and conduct outreach for VR services.

Due to insufficient data of individuals who are blind or deaf, these two (2) populations have been identified as possibly being underserved. With improved communications to GDOE and other agencies GDVR will focus intensely on reaching these populations to assess their VR services needs and other services available in support of employment goals.

B. 1. D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. 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 IDEA.

GDVR has hired four (4) additional vocational rehabilitation counselors who shall place their focus on the needs of six (6) senior high school's special education programs link with VR in providing Pre-ETS to their students with disabilities. These Pre-ETS services include: Job Exploration counseling, Work-based learning experiences (after school work opportunities outside the traditional school setting including internships that are provided in a competitive, integrated environment), Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs, Workplace readiness training to develop social skills; and Independent living instruction in self-advocacy/peer mentoring.

D. 3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

SRC Expenditures in PY 2023

TRAVEL for SRC CHAIRPERSON

Airfare- $1,968

Per Diem- $2,949

Conference Fees $1,100

TOTAL Travel $6,017

Advertisement for SRC Meetings

TOTAL ADS $1,680

TOTAL FUNDS EXPENDED FOR SRC IN PY 2023

$7,697

SRC Expenditures in PY 2024

TRAVEL for SRC CHAIR & VICE CHAIR PERSONS

Airfare- $4,412

Per Diem- $5,055

Conference Fees- $2,030

TOTAL TRAVEL $11,497

Interpreter Services $700

TOTAL FUNDS EXPENDED FOR SRC IN PY 2024

$12,197

SRC Expenditures in PY 2025

<u>TRAVEL for SRC CHAIR & VICE CHAIR PERSONS</u>

Airfare- $4,412

Per Diem- $5,055

Conference Fees- $2,030

TOTAL TRAVEL $11,497

Interpreter Services $700

TOTAL FUNDS EXPENDED FOR SRC IN PY 2025

$12,197

CSAVR 2025 Fall Conference --> $4,849.10

Registration	**$990.00**
Flight	$1,721.60
Per Diem	$2,137.50

CSAVR 2026 Spring Conference --> $7,016.73

Registration	**$1,015.00**
Flight	$3,241.73
Per Diem	$2,760.00

Interpreting Services --> $400.00

SRC Swear-In	**$200.00**
1st Qtr. General Meeting	$200.00

I. 1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

- **A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND**

- **B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;**

- **C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR 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.**

CATEGORY	NO. OF PERSONNEL EMPLOYED	NO. OF PERSONNEL CURRENTLY NEEDED	PROJECTED NO. OF PERSONNEL NEEDED IN 5 YEARS
ENTIRE AGENCY	21	20	41

L. 2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

GDVR HAS COLLABORATED WITH OUR LOCAL DEPARTMENT OF AGRICULTURE AND THE AGRICULTURAL OUTREACH PROGRAMS AND THE UNIVERSITY OF GUAM TRAINING AND COLLABORATION OPPORTUNITIES TO PROVIDE TRAINING AND PLACEMENT SERVICES FOR OUR VR CLIENTS.

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Joseph A Cameron
Title of Signatory	Vocational Rehabilitation Administrator/DSU Director
Date Signed	April 30, 2026

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	N/A	N/A	N/A	N/A
Employment (Fourth Quarter After Exit)	N/A	N/A	N/A	N/A
Median Earnings (Second Quarter After Exit)	N/A	N/A	N/A	N/A
Credential Attainment Rate	N/A	N/A	N/A	N/A
Measurable Skill Gains	N/A	N/A	N/A	N/A
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE - VOCATIONAL REHABILITATION

GDVR is committed to enable consumer participation and ensure equitable access in proposed project activities through outreached designed to increase parterned agencies' knowledge in vocational rehabilitation services pertaining to youth with disabilities. Other outreaches for workforce professionals increase awareness of continued development in employer policies which support both transitioning and general consumers.

GDVR is proactively engaging in staff developments aimed to strengthen capacity to manage increase caseloads involving transitioning youth disabilities categorized as most significant disabilities, involve persistent/natural supports, and multi-agency coordination efforts through person-centered planning.

THE STATE PLAN MUST INCLUDE	INCLUDE
I ASSURE THAT THE PROPOSED PROJECT COMPLIES WITH THE REQUIREMENTS IN SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (20 U.S.C. 1228A).	YES

JOBS FOR VETERANS' STATE GRANTS

Jobs for Veterans' State Grants

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

MODIFICATION:

The American Job Center (AJC) offers both in person and virtual employment services to all eligible veterans and qualified individuals on Guam (GU) with the goal of assisting veterans in overcoming barriers to employment and matching veteran job seekers with the best career opportunities available. Guam has one (1) physical "American Job Center" located in Hagatna, Guam, with all JVSG staff co-located in the center. Guam has Disabled Veteran Outreach Program (DVOP) specialists. Staffing levels are dependent on USDOL JVSG Grant funding.

The DVOP Specialists are fully integrated in the American Job Center. AJC partner staff conduct the necessary triage to ensure only eligible participants are referred to DVOP specialists. Other participants are referred to other AJC programs they are eligible for. Participants referred to DVOPs receive individualized career services through a case management framework to overcome employment barriers and achieve employment goals. DVOPs provide these services directly as well as referring participants to other workforce development programs in the AJC. Both DVOPS and AJC staff coordinate with the Business Service Unit of the AJC to develop employment opportunities for veterans. They work hand in hand with the WIOA staff to ensure priority of service for their participant's' training opportunities.

JVSG DVOPs use the state job-matching system "HireGuam" to document services provided to our veteran clients and employers. Veterans register for employment in HireGuam, and when participants are job ready, DVOPs coordinate with the American Job Center Business Service Unit to coordinate job matching with employers.

DVOP Specialists provide individualized career services and facilitate placement to meet the employment needs of participants. Individualized career services to eligible veterans, ~~and~~ eligible persons, and additional populations include a comprehensive assessment and individual employment plan using the case management system. DVOPs are required to remain in

consistent contact with their clients to ensure employment needs are met. The goal is to provide the necessary tools to our veterans and eligible persons to be successful with job search and placement.

DVOP Specialists also provide assistance with resume writing, resume review and interview preparation and labor market information to maximize the job search experience.

DVOP Specialists provide referrals to appropriate AJC partner programs that align with the Individual Employment Plan of their clients, specific to training services. Referrals are made to the WIOA Adult, Youth and Dislocated Worker Programs, the Senior Community Service Employment Program, and Vocational Rehabilitation Program that all provide Training Services to our clients**.** Participants are also referred to community service providers as required.

Guam does not employ Local Veteran Employment Representatives, nor do we have consolidated DVOP/LVER positions.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

MODIFICATION:

Guam is dedicated to serving veterans, and in particular veterans with employment barriers. A JVSG eligible veteran (as defined by 38 U.S.C. § 4211(4)) must also meet the criteria of having an employment barrier listed on VPL 05-24 before they can be referred to a DVOP for individualized career services. Alternatively, a person must belong to an additional population identified through current appropriations.

Once AJC staff determine a client's eligibility and need for individualized career services, the AJC must refer them to a DVOP if one is available to accept a new client.

DVOP specialists will limit their activities to providing services to eligible populations who are interested in receiving one or more individualized career services, and are defined as an eligible veteran or eligible person and are experiencing at least one of the qualifying employment barriers defined below:

1. A disability, which may include any of the following:
    a. Special disabled veteran, defined in 38 U.S.C. § 4211(1) as a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs for a disability rated at 30 percent or more, or rated at 10 or 20 percent in the case of a veteran who has been determined to have a serious employment handicap; or person who was discharged or released from active duty because of a service-connected disability.
    b. Disabled veteran, defined in 38 U.S.C. § 4211(3) as a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or a person who was discharged or released from active duty because of a service-connected disability.

c. Other disability. Eligible veterans and eligible persons who self-identify as having a disability, as defined by the Americans with Disabilities Act, 42 U.S.C. § 12102.

2. Is a Vietnam-era veteran, as defined by 38 U.S.C. § 4211(2) as an eligible veteran any part of whose active military, naval, or air service was during the Vietnam era, as defined by 38 U.S.C. § 101(29).
3. Is a recently separated veteran, defined in 38 U.S.C. § 4211(6) as a veteran who was discharged or released from active duty within the last three years.
4. Has been referred for employment services by a representative of the Department of Veterans Affairs.
5. Is experiencing homelessness, as defined in Sections 103(a) and (b) of the McKinney Vento Homeless Assistance Act (42 U.S.C. § 11302(a) and (b)).
6. Is justice-involved, as defined in WIOA Section 3(38), 29 U.S.C. § 3102(38) (definition of "offender").
7. Is between the ages of 18–24 years of age at the time of enrollment.
8. Is educationally disadvantaged, meaning that the individual lacks a high school diploma or equivalent certificate.
9. Is economically disadvantaged, which means any of the following:
    a. Meets the definition of a low-income individual in WIOA Section 3(36), 29 U.S.C. § 3102(36).
    b. Unemployed.
    c. Heads of single-parent households containing at least one dependent child.

In addition to these eligible veterans and eligible persons who are experiencing employment barriers, DVOP specialists may also serve members of additional populations defined in current Congressional authorization as:

1. Transitioning Service Members (TSM) who, at the time of enrollment have participated in any part of the Transition Assistance Program, including self-paced online modules and Individualized Initial Counseling.
2. Wounded, ill, or injured members of the Armed Forces who are receiving treatment in military treatment facilities or warrior transition units.
3. Spouses or other family caregivers of those wounded, ill, or injured service members.

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

MODIFICATION:

The JVSG staffing grant for Guam only funds DVOP specialist, Guam does not have LVER or consolidated DVOP/LVER positions.

The DVOP specialists focus on providing and facilitating individualized career services to only the populations defined by VPL 05-24. Serving a limited population allows DVOP specialists to

dedicate their time to providing individualized career services to those determined to be most in need of those services.

The Guam Department of Labor provides immediate services to individuals who self-attest to belonging to one of these populations. AJC staff have a screening form for assistance with identifying DVOP-eligible customers. Customers recognized as DVOP eligible are referred to the DVOP specialists, if DVOP specialist are unavailable customers are referred to an AJC staff member for case management services.

DVOP specialists use the case management framework taught through the National Veterans' Training Institute (NVTI), which includes DVOP Specialist Skills Refresher & Cross Training, NVIT Microlearning – Completing the VR&E Monthly Progress Report; Advance Case Management; Mission Ready Coaching Veterans for Interview Success; Providing Resume Writing Support; Career Coaching for Special Populations: Serving Women Veterans; Preventing and Healing Burnout in Veterans Service Providers.

DVOPs use this case management system and include a comprehensive assessment, an employment plan, and consistent contact based on individual's needs and employment plan. As part of case management DVOP specialists work with the Business Service Unit of the AJC who conduct outreach to employers to assist veterans in gaining employment. The BSU facilitates the employment, training, and placement services furnished to veterans in the state by 1) working with AJC management to ensure easier access to appropriate services for job-seeking veterans, and 2) assisting with both the development of statewide service delivery strategies for veterans and the education of all AJC partner staff regarding current employment initiatives and programs for veterans.

The AJC BSU are assigned to promote to employers, employer associations, and business groups the advantages of hiring veterans. They advocate for all veterans served by the AJC with business, industry, and other community-based organizations. When employer outreach is accomplished by the business services team, the Employment Service staff is included as an active member of that team.

DVOP Specialists engage with local community service providers to provide information on referrals for those who could benefit from DVOP services, enhance partnerships for service referrals, and strengthen community awareness of the workforce development systems.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

DVOPs are fully integrated into the employment services provided by the American Job Center (AJC) on Guam from initiation, assessment and referral for services including training and job placement for veterans that are aligned with the AJC programs.

DVOPs are also integrated by attending AJC staff meetings, training sessions, and by sharing Information among programs so that all staff are aware of the services available to veterans.

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) referral from a partner veteran services agencies and entities, Veteran organizations; or (d) meeting with AJC staff at local outreach activities. No matter what route a veteran takes to initiate activities, AJC staff (not JVSG staff) are utilized to do initial assessment of eligibility and program services required. It is only after this initial assessment that a participant will be referred to the JVSG DVOP program, if they meet the eligibility criteria.

DVOP assessments of needs and service availability includes all programs in the AJC. The DVOP will make referrals to all partner programs that the participant is eligible for and desires to participate in. These include WIOA Title I programs and Title I of the Rehabilitation Act of 1973 (DVR) as amended by WIOA Title IV. This also includes the Senior Community Service Employment Program (SCSEP).

DVOPs are integrated into the AJC job placement programs by referring participant resumes to the Business Service Unit for job development when job opportunities are not available in HireGuam or the participant has not been successful in job applications in HireGuam. They coordinate with all programs that DVOP participants were referred to for job readiness and job placement activities to both avoid duplication and to expand the employer resources available to participants. Activities with program referrals are coordinated with DVOP efforts.

DVOPs rely on the AJC staff and partner programs for employer outreach that will benefit JVSG program participants. The AJC staff assists DVOPs by planning and participating in job and career fairs; in conjunction with employers conducting job searches and workshops, and establishing job search groups; coordinating with apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans; informing Federal contractors of the process to recruit qualified veterans; promoting credentialing and licensing opportunities for veterans; and coordinating and participating with other business outreach efforts.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

Based on the guidance from VPL 01-24, Attachment 5, the Service to Veterans Award is given by the Guam Workforce Development Board (GWDB) to recognize, promote and encourage individuals and offices to achieve excellence in the provision of services to veterans and/or to demonstrate improvements to the system for the delivery of those services. Monetary awards of significant value will be given to recipients along with recognition in front of their peers to encourage future improvements. The managers and supervisors of the American Job Center Guam (AJC) will conduct the nominations for providing direct and indirect services to veterans and submit those to the Guam Workforce Development Board (GWDB). Nominations must include documented evidence such as performance data from current fiscal year, letter of commendation, etc., to support the nomination. The GWDB, along with the Director and Deputy

Director of the Guam Department of Labor (GDOL) will review nominations and approve those demonstrating excellence in the various criteria.

The Service to Veterans Award is 1% of total grant funds. Recipients will receive a monetary award. The amount of the award will be determined by the number of approved individuals, offices, and work groups divided by the total funding available. All nominations are due by June 30 and award approval will be determined by September 15.

The Incentive Award program has two types of awards and exists to:

- Encourage the improvement and modernization of employment, training, and placement services for veterans; and to
- Recognize the efforts of eligible employees for excellence in how they provided such services or for having made demonstrated improvements in providing services to veterans.

The Outstanding Service to Veterans Award is based on the following criteria.

Nominations will give specific, written examples of how the nominee or workgroup provided outstanding services to a veteran or veterans.

- In the performance of their regular job duties
    - Searches to match a veteran to jobs in HireGuam
    - Contacting employers on behalf of veterans
    - Providing training services to veterans
    - Increasing the amount of intensive services provided to veterans
    - Other services to veterans not listed above
    - Going the extra mile to improve the employability of a veteran
    - Other "going-the-extra-mile" services to veterans

The Improving Services to Veterans Award is based on the following criteria.

Nominations will provide written examples of how the nominee or workgroup ensured that there is improvement to the overall system of providing services to veterans. Examples include:

- Improvement of pathways within the Guam Workforce Development Board for providing services to veterans
- Improved percentage of intensive services delivered to eligible veterans or eligible spouses
- Ensuring that eligible veterans and eligible spouses with barriers to employment are served by the DVOP specialist
- Other services not listed above that improve the overall system of services to veterans

The AJC managers and supervisors will submit their approved Service to Veterans Award recipient information to the Administrative Services Officer (ASO) of GDOL. The State will

monitor the awards program to ensure the awards are being used and that the recipients meet the criteria for the Service to Veterans Award.

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

The total amount for this award will be determined by the number of approved individuals, offices, and work groups divided by the total funding available based on the requirement for the award to be not more than 1% of grant funding.

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

N/A

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

N/A

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.

Measure	PY2024	PY2025	PY2026	PY2027
Employment Rate 2nd Quarter after Exit	58.0%	58.0%	58.0%	58.0%
Employment Rate 4th Quarter after Exit	45.0%	45.0%	45.0%	45.0%
Median Earnings 2nd Quarter after Exit	$5,800	$5,800	$5,800	$5,800

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

As discussed in the Workforce Analysis section of the Strategic Plan, Guam's workforce is aging with a disproportionate number of younger workers to replace the boomer generation, as well as generation X that is next in line for retirement. According to Census data, the pool of older workers aged 55 and above outnumbered younger workers aged 16 to 24 by nearly 80%. (Table 8).

Most of the demand for jobs as indicated in long-term occupational projections from 2020 to 2030 will occur in areas related to key drivers of Guam's economy, which are tourism, federal expenditures, and construction capital. The top 10 occupations categorized by growth are:

- Personal Care and Service
- Educational Instruction and Library
- Building and Grounds Cleaning and Maintenance
- Protective Service
- Community and Social Service
- Life, Physical, and Social Science
- Food Preparation and Serving Related
- Legal

- Computer and Mathematical
- Business and Finance Operations

Data from the 2020 Census shows that of the top 10 occupations where older workers were employed in 2020, four are also projected to see the most growth by 2030, which are in: Building and Grounds Cleaning Maintenance, Businesses and Finance Operations, Food Preparation and Serving, and Educational Instruction and Library (Table 9).

Table 9 - Occupation of Older Workers by Age

OCCUPATION	Total	55 to 59 years	60 to 64 years	65 years and over
Civilian employed population 16 years and over in households (excluding people in military housing units)	58,078	6,215	4,210	3,904
Management occupations	6,083	874	618	632
Business and financial operations occupations	3,014	386	252	178
Computer and mathematical occupations	824	80	54	25
Architecture and engineering occupations	1,260	201	124	121
Life, physical, and social science occupations	461	46	43	32
Community and social service occupations	853	79	60	75
Legal occupations	407	59	37	64
Educational instruction, and library occupations	3,632	319	207	226
Arts, design, entertainment, sports, and media occupations	717	51	29	43
Health diagnosing and treating practitioners and other technical occupations	1,244	86	80	89
Health technologists and technicians	774	58	35	32
Healthcare support occupations	973	68	51	45
Firefighting and prevention, and other protective service workers including supervisors	1,520	131	80	64
Law enforcement workers including supervisors	837	72	32	11
Food preparation and serving related occupations	4,944	353	221	201
Building and grounds cleaning and maintenance occupations	3,001	474	294	307
Personal care and service occupations	1,041	91	55	68
Sales and related occupations	6,297	537	373	427
Office and administrative support occupations	7,190	726	457	355
Farming, fishing, and forestry occupations	78	12	6	N
Construction and extraction occupations	4,031	649	405	334
Installation, maintenance, and repair occupations	2,620	261	216	150
Production occupations	1,869	216	198	179
Transportation occupations	2,411	253	194	188
Material moving occupations	1,997	133	89	56

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

As a partner to the American Job Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. SCSEP administrators will increase outreach activities to promote SCSEP, as well as increase partnerships with stakeholders.

Through recruitment and training efforts, and evaluation of program participants, SCSEP will be able to determine what kind of skills and interests participants have in order to move them in the OJT program and in unsubsidized jobs.

Of the top 10 occupations identified to have the most growth in the Bureau of Labor Statistics Long-Term Occupation Projections 2020-2030, workers age 55 and older are currently employed in four occupations: Building and Grounds Cleaning Maintenance, Businesses and Finance Operations, Food Preparation and Serving, and Educational Instruction and Library (Table 9). The remaining six occupations that are projected to see high demand are: Personal Care and Service; Protective Service; Community and Social Service; Life, Physical and Social Science; Legal; and Computer and Mathematical.

This means there is tremendous opportunity for seniors who want to stay in the workforce or return after they have retired. In fact, the Government of Guam has made legislative efforts to attract retirees to fill vacancies caused by attrition within the law enforcement community by lowering the retirement age. Governor Lou Leon Guerrero announced in her State of the Island Address on March 5, 2024, a new law enforcement initiative that offers paid training as long as the trainee signs a three-year commitment to serve the agency they trained with.

Requirements for the remaining six occupations projected to see the most growth:

- Personal Care and Service Occupations, according to the U.S. Bureau of Labor Statistics, required interaction with clients for 54.1% of workers, but at most (60% of workers) required light work. Less than a percent required very heavy work.
- Protective Service workers required the most physical activity and spent on average 43.2% of their workday sitting and 56.8% standing. A high school diploma was required for 82.3% of protective service workers, credentials were required for 89.4%, prior work experience for 30.4%, and on-the-job training was required for 75.9%.
- Community and Social Service workers had a high level of sedentary work at 59.1% but credentials were required for 74.6% of workers, including prior work experience for 63.1% and on-the-job training for 68% of workers. A bachelor's degree was required for 40.9% of workers while a master's degree was required for 34.6%.
- Life, Physical and Social Sciences had the widest range of occupations and requirements and required both sedentary (33.9%) and light (43.9%) work. On average, workers spent 37.3% of their day standing. Credentials were required for just over half of workers in this category while prior work experience was required for 71.1%, and on-

the-job training was required for 71.3%. A bachelor's degree was required for 52% of workers.

- Legal occupations had the least physically demanding requirements with the level of sedentary work at 81.3%, however occupations in this category had the highest demand for credentials at 78.2%. A professional degree was required for 60.5% of legal workers.
- Computer and Mathematical workers also had a high level of sedentary work but prior work experience was required of 82.9% of workers, and on-the-job training for 62.1%. A bachelor's degree was required for 65.5%.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

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 skilled workforce. The focus and emphasis on demand driven occupations is a common theme across the Economic, Education and Employment communities (E3).

SCSEP currently partners with the Mayors' Council of Guam and 19 municipalities and mayoral offices, as well as several government agencies to co-enroll SCSEP participants into employment opportunities, including senior centers. As of Program Year 2023-2024, SCSEP enrolled 60 participants with five pending enrollment. The goal is to enroll 65 and to over enroll to move at a full complement of participants as the program is expecting to lose seven participants due to durational limit, and unsubsidized 28 participants as part of its program goals.

SCSEP will partner with more government agencies, non-profit organizations, and private sector employers to provide more training and co-enroll with core programs to receive the necessary occupational training to meet the demands

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

The Guam Department of Labor administers the SCSEP grant and the Workforce Innovation and Opportunity Act (WIOA) Title I, Title III Program Administrators are co-located and share the Department's Overall mission.

Bi-Weekly AJC Staff Meetings provide updates across programs including training and job opportunities for all program participants. The coordination across programs includes training opportunities for AJC case managers. An example of this cross-program training is in May and June of 2024, the National Veterans Training Institute will be conducting an in-person Advance Case Management Course and Managing Case Management training hosted by the Department of Industrial Relations in Hawaii. All program Administrators were given a slot for their case managers to attend this training. This training activity will assist in aligning the Individual Employment Plan framework across training programs to better serve and assist with barriers to employment for all participants and remove any redundancy in service delivery.

The American Job Center Workforce Program Standards across core programs and the combined partner program remains in effect. The standards provide detailed dialogue and description of the one-stop services and activities across core programs and partner programs.

Collocated at the American Job Center provides for a seamless transition and referral to partner programs. The Guam SCSEP will continue to coordinate with WIOA Title III to provide basic career services at no cost to registered SCSEP participants providing comprehensive, workforce development related activities, including updating interviewing skills, resume preparation and job placement services.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

The Guam SCSEP will reach out to organizations that administer programs under other titles of the Older Americans Act, to offer them the opportunity to become host agencies administered by Agencies on Aging and Disabilities. In addition, referrals will be made to congregate nutrition programs, transportation services, health and wellness programs.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

The Guam SCSEP will work closely with its current partners and look to expand its community and faith-based organizations to enhance job training opportunities, create more employment placements, and provide additional support services for older workers seeking to re-enter or remain in the workforce. Additionally, SCSEP intends to partner with the Guam Regional Transit Authority and other transportation service providers who can offer transportation to participants to ensure older workers are able to continue participating in the workforce.

Current partner agencies include:

- Department of Public Health and Social Services
- Mayors' Council of Guam
- Division of Integrated Services for Individuals with Disabilities
- Division of Vocational Rehabilitation
- University of Guam

- Guam Community College

Expand partnerships and outreach efforts to improve workforce development strategies for senior workers, to include:

- Guam Regional Transit Authority
- Mane'lu
- Faith-based organizations
- Guam Hotel and Restaurant Association

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

The American Job Center promotes the alignment of workforce development programs, this includes promoting the use of Guam's web-based case management and job matching system "HireGuam". HireGuam is Guam's Virtual One-Stop system that provides labor exchange services for both Businesses and Job Seekers.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

The Guam Department of Labor administers the SCSEP grant and the Workforce Innovation and Opportunity Act (WIOA) Title I, Title III Program Administrators are co-located and share the Department's Overall mission.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

Guam is a single state recipient of funding for the SCSEP work-based program.

In addition, according to the SCSEP final rule where rural is defined as "areas not designated as a metropolitan statistical area by the Census Bureau; segments within metropolitan counties identified by codes 4 through 10 in the Rural Urban Commuting Area (RUCA) system; and RUCA codes 2 and 3 for census tracts that are larger than 400 square miles and have populations density of less than 30 people per square mile", there do not exist in Guam any communities that are considered rural communities.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

Guam SCSEP will continue to prioritize efforts on maintaining key partnerships for successful job placement of program participants.

Guam SCSEP will actively engage employers through the Business Service Unit to assist seniors to meet directly with employers who are registered on HIREGUAM, and assist with skills matching and job placement opportunities.

Guam's long-term strategy also involves working with the American Job Center to connect seniors with potential employers through job fairs, as well as through outreach efforts through employer engagements.

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 business establishments and restaurants. The partnership will enhance job placement opportunities for SCSEP participants in Food Preparation and Serving Related Occupations such as cooks, fast food workers, restaurant counter attendants, customer wait staff, dining and cafeteria attendants, etc.
- Building partnerships with the Guam Contractors Association (GCA) and GCA Trades Academy (GCATA) 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/group cleaning and maintenance occupations such as grounds keeping workers, custodians and cleaners, domestic housekeeping cleaning workers, etc.
- Attending general membership meetings to develop and maintain close working relationships and establish linkages with various organizations such as GHRA, GCA, Federal government civilian employment with Human Resources Groups, Society for Human Resources Management (SHRM), and to include human resources divisions with numerous employers in other industries and other government entities.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

Guam SCSEP will address the employment needs of the community and enroll the underserved population by:

1. Establishing a roadmap for diverse cultural services
2. Developing links with host agencies that welcome diverse people into the community
3. Referring participants to business resources, technical assistance and training offered in their language.
4. Marketing SCSEP to diverse organizations within the community via the media, and other service providers and direct referrals.
5. Ensuring recruitment/marketing efforts include specific targeted groups including veterans, persons with disabilities and diverse cultures.

In addition to the above priority populations, the following relative distribution of eligible individuals must also be recruited for SCSEP:

1. Persons with greatest economic need are those at or below poverty level established by the Federal Department of Health and Human services and approved by the Office of Management and Budget.
2. Minority individuals at or below the 125% of the Federal Poverty Level

3. Persons with greatest social need as a result of non-economic factors which include:

- Persons with physical and mental disabilities
- Persons with language barriers
- Persons with cultural, social or geographic isolation

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

The provision of community service is a key component of SCSEP. Community Service positions are available for low-income seniors to earn the minimum wage of $9.25 per hour in exchange for learning marketable skills. The participant trains in a host agency (non-profit agency or organization, local government office, or municipalities) for twenty (20) hours a week. The SCSEP grantee must engage the leadership of not-for-profit entities as partners to identify competitive job and career opportunities and skills needed to perform such jobs in order to provide practical training experiences. Host agencies are valuable partners in providing training in realistic work settings in order to prepare individuals for employment and career advancement in the competitive market. The Guam SCSEP administrators delegate the task of identifying the types of community services that are needed and the places participants where services are most needed.

Community services needed	Providers with the most need
Office Support Trainee Clerical Trainee Messenger Trainee	SCSEP Offices American Job Center Department of Labor Offices Civil Service Commission Department of Administration Offices Department of Chamorro Affairs Guam Ancestral Lands Commission
General Helper Trainee	Guam Housing Corporation Guam Housing and Urban Renewal Authority
Community and Social Services Trainee	Department of Public Health and Social Services Mayors' Council of Guam Department of Youth Affairs
Farming/Agricultural and Parks Trainee	Department of Agriculture Department of Parks and Recreation
Healthcare Trainee	Guam Behavioral Health and Wellness Center Department of Public Health and Social Services
Education Office Aide Trainee General Helper Trainee	Guam Department of Education Guam Public Libraries
Transportation General Helper Trainees	Department of Public Works
Energy/Environmental Trainee	Guam Energy Office Guam Environmental Protection Agency

<u>Community Service Needs</u>:

Guam SCSEP 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 descriptions for each participant to ensure that the training is aligned with the participant's Individual Employment Plan (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 that expressed a desire to train participants.

Job sites which offer training activities in the Tourism Industry may include but are not limited occupations and positions such as:

- Park attendants
- Food Service Workers
- Clerical Workers
- Administrative Assistants
- Customer Service Representatives
- Housekeepers

Non-Profit organizations and associations may qualify as host Agencies provided they have a 501-3 c status. Other positions that may be offered to seniors and retirees are:

- Medical helper
- Child care provider
- Customer service representative
- Teachers' aide
- Computer technician
- Language Translators for DCA
- Building Grounds Management/Maintenance
- Business office worker
- Health care worker
- Supermarket bagger/helper

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

Guam SCSEP has been successful for many years in providing work experience, supportive services, and job search assistance to Older Workers, and in assigning productive trainees to community service agencies. Selected services are identified with improvements that could lead to cohesive service system. The SCSEP mandates (CFR 641.535) designed to help program

participant's increase their skill level so that they can advance from the program into unsubsidized employment.

Participant will be provided orientation to the SCSEP participant, including information on project goals and objectives, community service assignments, training opportunities, available supportive services, the availability of a free physical examination, participant rights and responsibilities, and permitted political activities, grievance procedures, time and attendance procedures. The orientation is a vital service which ensures that all program participants have a complete understanding of the level of commitment required and their role in meeting the requirements and expectations of the program. All program participants must be properly orientated to balance their understanding of the program and the outcomes that may be achieved. Improvements will be realized when program orientation is given the thoroughness and completed required to ensure that participants and host agency supervisors understand the program and their respective roles. The program participants must also be assessed on their work history, skills and interests, talents, physical capabilities, aptitudes, needs for supportive services, occupational preferences, training needs, potential for performing community service assignments, and potential for transition to unsubsidized employment. Program assessments take different paths because of the variety of instruments used to capture information about program participants. Regardless of the tool used for this purpose, if the information is documented in a format that is useful, beneficial and transferable, it will produce results that will help create a better picture for participants and how to successfully work with them while enrolled in the program.

Any information that is gathered during the assessment process must be used to develop an Individual Employment Plan (IEP) that includes an appropriate employment goal for each participant. The IEP is a very useful document that is intended to provide a clear path for how services will be provided to program participants to help find them employment. The key successful implantation of the plan is to make it a living document that is referenced often and updated where there are relevant changes or progress that has been made toward achievement of the goals listed in the plan. This particular service can be improved by ensuring that there are systems in place to include routine updates and the inclusion of host agency supervisors in understanding the goals outlined in the plan.

Participants must be placed in appropriate community service assignments in the community in which training must be provided or arranged based on the needs identified in the participant's IEP and consistent with SCSEP's goal of unsubsidized employment. SCSEP will try to accommodate and place participants facing transportation challenges within their respective village, if possible. SCSEP is also planning to engage in a long-term partnership with transportation agencies to provide transportation or busing services to seniors who are without transportation.

SCSEP participants will be allowed additional training outside the participant's community service assignments. This is a good option that is available to program participants who are seeking jobs without the desire to take advantage of additional training opportunities, while other participants are interested in short-term training that may not supplement their community service training at the level necessary to meet the demands of the job market. Appropriate services must be provided for participants, or the participants must be referred to appropriate services through the WIOA Title I. Continuous improvement in local relationships

with various partners would ensure that our SCSEP participants are able to thrive with the services through the program and those they need from community partners. Currently, there are no major long-term changes planned for the SCSEP program, but our partners are encouraged to assist us in bringing new and innovative ideas that could potentially enhance SCSEP's performance and increase our operational efficiencies.

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.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

Guam SCSEP has been most successful in placing its participants within municipality and village mayoral offices at their senior citizen centers where they are able to maximize their skills and knowledge of their communities, peers, and foster a sense of belonging and purpose among residents they serve. The most prevalent occupations are Community and Social Services Trainee, and Office Support Trainee.

The regional economic challenges on the horizon for older workers include:

- Income insecurity
- Food insecurity and nutrition education
- Homelessness
- Lack of adequate health care services and long-term care support
- Need for emergency preparedness training

Guam SCSEP providers will recommend training in Guam's critical demand occupations to include health care, administrative and support services.

Grantee will develop relationships with businesses to determine local workforce skill needs and pair job ready participants with those businesses.

1. SCSEP providers will coordinate with the workforce system to represent the interest of older workers by:

- Developing strategies to educate state, regional and local workforce investment boards about older worker issues.

- Exploring development of a team of Title V organizations and other interested stakeholders to increase public awareness of the needs of the older worker
- Participating in Regional Workforce Board meetings, conferences and workshops
- Developing marketing materials to promote older worker issues to the Department of Labor, partners, employers, etc.
- Conducting outreach and recruitment of diverse older workers and older individuals seeking employment, including those with barriers
- Ensuring older workers have access to all skills development services provided through the American Job Center.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

Census data is used to determine equitable distribution. The population shifts each year which causes some areas to be over-served and some to be under-served even though the numbers meet at the census figures. Guam SCSEP will adhere to any recommendation from the U.S. Department of Labor whenever new census data indicates shift in the location or over-enrollment for any other reason. Current SCSEP participants in subsidized community service assignments are encouraged to move into unsubsidized employment positions and ensure compliance with the Older American Act time limits. Guam Department of Labor oversees and administers the Senior Community Service Employment Program (SCSEP) for the following villages:

MODIFICATION

1. Agana Heights
2. Asan-Maina
3. Barrigada
4. Chalan Pago
5. Dededo
6. Hagat
7. Hagatna
8. Humatak
9. Inalahan
10. Mangilao
11. Piti
12. Santa Rita-Sumai
13. Talofofo

14. Tamuning
15. Yigo
16. YONA

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

MODIFICATION

Guam SCSEP compiled an Equitable Distribution Report for PY 2024-2025 as seen in Table 11.

Table 11 SCSEP Equitable Distribution PY 2024-2025

Village	Participation
Agat	1
Barrigada	10
Dededo	5
Hagatna	7
Inalahan	5
Mangilao	1
Ordot	1
Santa Rita	1
Sinajana	3
Talofofo	7
Tamuning	3
Umatac	1
Yigo	8
Yona	1
Total Enrollment	**54**

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

Slot imbalances are dependent on participant enrollment pending village certification and request of assignment of participants from various areas and host agencies.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

Guam SCSEP will enroll eligible applicants into SCSEP programs and assign them to different host agencies for on-the-job training. Project participants are encouraged to improve their employability by attending training and computer classes. The goal is to upgrade their

employability and partner with the Workforce Innovation and Opportunity Act (WIOA) 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, while offering these classes at no cost to the SCSEP participants.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

Guam is considered a rural area and as such all areas are served equitably.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

Priority is given to Veterans; Spouse of Veteran; 65 years and older; Homeless; Non-high graduate; convicted felon and or previous records with the law.

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

Guam is a single state in a one service area; the population is the same as the state and ratio is 100%

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Guam is considered a rural area.

B. HAVE THE GREATEST ECONOMIC NEED

Individuals or applicants living in poverty have the greatest economic need due to lack of employment or little to no employment history.

C. ARE MINORITIES

Guam is located within the Mariana Islands chain in the Micronesia region of the Western Pacific. Based on the 2020 Census, its total ethnic makeup is 32.8% Chamoru, 29.1% Filipino, 13.3% Native Hawaiian and Other Pacific Islander, 6.3% Other Asian, 6.8% White, 1.1% Mexican, 1.8% All Other Hispanic or Latino. Because of Guam's unique location and relatively small population, ethnic makeup of Guam residents are not prioritized in consideration of eligibility, rather, other criteria, such as age, income, employment status, and other factors.

D. ARE LIMITED ENGLISH PROFICIENT

According to 2020 US Census data, of the 77,864 Guam residents who spoke a language other than English, 20% spoke English "less than very well." Out of the 34,779 seniors 55 and older, 31% spoke English "less than very well."

Guam SCSEP assists participants with language barriers in English as a Second Language (ESL) courses.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

Priority is given to the following individuals:

1. Veterans (or in some cases, spouses of veterans) as established in the Jobs for Veterans State Act, 38 U.S.C. 421S (a) and the Senior Community Employment Program, Final Rule
2. Those 55 years of age or older
3. Have a disability
4. Have limited English proficiency or low literacy
5. Reside in a rural area
6. Have low employment prospects

F. FORMERLY INCARCERATED INDIVIDUALS, AS DEFINED IN TEGL 17-20

Priority for those formerly incarcerated individuals is in line with those whom have the greatest social needs.

Priority is given to the following individuals:

1. Veterans (or in some cases, spouses of veterans) as established in the Jobs for Veterans State Act, 38 U.S.C. 421S (a) and the Senior Community Employment Program, Final Rule
2. Those 55 years of age or older
3. Have a disability
4. Have limited English proficiency or low literacy
5. Reside in a rural area
6. Have low employment prospects

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The census data is used to determine equitable distribution. The population shifts each year causing some areas to be over-served and some to be under-served even though the numbers meet at the census figure. Guam SCSEP will adhere to any recommendation from the U.S. Department of Labor whenever a new census data indicates shift in the location and ensure it is in compliance with the Older Americans Act time limit.

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.

Additional Indicators of Performance

Additional Indicators of Performance

OTHER APPENDICES

N/A