

# **GWADB**

**GUAM WORKFORCE DEVELOPMENT BOARD**

## **Combined Strategic Workforce Development Plan**

**Operational Planning Elements**

**2024-2027**

### 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.

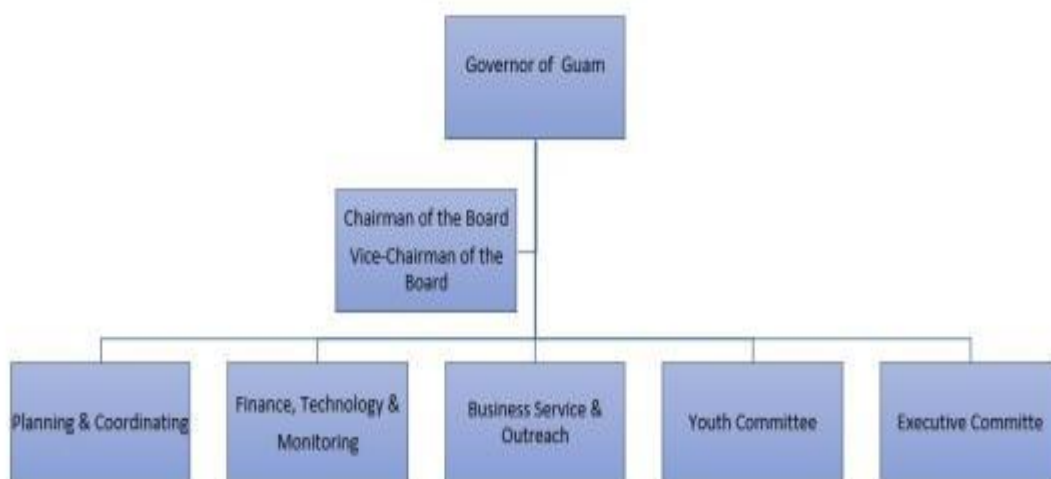
The Board is comprised of members from the business community, workforce representatives and government organizations that administer core programs.

1. Honorable Lourdes Leon Guerrero, Governor of Guam - Chief Elected Office
2. Honorable Sabina Flores Perez, Senator 37th Guam Legislature - Representative of State Legislature
3. Jerrold C. Johnson, President, Hawaiian Rock Products - Business Representative
4. Roland Certeza, President, GTA TeleGuam - Business Representative

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
8. Wayne Bigler, HRD, Cabras Marine Corporation - Business Representative
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
12. Mary Rhodes, President, Guam Hotel & Restaurant Association - Representative of Workforce
13. David Dell'Isola, Director - Guam Department of Labor (Core Program)
14. Dr. Mary Okada, President - Guam Community College (Core Program) (Designee: Dr. Julie Ulloa-Heath)
15. Michele Perez, Director - DISID/DVR (Core Program) (Designee: Joseph Cameron)
16. Peter John Camacho, Director, Department of Public Health & Social Services (Core Program)
17. Dr. Anita Borja Enriquez, President - University of Guam (Designee: Peter Barcinas)
18. Dr. Kenneth "Eric" Sawanson, 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.

## GUAM WORKFORCE DEVELOPMENT BOARD



## 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.

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 customers 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.

### 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 apprentices skill level and wages. Guam provided incentives to employers who participate in Registered Apprenticeship the opportunity to avail to 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.

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.

### 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). American Job Center staff from core programs and mandatory partners will ensure that those receiving public assistance, low-income individuals, and those who are basic skills deficient are prioritized in their plans. 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 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.

#### **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 through 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.

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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

#### 3D Printing and Additive Manufacturing

In February 2024, Governor Lou Leon Guerrero announced a project plan for building an additive manufacturing (AM) technology and workforce education center on Guam. This project will bring industrial AM to the island to diversify and expand Guam's economy. The Governor commissioned a study by ASTRO to evaluate the feasibility of bringing such technology to Guam. Rear Admiral Scott Pappano, Program Executive Officer, Strategic Submarines, and his team

became partners in this initiative and will implement and scale innovative solutions to modernize America's submarine industrial base.

The new center is envisioned to serve a dual mission of:

1. Advancing national security by giving the submarine industrial base abilities to print components on-demand at the point-of-need.
2. Supporting economic development in Guam, forming a workforce skilled in key science, technology, engineering, and mathematics (STEM) careers, while also building out a new industry sector on-island, capable of delivering complex ship components.

## **b. State Operating Systems and Policies**

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.

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.

## Guam Workforce Delivery System



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 Law 113-128 (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.

Electronic delivery must not replace access to such services at the 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.

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.*

#### **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 – Low-Income Guidelines
- AJC-007 – Priority of Service – Veterans
- AJC-008 – Records Retention Policy
- AJC-009 – Monitoring & Compliance Policy
- AJC-010 – WIOA 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 Policy – Definition on Requiring Additional Assistance
- AJC-019 – [RESERVED]
- AJC-020 – [RESERVED]
- AJC-021 – [RESERVED]
- AJC-022 – [RESERVED]
- AJC-023 – COVID-19 Guidance
- 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

### 3. State Program and State Board Overview

#### A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

#### B. State Board

Provide a description of the State Board 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 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.

#### 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’s approach will include an in-house assessment of grant programs through surveys of participants, participating businesses and training providers to determine:

1. The effectiveness of state workforce development system?
2. The impact on industry standards in workforce training?
3. The effectiveness and outcomes of each of our programs?

##### 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.

<b>WIOA Title I - Adult</b>	<b>PY 2022 Target</b>	<b>PY 2022 Actual</b>	<b>PY 2022 Score</b>	<b>PY 2023 Target</b>	<b>PY 2023 Actual</b>	<b>PY 2023 Score</b>
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

<b>WIOA Title I – Dislocated Worker</b>	<b>PY 2022 Target</b>	<b>PY 2022 Actual</b>	<b>PY 2022 Score</b>	<b>PY 2023 Target</b>	<b>PY 2023 Actual</b>	<b>PY 2023 Score</b>
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

<b>WIOA Title I - Youth</b>	<b>PY 2022 Target</b>	<b>PY 2022 Actual</b>	<b>PY 2022 Score</b>	<b>PY 2023 Target</b>	<b>PY 2023 Actual</b>	<b>PY 2023 Score</b>
Employment Rate Q2 After Exit	65.0%	62.5%	Pass	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
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<b>WIOA Title III – Wagner-Peyser Employment Services</b>	<b>PY 2022 Target</b>	<b>PY 2022 Actual</b>	<b>PY 2022 Score</b>	<b>PY 2023 Target</b>	<b>PY 2023 Actual</b>	<b>PY 2023 Score</b>
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

**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)).

Guam will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, GWDB and with public entities 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. Additionally, Guam plans to adopt new methods and criteria for the assessment of offices, partners, and programs based on the WPS. The WPS assessment and other assessments will be utilized to understand and improve the effectiveness of the core programs and other AJC partner programs. GDOL and AJC program leadership, in partnership with partner, workgroups and project teams will coordinate to adapt strategies and operational methodologies based on the outcomes of these assessments 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 – all with the goal of providing better service delivery and exceeding performance objectives

**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 adults. Training activities include 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 of 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.

### **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](http://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](mailto: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.

Initial grants are awarded for a period of two years. Following this two-year period, grantees receiving funds under the initial competition are required to submit annual renewal plans and negotiate budgets and performance targets each year.

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](http://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](mailto: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.

Eligible provider will be advised as to whether or not the project is funded.

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.

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 –

Develop, implement, and improve adult education and literacy activities;

Establish or operate programs that provide adult education and literacy activities including programs that provide such activities concurrently; and

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.

Please see Title IV program specific requirements

## 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:

- i. to complete the Hire.Guam.com registration process (if not previously done).
- ii. 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.)

GDOL is 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.

#### 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.

The Guam Workforce Development Board (GWDB) adopted Resolution 2017-002 in April 2017 relative to the approval of the Veterans Priority of Services policy. It is our intent to ensure that Page 148 priority of service is provided to all covered persons (veterans and eligible spouses), as defined in 38 U.S.C. 4215(a)(1). The Guam Department of Labor (GDOL) is the administering entity of the Workforce Innovation and Opportunity Act (WIOA) funded programs, the Senior Community Service Employment Program (SCSEP), and the Disabled Veteran's Outreach Program (DVOP), as authorized by Executive Order 2015-01. The purpose of this policy is to provide guidance outlining the requirements of the priority of service and the obligations of the AJC in complying with and implementing these requirements., as required by 38 U.S.C. § 4215 (b) and 20 CFR Parts 1001 and 1010. This policy requirement applies to all programs funded by the U.S. Department of Labor.

### 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.

American Job Center (AJC) Guam continues to operate out of the career services building at 710 West Marine Corp Drive, Suite 301 Bell Tower Plaza in Hagatna, Guam 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 center needs to be an accessible physical place, inside and out. AJC is a three story building with accessible egress and exits.
- Parking and drop-off areas must be closest to the accessible entrance, and indicated with the appropriate symbol. If there are stairs at the entrance, there must also be a ramp access or a lift. AJC has accessible underground and roadside parking which will accommodate lift vans.
- 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 have been 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.
- Configure public use computers so that individuals can't inadvertently change settings, and that features automatic document backups.
- 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. Schedule Training to workforce partner service level staff on providing services to individuals with disabilities.
2. Expand and schedule annual(or as appropriate) disability awareness, disability etiquette and assistive and adaptive technology demonstrations to maintain that group's skills sets for working with people with disabilities in the public workforce system.
3. Conduct training activities that will work toward enhancing understanding of the context, issues and resources available to jobseekers.
4. AJC will work with core partners to provide feedback and subject matter expertise on creating accessible systems for our job seekers with disabilities.

5. 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.
6. 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.
7. 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.

GDOL will work with partner agencies in an effort to achieve excellence in accessibility for Individuals with Limited English Proficiency by:

- Designating diverse or multilingual positions within AJC staffing with skills and experience in career planning
- Exchange information and collaboration with community organizations regarding translators, interpreters and resources for those with Limited English Proficiency
- Publish selected materials in languages other than English
- Use interpreters as needed to provide language assistance to customers on a case-by-case basis
- Ensure Eligible Training Providers are identified

#### 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 Guam workforce system integrates the services provided by the Wagner-Peyser Act and the Workforce Innovation and Opportunity Act (WIOA) Title I, Jobs for Veterans Grant and the Senior Community Service Program administered by the GDOL; Adult Education and Family Literacy programs under Title II administered by the Guam Community College; Vocational Rehabilitation Programs under Title IV administered by the Department of Integrated Services for Individuals with Disabilities. The activities in the center are described in Guam's American Job Center Workforce Program Standards.

#### V. Common Assurances (For All Core Programs)