



# **Combined Strategic Workforce Development Plan**

## **Title IV Program Specific Requirements**

**2024-2027**

**PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION  
(COMBINED OR GENERAL)**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

**A. STATE REHABILITATION COUNCIL.**

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

*Select A or B:*

*(A) is an independent State commission*

*(B) has established a State Rehabilitation Council*

(B) has established a State Rehabilitation Council

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.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC) Dr. Claire Camacho	Current Term	Sept 7 2023
Parent Training and Information Center Michelle Aguigui	Current	Oct 21 2022
Client Assistance Program Edmund Cruz	Current	Oct 21 2022
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency) Lydia Calvo	Current	Oct 21 2022

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Community Rehabilitation Program Service Provider Vincent Leon Guerrero	Current	Oct 21 2022
Business, Industry, and Labor Barbara Mafnas	Current	Oct 21 2022
Business, Industry, and Labor Lisa Robanio	Current	Oct 21 2022
Business, Industry, and Labor Christine San Nicolas	Current	Oct 21 2022
Business, Industry, and Labor Josephine De Mesa	Current	Oct 21 2022
Disability Advocacy Groups Carmel Aguon	Current	Oct 21 2022
Current or Former Applicants for, or Recipients of, VR services  Kirt Blas	Current	Oct 21 2022
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	Current	Oct 21 2022
State Workforce Development Board Peter Barcinas	Current	Oct 21 2022
VR Agency Director (Ex Officio) Joseph Artero Cameron	Current	Oct 21 2022
Deaf and Hard of Hearing Community Representative Enrique Mesngon	Current	Oct 21 2022
Disability Advocacy Group Marie Libria	Current	Oct 21 2022

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

The Department of Integrated Service for Individual's Division of Vocational Rehabilitation has met all requirement by federal regulation 34cfr Part 361 Composition of the State Rehabilitation Council

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

The State Rehabilitation Council (SRC) and the Guam Division of Vocational & Rehabilitation (GDVR) partner together to carry out the Rehabilitation Act to maximize the employment and independence for individuals with disabilities. The ongoing collaboration between the SRC and DVR on the VR Services Section of the State Plan is an important component.

After being inactive for several years, new Guam State Rehabilitation Council (SRC) members were duly sworn-in by appointment of the Governor of Guam in October 2022. The SRC first meeting was held on April 4, 2023. The second meeting was held on January 26, 2024. The SRC members were provided the Draft State Plan for their review and input. Recommendations requested from the SRC. The SRC is the advisory and oversight body for the Department of Integrated Services for Individuals with Disabilities Division of Vocational Rehabilitation (DISID - DVR). The SRC makes recommendations for establishing priorities and for sharing key information with the Advisory members.

**SRC 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.

**SRC Recommendation 2:**

The SRC requests that the DVR Administrator provide our Council with quarterly updates on the number of applicants, client wait list 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 wait list 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.

**SRC Recommendation 3:**

The SRC recommends filling the Program Coordinator vacancy positions (2) to assist increased employment outcomes as well as increasing the business community's awareness of DISID/DVR. The Council recommends that GDVR move to make these positions permanent so GDVR will have a consistent point of contact in each workforce development area.

**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 used to positively impact employment outcomes, including the progress of the soon to be hired Program Coordinator positions.

**SRC Recommendation 4:**

The SRC recommend that GDVR bring together a "state" workgroup (who will the "state workgroup be comprised of?) on job development services to estimate the current and future capacity needed, the training needed to prepare job developers in a variety of methods, the training mechanisms (ex. Current training methods vs. a technical college curriculum), and the funding mechanism that would pay based on the service need rather than the funding source.

**DSU Response:**

DVR agrees with this recommendation and will convene this important group to identify best practices, share possible protocol techniques and ways to ensure consistency and adequate training for the service providers.

**SRC Recommendation 5:**

With the new requirements of WIOA related to serving you with disabilities, the SRC recommends that DVR reconvene the workgroup that initially designed the Memorandum of Agreement (MOA) with the Guam Department of Education (GDOE) related to transition services for youth with disabilities and expanding the workgroup to include new stakeholders as defined in WIOA.

**DSU Response:**

DVR is actively working with National Technical Center on Transition: The Collaborative (NTACT-C) and Rehabilitation Services Administration (RSA) to adjust address Corrective Action Plans to provide guidance for services to youth. Current VR Counselors are working with students to provide core services. There are five (5) additional VR Counselor to be hired whom will be assigned to the senior high schools to assure consistency in the provision of Pre-Employment Transition Services

**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.**

List each recommendation/input followed by the VR agency response

All input provided by the State Rehabilitation Council were accepted by the Designated State Unit Director.

**DSU Response to Recommendation #1:**

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 DVR Administrator will continue to provide the Council with quarterly updates on the number of applicants, client wait list 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:**

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 used to positively impact employment outcomes, including the progress of the soon to be hired Program Coordinator positions.

**DSU Response to Recommendation #4:**

DVR agrees with this recommendation and will convene this important group to identify best practices, share possible protocol techniques and ways to ensure consistency and adequate training for the service providers.

**DSU Response to Recommendation #5:**

DVR is actively working with National Technical Center on Transition: The Collaborative (NTACT-C) and Rehabilitation Services Administration (RSA) to adjust address Corrective Action Plans to provide guidance for services to youth. Current VR Counselors are working with students to provide core services. There are five (5) additional VR Counselor to be hired whom will be assigned to the senior high schools to assure consistency in the provision of Pre-Employment Transition Services.

**B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).**

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

**1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:**

**A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;**

No waiver of State wide ness will be requested by the Department of Integrated Services for Individuals with Disabilities' Division of Vocational Rehabilitation

**B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;**

Not Applicable

**C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND**

Does not apply

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 and GDOE have an interagency agreement that is designed to facilitate the transition of students with disabilities from receipt of educational services in school to the receipt of vocational rehabilitation services. The agreement was signed on June 11, 2020 and includes the following:

GDVR and GDOE will engage in providing the other with consultation and technical assistance to plan for and ensure the smooth transition of students with disabilities from school to post-school activities including pre-employment transition services for students with disabilities who are in secondary education, ages 14-21 {in accordance with the GDOE's minimum and maximum age range for receipt of transition services as outlined in IDEA).

GDVR and GDOE will work collaboratively to provide or arrange for the provision of pre-employment transition services to all who meet the definition of a student with a disability who are in secondary education, ages 14-21, receiving either special education services through IDEA, or are an individual with a disability for the purposes of Section 504, and identified as requiring these services. Pre-Employment Transition Services (Pre-ETS) new federal mandates require that GDVR, in collaboration with local educational agencies, offer to transition age high school students with disabilities Pre-Employment Transition Services using 15% of our federal allocation on an annual basis.

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 an 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.

To facilitate the transition of student with disabilities from school to the receipt of vocational rehabilitation services, GDVR will: Continue to have counselors assign to each high school. It is the role of the liaison counselors to provide outreach, technical assistance, information and referral to the secondary education officials in their assigned schools as well as to assure the provision of direct services to eligible youth. Maintain the Interagency Agreement with Guam Department of Education. GDVR utilizes this agreement as the official document to guide its coordination of transition activities for youth with disabilities as they move from school to post-high school vocational rehabilitation services with education officials and with long-term care and employment support providers. GDVR policy is to facilitate the transition of students with disabilities from school to the receipt of GDVR services. Transition for high school students who are eligible for development of a plan for employment, the plan for employment will be completed prior to leaving high school. It is understood by all DVR staff working with transition age youth that their responsibility is to coordinate with the school's efforts to engage the youth in activities that will allow development of an individualized plan for employment before the youth leaves high school.

DVR staff attends Individualized Education Plan (IEP) meetings, with consent from the student and family. DVR is also available to provide information and technical assistance on transition services to teachers, parents, and other organizations and councils.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the school. To know who will pay for a service, all parties must be involved in transition planning in order to make a determination about appropriate services. Will the service help to achieve the educational goal of the IEP? If yes, the school is primarily responsible for the service. Will the service help achieve the employment goal of the IPE? If yes, GDVR is primarily responsible for the service. If the same service appears on both the IEP and IPE, the school and DVR are responsible to negotiating a cost sharing arrangement.

The agreement serves as a mechanism for GDVR and GDOE to clearly specify the plans, policies and procedures for coordinating services to facilitate the transition of students with disabilities. This includes documentation requirements set forth in Section 511 of the Rehabilitation Act with regard to students with disabilities who are seeking subminimum wage employment and an assurance that GDOE will not enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the FLSA for the purpose of operating a program under which a youth with a disability is engaged in work at a subminimum wage.

## 2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The Division of Vocational Rehabilitation must increase community rehabilitation programs' and its need to establish, develop and improve in efforts to provide job services and independent living skills. The Division of VR program realizes the need for effective job services such as workplace readiness skills, job placement, and on-the-job training. We also are aware that independent living skills may present a barrier in consumers obtaining effective job services. The Division of Vocational Rehabilitation and its partners and staff suggest that the limited availability of service providers may hinder effective rehabilitation for VR consumers. The Division of Vocational Rehabilitation continues to view two primary areas where needs are present to establish, develop, or improve CRPs: Meeting the need of the requirements of WIOA and expanding the statewide capacity of CRPs to deliver these services (e.g., Customized Employment, Pre-ETS and similar services to youth, Youth Extended Services); and, monitoring and improving Community Rehabilitation Program performance. The Division of Vocational Rehabilitation seeks improvement of CRPs is an ongoing matter. A monitoring process needs to be comprehensive to advance a base level quality for new CRPs who want to serve our consumers.

GDVR program works with several service providers including community rehabilitation programs. GDVR will continue work in the following areas to improve services to consumers in partnership with all GDVR providers:

Development of more community-based work alternatives. Focus on integration and an alternative to center-based services. GDVR should develop expertise locally of how to best utilize CRP services. Enhance current programs to be more culturally sensitive before developing more programs. Work with the providers and CRP to help them increase their capacity to develop new types of services. Develop community outreach to other local and neighborhood agencies, centers, clinics, schools, employers, other social service agencies as potential providers.

## C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the



State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

The Designated State Unit , in consultation with the State Rehabilitation Council, jointly agree on either party's input and comments

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

- A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;
- B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;
- C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND
- D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

Federal Entities:

A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of format linkage agreement

B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel

C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act

D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local military bases.

State Entities:

A. Guam Dept. of Education (GDOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD)

B. Guam Dept. of Administration (DOA) Human Resources Office:

C. Guam Behavioral Health & Wellness Center: Two-way referrals for mental health counseling services and employment services

D. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support-Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences

Local Entities and NPOs:

A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades

B. Referrals for Job Coaching/Employment Training Services

C. Guam PHRS and Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services

D. I-CAN and PARE Inc. Referrals for Job Training and Placement in the Military installations under the Ability One Program

E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance

F. Discover Abilities: Referrals for Job Coaching Services

G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement

H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings

I. Veterans Affairs Office: Referrals for Training and Employment Services

J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services.

K. Department of Labor American Jobs Center for continued collaborations, cross trainings and jobs training and job placements in private industries.

Guam DVR and Guam DOE have an interagency agreement that is designed to facilitate the transition of students with disabilities from receipt of educational services in school to the receipt of vocational rehabilitation services. The agreement was signed on June 11, 2020 and includes the following:

GDVR and GDOE will engage in providing the other with consultation and technical assistance to plan for and ensure the smooth transition of students with disabilities from school to post-school activities including pre-employment transition services for students with disabilities who are in secondary education, ages 14-21 {in accordance with the GDOE's minimum and maximum age range for receipt of transition services as outlined in IDEA).

GDVR and GDOE will work collaboratively to provide or arrange for the provision of pre-employment transition services to all who meet the definition of a student with a disability who are in secondary education, ages 14-21, receiving either special education services through IDEA, or are an individual with a disability for the purposes of Section 504, and identified as requiring these services. Pre-Employment Transition Services (Pre-ETS) new federal mandates require that GDVR, in collaboration with local educational agencies, offer to transition age high school students with disabilities Pre-Employment Transition Services using 15% of our federal allocation on an annual basis.

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 an 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.

To facilitate the transition of student with disabilities from school to the receipt of vocational rehabilitation services, GDVR will: Continue to have counselors assign to each high school. It is the role of the liaison counselors to provide outreach, technical assistance, information and referral to the secondary education officials in their assigned schools as well as to assure the provision of direct services to eligible youth. Maintain the Interagency Agreement with Guam Department of Education. GDVR utilizes this agreement as the official document to guide its coordination of transition activities for youth with disabilities as they move from school to post-high school vocational rehabilitation services with education officials and with long-term care and employment support providers. GDVR policy is to facilitate the transition of students with disabilities from school to the receipt of GDVR services. Transition for high school students who are eligible for development of a plan for employment, the plan for employment will be completed prior to leaving high school. It is understood by all DVR staff working with transition age youth that their responsibility is to coordinate with the school's efforts to engage the youth in activities that will allow development of an individualized plan for employment before the youth leaves high school.

DVR staff attends Individualized Education Plan (IEP) meetings, with consent from the student and family. DVR is also available to provide information and technical assistance on transition services to teachers, parents, and other organizations and councils.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the school. To know who will pay for a service, all parties must be involved in transition planning in order to make a determination about appropriate services. Will the service help to achieve the educational goal of the IEP? If yes, the school is primarily responsible for the service. Will the service help achieve the employment goal of the IPE? If yes, GDVR is primarily responsible for the service. If the same service appears on both the IEP and IPE, the school and DVR are responsible to negotiating a cost sharing arrangement.

The agreement serves as a mechanism for GDVR and GDOE to clearly specify the plans, policies and procedures for coordinating services to facilitate the transition of students with disabilities. This includes documentation requirements set forth in Section 511 of the Rehabilitation Act with regard to students with disabilities who are seeking subminimum wage employment and an assurance that GDOE will not enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the FLSA for the purpose of operating a program under which a youth with a disability is engaged in work at a subminimum wage.

GDVR and GDOE will engage in providing the other with consultation and technical assistance to plan for and ensure the smooth transition of students with disabilities from school to post-school activities including pre-employment transition services for students with disabilities who are in secondary education 1 ages 14-21(in accordance with the GDOE's minimum and maximum age range for receipt of transition services as outlined in IDEA).

GDVR staff will be a resource for schools and families to help educate students about supports needed for a smooth transition from school to work, further training, education.

Consult with and educate schools, parents, students, and other agencies about VR services.

Provide consultation and technical assistance through informational sessions, face to face meetings, phone calls, conference calls, and brochures.

Provide consultation and technical assistance during routine visits to the high schools, during IEP meetings, at conferences and/or training activities, and other times as requested by GDOE.

Disseminate information about transition services, pre-employment transition services, processes for outreach, VR eligibility, scope of VR services, effective practices, training opportunities, funding strategies, assistive technology, and other relevant topics.

Communicate relevant VR policy which may impact a student's application or eligibility for VR services.

GDOE and GDVR staff inform each other about policies or procedural changes that may impact transition services, including pre-employment transition services.

GDVR actively recruiting 5 additional VR Counselors to be each assigned to senior high schools to actively engage in Pre-ETS.

GDVR services needed under an Individualized Plan for Employment (IPE) for those students determined eligible for the vocational rehabilitation program. 's involvement during the transition planning phase of the Individualized Education Plan (IEP) helps to ensure that the vocational or employment-related provisions of the IEP provide a bridge to the vocational rehabilitation

GDVR Transition Services facilitate the transition from school to post-secondary life, such as achievement of an employment outcome in competitive, integrated employment, and must be provided to students or youth who have been determined eligible for the VR program and in accordance with an approved IPE. GDVR shall determine the eligibility of all students with disabilities who have applied for GDVR services within 60 days from the date of application.

GDVR Transition Services are separate from but may include Pre-Employment Transition Services for eligible students with disabilities.

Any allowable VR service can be provided as a transition service under an IPE. These services include, but are not limited to, assessment, counseling and guidance, physical and mental restoration services, vocational and other training services, maintenance, transportation, job-related services including job search and placement assistance; job retention services, follow-up and follow along services.

Cross-training opportunities for GDVR and GDOE personnel will occur at least once a year. GDVR and GDOE will collaboratively determine area(s) whereby cross-training is needed.

GDVR and GDOE agree to work collaboratively to provide transition services for students with disabilities that facilitates the development and implementation of their individualized education programs (IEPs) in accordance with section 614(d) of the IDEA.

Information on the formal interagency agreement with the State educational agency with respect to:

- A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
- B. Planning meetings will be held quarterly with Guam DOE/SPED Staff to discuss and clarify any concerns regarding the transition of students with disabilities
- C. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

VR Counselors are assigned to each of the local High Schools and collaboratively participates in providing input towards the development and implementation of the student's IEP. The recruitment of 5 additional VR Counselors are pending the Government of Guam's HR Office review and finalizing of profiles for eligibility; then, to be forward to DVR for interviews of each applicant determined qualified.

It is mutually understood that Guam DOE/ SpEd will be responsible for covering the financial costs of the educational and pre-employment related services identified in the IEP for the student until they graduate out of High School. In the best interest of the student, all known assistive technology device(s) provided for the student's use by Guam DOE during the student's senior year shall be considered as a possible AT need essential for employment outcome. Once the student is declared eligible for VR services and existing AT device is determined essential by the VRC for an employment outcome, GDVR shall purchase the AT device(s) so that when the student exits Guam DOE, the GDVR purchased AT device(s) can be returned to Guam DOE for use by other students. Should the GDVR purchased device not arrive by the student's graduation date, Guam DOE will loan the student the AT device(s) until arrival, provided that GDVR submit a copy of the requisition to Guam DOE. If the AT device(s) was customized for the student and is not usable for other students, GDVR will purchase the equipment at a reasonable used price.

Qualified personnel responsible for Transition Services may include team members involved in the development and implementation of the Individualized Education Plan {IEP} such as the School Principal, Consulting Resource Teacher, School Transition Teacher (Certified Education Teachers at each school who monitors and coordinate the implement at ion of the transition plan) Occupational Therapist, Physical Therapist, Speech and Language Therapist, Psycho-Educational Evaluators, Job Coaches, Regular Education Teacher, School Counselor, VR Counselor, or other professional staff from the Guam Behavioral Health and Wellness Center (if student is being referred to their special programs).

While the student is under the purview of Guam DOE, they serve as the primary service provider for transition services prior to exiting the Guam DOE System.

GDVR pays for all VR related employment services such as Assistive Technology, Job Coaching service p re-employment skills training, and DOE pays for all related educational costs.

The Consulting Resource Teacher takes the lead in coordinating the IEP meetings and works collaboratively with the School Transition Teacher (Certified Education Teachers at each school) who monitors and coordinate the implementation of the transition plan services.

The Transition plans must be set in place and provided by age 14 on Guam.

Guam DOE SpEd is responsible for providing the funding support for the students with disabilities while they are still in school up to the age of 21 or before their 22nd birthday.

These services that may be identified in the IEP and provided by Guam DOE SpEd includes: Job Coaching, Speech and Language, Physical Therapy, Occupational Therapy, Leisure Education, Autism Services, Assistive Technology, Community Based Education Job Placement, Transportation, Vision Services, Deaf and Hearing Services, ASL Interpreting Services, Independent Living Services, and other accommodations services.

GDVR and GDOE will support outreach activities that will increase referrals to GDVR to provide eligible and potentially eligible students with disabilities a smooth school to work.

transition. The designated DVR Counselor/VR Designee will work closely with each high school to coordinate, identify students, and implement pre-employment transition services (Pre-ETS).

GDVR will provide the necessary forms and templates for required documentation including Pre-Employment Transition Services Student Consent/Referral Forms.

GDVR Counselors/VR Designee will give presentations and distribute both print and electronic materials that explain transition and pre-employment services along with traditional vocational rehabilitation services.

Outreach activities of the Counselor/VR Designee are primarily focused on providing information about VR to school staff, students, parents, community professionals, and others interested in pre-employment transition services and transition services.

GDVR will make a determination of eligibility for VR services within sixty (60) days of the student/parent's and VRC's signing of the application during (or after) the initial interview. GDVR will collaboratively develop with Guam DOE an Individualized Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed. GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE. During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division.

There are no entities that offer sub-minimum wage employment for individuals with or without disabilities on Guam, and GDOE does not contract with any entities or directly provide subminimum wage employment opportunities for students with disabilities. However, GDOE and GDVR mutually agreed to include the 511section into their interagency agreement in case it was to become an issue of concern in the future.

Documentation requirements under section 511of the Rehabilitation Act for students with disabilities seeking subminimum wage employment: Under section 511of Rehabilitation Act, 14(c) businesses referred to as 11 employers<sup>11</sup> are prohibited from employing any individual with disabilities who is 24 years of age or younger at subminimum wage, unless the individual has received documentation from DISID-DVR upon completion of all the following activities:

Pre-employment transition services or transition services under the Individuals with Disabilities Education Act (IDEA) and apply for vocational rehabilitation services and the individual was determined Ineligible for vocational rehabilitation services.

Eligible for vocational rehabilitation services, had an approved individualized plan for employment, and the individual was unable to achieve an employment outcome in competitive, integrated employment after a reasonable period, and his/her case was closed.

Career counseling and information and referral services to federal and state programs to help the individual discover, experience, and attain competitive integrated employment and the counseling and information was not for employment at sub- minimum wage.

These requirements should be shared by the GDOE with parents, guardians, teachers and students. DISID-DVR will maintain the documentation and provide a copy to the individual within the timelines identified as specified under 34 CFR part 397.

GDVR will make information available to parents, teachers, and students at the high schools regarding VR services and the application process by conducting monthly orientation sessions at all the public high schools. The orientation presentation will also be provided to other Guam DOE staff that are responsible for referrals to GDVR for VR services. The presentation will be on the following topics:

- GDVR will provide a description of the purpose of the VR program;
- eligibility requirements;
- application procedures;
- and the scope of services that may be provided to VR eligible individuals.

GDVR has designated a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school. The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial. Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. GDVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation. GDVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services. GDVR will make a determination of eligibility for VR services within sixty days of the student/parent's and VRC's signing of the application during (or after) the initial interview GDVR will collaboratively develop with Guam DOE an Individualized Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed

- GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE.
- During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division.

GDVR receives data from each of the schools on the number of students with disabilities enrolled in the junior and high schools. Data is also obtained from the IDEA.

Guam DVR will continue to jointly work with community agencies and ongoing development of community vendors to provide Supported Employment Services. DVR is currently exploring models to ensure the fidelity of services and that service provision is provided by trained individuals. Guam is currently evaluating capacity issues and looking at ongoing recruitment efforts alone and in collaboration with community agencies. Community education providers will be contacted and efforts of collaboration established to explore the possibility of a career pathway program that will establish an opportunity for future service providers in partnership with local education providers. The parameters of a pilot are being explored and have currently experienced a developmental setback due to COVID-19 closures.

GDVR will utilize existing MOU 's with Discover Abilities (Job Coaching Services), Farm to Table (OJT, Trial work), and Assistive Technology Professional Services to explore expanding services and tailoring available services to meet current and ongoing needs.

DVR plans to employ an outcome based statewide fee structure with technical specifications for commonly used and available services. Need to implement Statewide rates and technical specifications established for the services most commonly purchased from non-profit vocational rehabilitation service providers include: benefits analysis, internship/temporary work, job coaching, job preparation, development and placement, supported employment, vocational evaluation, assistive technology assessment and services. Agencies wishing to provide these services sign a fee-for-service agreement with DVR. The rates, technical specifications for services, service provider agreement and the providers that have a signed agreement with DVR are to be posted on the DVR public website. Other service agreements may be developed as required and appropriate. Agencies must renew annual and sign service provider agreements for each new Fiscal Year.

Throughout the year, training and input meetings are to be held with agencies and individuals providing services to DVR consumers. The DVR service provider meetings provides an opportunity for feedback and to review the content of the service agreements for the next contact period. DVR Administrator and DVR staff will coordinate quarterly meetings. DVR may also invite VR service providers to study halls or webinars as appropriate to provide clarification or other service updates.

The DVR external website has to be enhanced to allow for service provider access to documents, guidance and policy. A frequently asked question (FAQ) section has to be added to the website to facilitate understanding of common issues and questions. Service providers can also access DVR's "Information Center" where all policy and procedures are accessible.

DVR needs to continually collect and review consumer satisfaction with services. DVR will produce a "report card" for consumers to use, assessing the performance and satisfaction of service providers.

This enhanced consumer satisfaction rating reports will be used to share service provider satisfaction and effectiveness information with DVR consumers. Standardized service provider information is provided to consumers to support their informed consumer choice in the selection of a service provider. The information provided to consumers must include lists of DVR service providers with performance and satisfaction information. This information will be also be available to referral resources, consumer groups, disability advisory councils, and other individuals and entities who support the informed choice process with DVR consumers.

Every two (2) years, DVR will conduct consumer feedback surveys to quantify DVR staff satisfaction and feedback. DVR will utilize the findings to improve staff services, enhance training, and ensure quality delivery of services.



Under WIOA, DVR will continue to review and address provider quality issues and will address issues using processes outlined in service agreements and further identified by RSA rules and regulations.

#### D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

##### 1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

Guam DVR continues to service individuals with the most significant disabilities including their needs for Supported Employment service on a case-by-case basis.

GDVR plans to conduct an annual update to the statewide assessment of the rehabilitation (and other) needs of individuals with disabilities residing in Guam. The comprehensive statewide assessment process also includes an annual review of disability statistics, GDVR customer service data, and public comment and input provided to GDVR throughout the year. GDVR also receives input during public hearings conducted by GDVR or the SRC on a quarterly basis for service delivery or as part of the State Plan efforts. GDVR and its SRC will continue to work cooperatively in this process. The identified rehabilitation needs of individuals with disabilities to be discussed with the full council. The GDVR and the SRC identify and prioritize the rehabilitation needs and develop GDVR systemic and service delivery goals to address the needs.

GDVR also continues to use feedback received from the customer satisfaction survey conducted every 2 years of individuals closed in the previous calendar year and information from previous focus groups for process improvements and quality assurance. Guam, does not have the expanded availability of Medicaid- Waiver to fund long-term employment support services. Such policy in the US Mainland emphasize integrated community employment opportunities, nonetheless, GDVR encourages referrals on a continued increase in demand for supported employment, placements and services.

Guam is comprised of a multitude of Pacific Islanders whom fit the definition of minorities, to also include local indigenous populous.

Guam experiences migrants from Asia who have since changed their residency status to U.S. citizenship. These very persons are also potential consumers accessing VR services on Guam.

GDVR plans to provide training to all VR staff in multicultural awareness:

Increase VRC expertise to address cross cultural needs/ Develop awareness in staff socio-economic issues that are interfering with a person's ability to stay engaged/ Develop better methods to identify issues preventing involvement and make appropriate referrals to

community resources to consider these issues to increase engagement of individuals in the VR process/ Culturally competent mental health counseling/ Develop common protocols for employers to address language barriers/ Develop cooperative programming with the Welfare-To-Work staff to address individuals with disabilities/ Address learning the job through job coaching provided/ Use of post-employment services for retention needs/ Increase the service rate for minorities as it does not meet the national standard.

Guam has immediate access to a Neuropsychologist Autism Specialist.

To include, cultural and language diversities that impact their ability to effectively advocate for themselves is a barrier.

Additionally, individuals having been dually diagnosed and are challenged with activities of daily living find great difficulty in accessing much needed transportation services.

Although, there are not a significant population of released prisoners with significantly disabilities have sought assistance utilizing VR services to re-entry into community living and employment.

Guam DVR places emphasis in availing much needed VR services to eligible applicants who fall under the categories of unserved or underserved.

Under federal law, GDVR will be developing outreach strategies to combine the needs of students with disabilities and those that might have been previously referred from schools to center-based services, rather than GDVR for career and employment needs. GDVR believes this new focus will dramatically change the consumers served moving forward into the near future.

**2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND**

Guam DVR has had a successful employment service approach to its customers, both those seeking employment assistance and businesses needing employment talent, and feels confident that we will meet and exceed these measures. With added attention to retention and documenting credentials and skills, continue to feel confident of our future success under the new WIOA measures.

Guam DVR purports to emulate information gathering that mimics Section 116 of WIOA.

GDVR will return to the table in the purchase of a Case Management application/system, that can develop and implement case file reviews and quality assurance measures.

Quality assurance will require GDVR to do review of cases and will pursue a partnership with San Diego State University VRTAC-QM to create policy to ensure equitable service delivery to all consumers.

**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).**

GDVR sets aside a portion of funds for development and implementation of innovative approaches to improve the provision of VR services. Funds shall be used for to enhance multi-marketing efforts that supports the employment of persons with disabilities. And to further engage with businesses in developing vocational rehabilitation services. Funds shall also be used to support the State Rehabilitation Council in promoting the VR program. The SRC

developed a resource plan and to be implemented this Fiscal Year. DVR has reached out to the University of Guam Center for Excellence in Developmental Disabilities in Education, Research, & Service (UOG CEDDERS) to assist the SRC in the following areas:

1. Review, analyze, and advise DVR regarding the State Plan prior to its submission to the Rehabilitation Service Administration, RSA.
2. Organize SRC activities to support and assist with successful accomplishment of State Plan goals, as appropriate.
3. Review and analyze DVR policies and procedures for better understanding of DVR process and decision making. Recommend systemic changes as appropriate. *Refer to Article II, 2.01 Purpose, 1), 2), 3), and 5)* for all duties and responsibilities listed above.
4. Establish an Outreach Committee whose role is to organize and facilitate collaboration and cooperation activities with other agencies and advisory councils, i.e. Department of Education, Department of Health, State Independent Living Council.
5. Organize SRC activities to support and assist with the successful accomplishment of State Plan goals, as appropriate.

An important outcome of listening to business needs includes the development of specialized training programs either with other workforce partners or solely developed with GDVR consumers, helping GDVR job seekers obtain the needed curriculum instruction, experience, and recruitment assistance necessary to meet the talent needs and hiring of people with disabilities. The Guam Community College and the University of Guam continues to admit our consumers requiring postsecondary education. GDVR has begun discussions with Guam Trades Academy in admitting consumers in their programs (a place to train).

GDVR works collaboratively with the Guam Behavioral Health & Wellness Center (GBHWC) and is represented in the Mental Health Planning Council. Client referrals for employment services are often received from staff at the GBHWC. Referrals for Mental Health services are sent to GBHWC by DISID's DVR and DSS program staff. GDVR participates as an active member of GBHWC's I'Famagu'on-ta (our children) Systems of Care Council to address issues affecting children with behavioral disorders.

GDVR and Behavioral Health will enter into an MOU in the second quarter of 2024, in which both agencies will agree that assisting individuals with behavioral health disorders to explore and attain employment is integral to the overall missions of both GDVR and Behavioral Health. High quality employment and support services for individuals with health disorders are high priorities for both agencies.

GDVR will continue to work with GDOE to foster relationships with existing employers that participate in the Community-Based Education (CBE) Placement Programs

- GDVR will work with local Federal Agencies such as U.S.D.A, U.S.E. P.A. and SSA to establish Internships on Guam
- GDVR will collaborate with employers to develop pre- employment trainings opportunities for students with disabilities
- GDVR will work collaboratively with the DOL/AJC to establish pre-employment transition training services for youth with disabilities. Internships and job shadows and paid work experience can be especially beneficial to those ending their academic training and need work experience to better match to employer needs.

GDVR will also collaborate with business to provide paid internships for the summer months for students with disabilities still in high school (paid work opportunities).

DISID will work collaboratively with the Guam Department of Public Health & Social Services (DPHSS), Medicaid Program and Division of Support Services (DSS) in seeking Medicaid reimbursements for medical durable equipment and personal care assistance services for our clients by working towards updating and amending Guam's Medicaid State Plan. GDVR is also providing technical assistance support to the State Medicaid Office in their efforts to recruit and hire qualified individuals with significant disabilities.

GDVR will implement an interagency agreement that defines necessary relationships, policies and procedures between GDVR and the Department of Public Health and Social Services. The agreement will be designed to create common understanding, and establish collaborative efforts regarding services that will ultimately improve employment outcomes for students with disabilities who may be eligible for GDVR services. The interagency agreement will focus on both students with disabilities transitioning from high school as well as adults with disabilities, who have an expectation for integrated competitive employment.

#### E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

##### 1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

GDVR provides supported employment services to an eligible individual with a most significant disability, including youth with the most significant disabilities, for whom competitive and integrated employment has not traditionally occurred, or for whom competitive and integrated employment has been interrupted or intermittent as a result of a significant disability. The challenge that GDVR has faced is the lack of service providers but will work with partners to reach out to new vendors through aggressive outreach.

Supported employment services may include:

An assessment of the need for supported employment; Job development and placement services; Job Coach Services; Job development and placement; Social skills training; Follow-up services including regular contact with the employers, parents, guardians, family members, advocates or authorized representatives of the client; Facilitation of natural supports at the work site; and, any other service necessary to achieve an employment outcome.

These services will be provided for a period of time not to exceed twenty-four (24) months except for youth with disabilities under the age of 25 who may receive extended services for up to four years.

GDVR will work with GDOE/SPED to identify individuals and youth with the most significant disabilities through the IEP and transition process.

GDVR to sign a Memorandum of Agreement with mental health system as a source of providing supported employment.

GDVR training and technical assistance is to be provided island wide for both service providers and GDVR staff on the technical specifications for supported employment service agreements.

GDVR guidance pieces are provided to GDVR staff as well as external stakeholder partners to assist in the provision of supported employment services. Guidance documents are to be designed to explain supported employment service and outcome policy as it relates to the Rehabilitation Act and its implementing regulations, and to provide best practice suggestions and answer common questions.

The scope and extent of supported employment is affected by the availability of extended services funding for ongoing employment supports available in integrated community settings. The expansion of support services for individuals seeking competitive employment in an integrated setting has been primarily embarked upon by the Guam Department of Public Health's federal work programs.

The Individual Plan for Employment (IPE) for GDVR consumers, who select competitive employment in an integrated setting but may require long term employment support, usually begins with an assessment to help determine the employment goal related to the consumer's interests and strengths. The assessment process may include trial work to help identify the extent of supports that may be necessary. If the source of extended services cannot be identified at the time of implementation of the employment plan, the plan must at least identify the nature, scope, requirements, and source of extended services. The GDVR identifies extended services from private nonprofit organization, employers, and other appropriate resources for an individual with a most significant disability transitioning from employment supports provided by GDVR.

The GDVR will continue to support collaborative efforts aimed at expanding integrated, competitive community employment opportunities for those in need of supported employment services. With the increased efforts for placing more individuals in employment through supported employment, GDVR must also work with long term care partners to address transportation challenges faced by our common customers, especially with the need to enhance services of GRTA.

**3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.**

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Guam DVR continues to service individuals with the most significant disabilities including their needs for Supported Employment service on a case-by-case basis.

GDVR plans to conduct an annual update to the statewide assessment of the rehabilitation (and other) needs of individuals with disabilities residing in Guam. The comprehensive statewide assessment process also includes an annual review of disability statistics, GDVR customer service data, and public comment and input provided to GDVR throughout the year. GDVR also receives input during public hearings conducted by GDVR or the SRC on a quarterly basis for service delivery or as part of the State Plan efforts. GDVR and its SRC will continue to work cooperatively in this process. The identified rehabilitation needs of individuals with disabilities to be discussed with the full council. The GDVR and the SRC identify and prioritize the rehabilitation needs and develop GDVR systemic and service delivery goals to address the needs.

GDVR also continues to use feedback received from the customer satisfaction survey conducted every 2 years of individuals closed in the previous calendar year and information from previous focus groups for process improvements and quality assurance. Guam, does not have the expanded availability of Medicaid- Waiver to fund long-term employment support services. Such policy in the US Mainland emphasize integrated community employment opportunities, nonetheless, GDVR encourages referrals on a continued increase in demand for supported employment, placements and services.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

Guam DVR's formal linkage agreement with Guam DOE/SpEd is in place. This agreement dictates processes and action driven provision of GDVR and DOE/SpEd services. GDVR is prioritizing the placement of fulltime VR Counselors in each public high school. GDVR in collaboration with local educational agencies are now required to offer to transition age high school students with disabilities (ages 14-21) Pre-Employment Transition Services (PETS) using 15% of our federal allocation on an annual basis.

PETS services include: Job exploration counseling/Work-Based learning experiences (after school work opportunities outside the traditional school setting including internships that are provided in an integrated environment)/ Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs/ Workplace Readiness to develop social skills and independent living/ Instruction in Self-Advocacy/ peer mentoring.

Guam DVR will provide support to students whose vocational goals require them to pursue an academic or vocational training program at postsecondary educational institutions with Guam Community College (GCC) or the University of Guam (UOG).

Guam DVR continues trades training opportunities with Guam Trades Academy for consumers/clients.

Workshop presentations will be conducted at the various high school and college campuses.

GDVR policy for youth with disabilities are recommended to apply for VR services at least two years prior to graduation. The plan for employment should be developed as soon as possible, but the time shall not exceed 90 days after the enrollment. GDVR staff will use rapid engagement and motivational interviewing techniques when working with this population. GDVR in collaboration the GDOE will provide services to assist the student in developing and successfully achieving their Individual Plan for Employment (IPE) goal.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the GDOE, Long Term Care and/or Mental Health Programs.

GDVR is recruiting six (6) Vocational Rehabilitation Counselors to have a caseload that consists youth exclusively. These counselors will be using specific evidence-based practices and rapid engagement services to most effectively serve youth in transition services we offer to our youth.

GDVR is currently assessing the potential need for a VR Counselor be physically at DOL/AJC.

GDVR continues to work collaboratively with the Guam DOL/AJC in assisting individuals with disabilities obtain employment.

GDVR shall provide sensitivity training on working with individuals with disabilities and enhance awareness of accommodation strategies that could be utilized in the working environment with DOL/AJC.

To assure that individuals with disabilities have access to the full range of services provided by the other Workforce Innovation and Opportunity Act partners, the GDVR identifies strengthening WIOA partnerships as a major goal.

The GDVR is working on a uniform Memorandum of Understanding (MOU) with the entities that are partners in the One-Stop Service Delivery System under Title 1 of the Workforce Development Act. Working closely with the Americans Jobs Center under the Guam Department of Labor. The GDVR works collaboratively with One-Stop partners on common intake, interagency referrals, business development, and to facilitate job placement with employers. Finally, GDVR DSU Director is appointed to the Workforce Development Board program planning.

Guam DVR will engage in outreach activities targeting industries. Changes in policy that increase community employment for youth with I/DD./Increases in the integrated, community employment rates of youth with I/DD./Changes in stakeholder attitudes about the employability of youth with I/DD.

Guam DVR will additionally work more closely with braiding services and offering an array of funded services will help disabled individuals achieve successful outcomes, providing immense opportunities for both the long-term care and GDVR consumers. Guam DVR to establish an ongoing and collaborative relationship with various groups to facilitate communicate and coordination of services to mutual consumers. This collaboration must include cross-training, local outreach, common policy instruction. Guam DVR will implement through a case management systems enhanced data collection to better track outcomes and successful closure information within the Guam DVR much need case management system. Guam DVR has begun researching with two separate companies in the US Mainland that offer Case Management systems software.



Guam DVR will work collaboratively with the Guam DOL/AJC to maximize existing resources and promote the access and use of the resources and services that are available for our VR Clients at the DOL/AJC.

Agricultural, Horticultural, Aqua-cultural, and Life Stock programs will be developed for our VR Clients in collaboration with the Guam Department of Agriculture.

Continue working with Guam Department of Labor-American Job Center (DOL-AJC) is establishing apprenticeship programs for VR Clients. Cross -training shall take place between agencies to understand and comprehend how to collaborate and enhance services for clients.

Guam DVR shall work with Guam Regional Transportation Authority (GRTA) in addressing transportation concerns.

Formal linkage agreements will be established with core partners and DOE/SpEd.

Multi-Marketing and Outreach strategies will be developed to promote the availability of VR services.

Identification and establishment of new Community Rehab Providers.

Fostering relationships with Employer representatives from the Federal Government, Local government, Federal Contractors, and the Private Sector to recruit and hire VR Clients.

Based on themes of the Guam DVR needs assessment activities and the Guam DVR annual goals and priorities, these strategies are intended to improve the performance of the Guam DVR with respect to VR program evaluation standards and performance indicators established in section 106 of the Act.

The Guam DVR is primarily responsible for assuring that services with the Scope of Vocational Rehabilitation Services (34 CFR 361.4) are available to assist eligible individuals with the individualized plan for employment (IPE) in achieving their employment goals.

As needed to assure the timely and continuous provision of IPE services, the Guam DVR's financial priority is to fund these services in a timely and continuous availability and delivery of services to VR program participants over the term of their service plan.

Guam DVR is shifting its focus to a student, youth and supported employment model to ensure that the populations targeted for WIOA outreach have access to VR services. Under WIOA, Guam DVR will focus on innovation and expansions that target student, youth and supported employment populations.

Guam DVR will engage with other public and private industries with opportunities of increasing resources for extended services and expanded Supported Employment opportunities for youth the most significant disabilities.

Guam DVR will continue to find partnership opportunities with public health and public high schools to transition students who many need supported employment. Guam DVR will work with high schools to offer work experiences to transition students while still in high school, ensuring a more hopeful employment path when reaching adulthood. Guam DVR also develop and will continue to utilize a youth on-the-job (OJT) agreement to assist an employer in associated costs of training a youth in a job.

Changes to Supported Employment services are necessary to meet the higher number of individuals to be served under WIOA, to include customized employment and to reduce the level

and time necessary for extended services, and to insure the sustainability and viability of the long-term care system and Guam DVR's service provider network.

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The DVR external website has to be enhanced to allow for service provider access to documents, guidance and policy. A frequently asked question (FAQ) section has to be added to the website to facilitate understanding of common issues and questions. Service providers can also access DVR's "Information Center" where all policy and procedures are accessible.

DVR needs to continually collect and review consumer satisfaction with services. DVR will produce a "report card" for consumers to use, assessing the performance and satisfaction of service providers.

This enhanced consumer satisfaction rating reports will be used to share service provider satisfaction and effectiveness information with DVR consumers. Standardized service provider information is provided to consumers to support their informed consumer choice in the selection of a service provider. The information provided to consumers must include lists of DVR service providers with performance and satisfaction information. This information will be also be available to referral resources, consumer groups, disability advisory councils, and other individuals and entities who support the informed choice process with DVR consumers.

Every two (2) years, DVR will conduct consumer feedback surveys to quantify DVR staff satisfaction and feedback. DVR will utilize the findings to improve staff services, enhance training, and ensure quality delivery of services.

Under WIOA, DVR will continue to review and address provider quality issues and will address issues using processes outlined in service agreements and further identified by RSA rules and regulations.

#### F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

##### 1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

##### A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	16	4	*\$360,660.00	285
	14	4	**\$99,479.00	285
			*Total expenses for July 1, 2022 to June 30, 2023  **Total expenses for July 1, 2023 to February 23, 2024	

##### B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	3	3	*\$79,775.00	0
	3	2	**\$49,945.00  *Total expenses for July 1, 2022 to June 30, 2023  **Total expenses for July 1, 2023 to February 23, 2024	0

**G. ORDER OF SELECTION**

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

\* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

Guam DVR does not have Order of Selection

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Guam is not under Order of Selection

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE

VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

Guam Division of Vocational Rehabilitation does NOT have a waiting list. Guam Division of Vocational Rehabilitation is not under ORDER OF SELECTION

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

Guam Division of Vocational Rehabilitation is NOT under ORDER OF SELECTION

#### H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

NOT APPLICABLE

#### I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

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.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administrative	4	15	23
Consumer Services	6	15	10

**D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:**

Guam DVR served over 350 individuals.

GDVR has taken action to ensure sufficient staff to serve the caseload based on the projected number of consumers with active individualized employment plans (IPEs). Throughout the period governed by the WIOA State Plan, the statewide average of active IPEs will not be more than 100 per counselor, recognizing that the average case work activity includes an additional 20-25% of consumers in applicant and plan development status.

Recruitment Process in place and ongoing for the following positions:

(5) VR Counselor I vacancies, these five positions are to be assigned to various senior high schools to administer the PreETS program

The Guam Department of Administration’s Division of Human Resources have announced the vacancies for: VR Counselors,

**E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:**

Guam DVR is servicing 399 individuals with disabilities in FFY 2022 and anticipate the numbers to increase by 500 plus in FFY 2027

Guam’s 2020 US Census shows total population on Guam	153	836	100%
The total population of people with disabilities	19	086	13.3%

The demographics profile for Guam

Asian	54	586	35.5%
Black/African American	1	340	0.9%
Native Hawaiian and other Pacific Islander	70	809	46%
Hispanic or Latino	4	522	2.9%)
White	10	491	(6.8%).
Age group 18 and over	112	349	73.0%
21 and over	105	364	68.5%
People with disabilities ages 18-64	10	299	11.9%

### EDUCATIONAL ATTAINMENT

Population 25 years and over in households (excluding people in military housing units)	91188	100.0%
Less than 9th grade	4100	4.5%,
9th to 12th grade, no diploma	8673	9.5%
High school graduate (includes equivalency)	34372	37.7%
Some college, no degree	15134	16.6%
Associate's degree	5820	6.4%
Bachelor's degree	17551	19.2%
Graduate or professional degree	5538	6.1%
High school graduate or higher	78415	86.0%
Bachelor's degree or higher	23089	25.3%

### DISABILITY STATUS FOR THE CIVILIAN POPULATION IN HOUSEHOLDS

Total civilian population in households (excluding people in military housing units)	143241	100.0%
With a disability	19086	13.3%

Total civilian population in households (excluding people in military housing units)	143241	100.0%
Civilian population under 18 years in households (excluding people in military housing units)	39997	100.0%
With a disability	1355	3.4%
Civilian population 18 to 64 years in households (excluding people in military housing units)	86258	100.0
With a disability	10299	11.9%
Percent employed	(X)	46.5%
No disability	75959	88.1%
Percent employed	(X)	64.6%
Civilian population 65 years and over in households (excluding people in military housing units)	16986	100.0
With a disability	7432	43.8%

#### **EMPLOYMENT STATUS**

Population 16 years and over in households (excluding people in military housing units)	110609	100.0%
In labor force	67339	60.9%
Civilian labor force	64648	58.4%
Employed	58078	52.5%
Unemployed	6570	5.9%
Armed Forces	2691	2.4%
Not in labor force	43270	39.1%
Civilian labor force living in households (excluding people in military housing units)	64648	(X)
Unemployment Rate	(X)	10.2%
Females 16 years and over in households (excluding people in military housing units)	55955	100.0
In labor force	30439	54.4%



Population 16 years and over in households (excluding people in military housing units)	110609	100.0%
Civilian labor force	29963	53.5%
Employed	26706	47.7%
Unemployed	3257	5.8%
Armed Forces	476	0.9%
Not in labor force	25516	45.6%
Own children of the householder under 6 years (excluding persons in military housing units)	11736	100.0%
All parents in family in labor force	6583	56.1%
Own children of the householder 6 to 17 years (excluding people in military housing units)	25977	100.0%
All parents in family in labor force	16123	62.1%

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

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Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
San Diego State University	Masters	2	4

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Univ of Wisconsin-Stout	Masters	0	0

**B. THE VR AGENCY’S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.**

The Designated State Director is addressing all future needs of Guam DVR's human capital needs. GDVR uses various methods to regularly monitor and plan for recruitment, preparation, and retention of qualified personnel to meet caseload obligations. Examples of these tools are: Caseload Management Projections, Human Resources Analysis, Staff Vacancy. GDVR HR staff tracks annual hiring data based on the number of professional counselors hiring. Allocation of staff by classification is done in a manner proportionate to the demographic area (general population, schools, referrals). For the past several years the GDVR had NOT filled critical vacancy positions and has NOT allocated the same percentage of staff assigned to cover it as is represented by the local population base. The DSU had NOT reviewed a minimum level of administrative staffing in the Division to maximize ability to meet resource needs.

Guam DVR’s hiring plan includes coordination of job announcement postings with the Government of Guam. The GDVR seeks to attract candidates from other states s part of its hiring strategies by way of linking with Council of State Administrators for Vocational Rehabilitation portal. The portal feeds out the position being recruited for nationwide. Retention of staff is key element of succession planning, and GDVR management regularly reviews and updates its succession plan.

GDVR turns its attention to retention of new staff that often receive their initial employment with GDVR but often are being recruited away to other institutions for higher salary. GDVR had 2 VR Counselors whom exited to work as social workers within the DSA. GDVR Administrator will work with the Government of Guam’s HR staff to focus on retention efforts that will adequately compensate and reflect VR experience for compensation adjustment. GDVR Administrator will work with DSA to look at the Hay Plan tool that augment compensation packages that also addresses retention efforts.

Guam DVR supports any and all efforts to enhance Workforce Development and much needed continuing education for purposes of staff development. Guam DVR will reach out to USDOERSA to determine steps moving forward that impacts the effective management of the VR program on Guam. GDVR will seek assistance with the Guam Board of Allied Professionals to include VR Counselors who have graduated with a Master’s Degree in rehabilitation and has passed exam and certification by the Commission on Rehabilitation Counselor Certification (CRCC). The goal will be to have the Guam Office of Professional Licensure review the standards for paraprofessional staffs for vocational rehabilitation. This licensure will likely mirror how the Office of Professional Licensure’s Guam Board of Allied Health licenses social workers with a master’s degree with a Family and Marriage Counseling License.

Ongoing training and professional development with VRTAC-QE, VRTAC-QM, and NTACTION.

The educational needs for GDVR personnel are determined based on input from several different sources. These sources include but are not limited to: RSA regulatory language (34CFR Part 361), the Government of Guam's HR Division and Individualized Performance Reviews.

GDVR enhances the training needs of Division staffers by way of interagency collaborations, virtual continuing education training by VRTAC-QE, VRTAC-QM along with additional virtual professional training sites. Some of the trainings provide CRCC credits toward retaining certification. To minimize staff turnover and promote leadership development, all staff are encouraged and as appropriate, funded to participate in capacity building training activities. VR Counselors utilize staff mentoring that update and incorporating vocational counseling, job placement. GDVR will continue to emphasize use of rehabilitation technology services and resources. The GDVR access training material (including online formats). GDVR will continue to seek resources from RSA through its technical assistance offerings as it addresses Corrective Action Plans from a 2023 Audit.

More training will also be provided to advance "rapid engagement" with consumers to ensure a better and faster attachment to the labor force using techniques such as those demonstrated through VRTAC-QM. (Part 1: Background and Purpose of the Training/ Part 2: Training for Counselors/ Part 3: The Essential Role of VR Partners and Providers/ Part 4: Reimaging Student and Youth Engagement: Awareness to Action). Administrative Staff participate on virtual meetings with training officers providing Fiscal Guidance. To include virtual trainings with : George Washington University, Disability Employment Technical Assistance Center (DETAC), Administration on Disabilities (AoD), Mandatory Ethics Training provided by the Government of Guam, Virginia Commonwealth University Rehabilitation Research and Training Center Online trainings on : Practical Strategies to Increase Graduation Success for Students with Disabilities/ What Works: Person Centered Planning for the Transition Process to Postsecondary Education/ Developing Work-Based Learning Opportunities/ Vocational Rehabilitation & Schools: Collaboration for Improved Transition Outcomes/ Customized Employment/ Moving Towards Independence for Individuals with Autism Spectrum Disorders/ Engaging Families in Transition Planning to name a few.

**C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:**

**I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND**

**II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.**

- Guam DVR Vocational Rehabilitation Counselors refer clients to the University of Guam (UOG) Guam System for Assistive Technology (GSAT) Center for various services, such as referrals for client AT assessments, AT training, AT demonstrations, AT Lending Library, AT Recycling and Equipment Exchange, and the Alternative Financing Program.

- DISID/DVR currently serves as an active member of the GSAT Advisory Board and participates in the planning and implementation of the GSAT Annual AT Conference and Resource Fair• DISID/DVR participates as a Co-sponsor and program presenter during the Annual Assistive Technology Conference and Resource Fair• The Annual AT Conference and Fair provides an opportunity for the community to experience and become greater aware of AT devices that could be utilized to overcome barriers and challenges within the work environment and at home.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

Three (3) VR Counselors are in the process of applying for 2024 Fall Semester into the San Diego State University Graduate Rehabilitation Counseling Program.

The DSU is also considering an additional Institution of Higher Education with University of Wisconsin- Stout, which offers distance learning master's level programs. This university is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). GDVR provides on-line education opportunities, including training (VRTAC-QE/VRTAC-QM/ NTACT) relating to counselors.

Guam DVR supports any and all efforts to enhance Workforce Development and much needed continuing education for purposes of staff development. Guam DVR will reach out to USDOERSA to determine steps moving forward that impacts the effective management of the VR program on Guam. GDVR will seek assistance with the Guam Board of Allied Professionals to include VR Counselors who have graduated with a Master's Degree in rehabilitation and has passed exam and certification by the Commission on Rehabilitation Counselor Certification (CRCC). The goal will be to have the Guam Office of Professional Licensure review the standards for paraprofessional staffs for vocational rehabilitation. This licensure will likely mirror how the Office of Professional Licensure's Guam Board of Allied Health licenses social workers with a master's degree with a Family and Marriage Counseling License.

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More training will also be provided to advance “rapid engagement” with consumers to ensure a better and faster attachment to the labor force using techniques such as those demonstrated through VRTACL-QM. (Part 1: Background and Purpose of the Training/ Part 2: Training for Counselors/ Part 3: The Essential Role of VR Partners and Providers/ Part 4: Reimaging Student and Youth Engagement: Awareness to Action). Administrative Staff participate on virtual meetings with training officers providing Fiscal Guidance. To include virtual trainings with : George Washington University, Disability Employment Technical Assistance Center (DETAC), Administration on Disabilities (AoD), Mandatory Ethics Training provided by the Government of Guam, Virginia Commonwealth University Rehabilitation Research and Training Center Online trainings on : Practical Strategies to Increase Graduation Success for Students with Disabilities/ What Works: Person Centered Planning for the Transition Process to Postsecondary Education/ Developing Work-Based Learning Opportunities/ Vocational Rehabilitation & Schools: Collaboration for Improved Transition Outcomes/ Customized Employment/ Moving Towards Independence for Individuals with Autism Spectrum Disorders/ Engaging Families in Transition Planning to name a few.

Guam DVR continues to collaborate with the Guam Department of Education based on current Memorandum of Agreement. The GDVR, Department of Public Health and Social Services, and the Guam Behavioral Health and Wellness Center (provider of mental health services) will continue joint sponsorship of training events focused on improving transition and vocational rehabilitation services. In addition to specific training, GDVR staffs are encouraged to attend other transition-focused trainings to increase their knowledge of transition issues and processes. GDVR supports attendance of staff at locally sponsored disability awareness and advocacy outreach programs, as a means to increase coordination of services and transition service delivery skills.

GDVR will designate a liaison VR counselor to each high school as a referral source for DVR applicants. GDVR liaison staff work with educators and parents in providing information related the interagency agreement as well as information on VR services.

#### 4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

Guam DVR maintains a list i ng of professionals (interpreters for the deaf and hard of hearing and language interpreter, etc..) who provide alternative means of communication and purchases the services accordingly. or obtain s the services of individuals who are able to communicate in

the native languages of individuals who have limited English speaking ability or modes of communication (deaf or hard of hearing) of the individual, applicant, and consumer.

GDVR maintains the ability to communicate with customers in their preferred mode using a variety of resources. Designated staffs maintain and coordinate foreign language translation and interpreter lists.

GDVR affirmatively plans to recruit staff fluent in American Sign Language.

Guam DVR have staff who are able to speak the various languages of the South Pacific islanders.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

Guam DVR continues to collaborate with the Guam Department of Education based on current Memorandum of Agreement.

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Previous

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

Guam DVR's formal linkage agreement with Guam DOE/SpEd is in place. This agreement dictates processes and action driven provision of GDVR and DOE/SpEd services. GDVR is prioritizing the placement of fulltime VR Counselors in each public high school. GDVR in collaboration with local educational agencies are now required to offer to transition age high school students with disabilities (ages 14-21) Pre-Employment Transition Services (PETS) using 15% of our federal allocation on an annual basis.

PETS services include: Job exploration counseling/Work-Based learning experiences (after school work opportunities outside the traditional school setting including internships that are

provided in an integrated environment)/ Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs/ Workplace Readiness to develop social skills and independent living/ Instruction in Self-Advocacy/ peer mentoring.

Guam DVR will provide support to students whose vocational goals require them to pursue an academic or vocational training program at postsecondary educational institutions with Guam Community College (GCC) or the University of Guam (UOG).

Guam DVR continues trades training opportunities with Guam Trades Academy for consumers/clients.

Workshop presentations will be conducted at the various high school and college campuses.

GDVR policy for youth with disabilities are recommended to apply for VR services at least two years prior to graduation. The plan for employment should be developed as soon as possible, but the time shall not exceed 90 days after the enrollment. GDVR staff will use rapid engagement and motivational interviewing techniques when working with this population. GDVR in collaboration the GDOE will provide services to assist the student in developing and successfully achieving their Individual Plan for Employment (IPE) goal.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the GDOE, Long Term Care and/or Mental Health Programs.

GDVR is recruiting six (6) Vocational Rehabilitation Counselors to have a caseload that consists youth exclusively. These counselors will be using specific evidence-based practices and rapid engagement services to most effectively serve youth in transition services we offer to our youth.

**2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:**

**A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;**

**B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;**

**C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;**

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

Guam DVR's priority in standing up an effective and efficient Pre-Employment Transition services or other transition services are equally pivotal in the delivery of VR services. Entities such as the Guam Department of Education, the mental health community-based outpatient services for adolescent youths with serious emotional services, Department of Youth Affairs, are potential consumers who may be determined eligible to receive such services.

There is still a need to further improve the transition career services and pre-employment transition services within the Guam DOE/SpEd program. Guam DVR is finding that there are a number of students with disabilities that are graduating from high school that have a need to take remedial courses in English, Reading and Math as they pursue higher educational opportunities or to pursue competitive job market. For individuals who did not matriculate with a high school diploma, the Guam Community College has already communicated and working in partnership with Guam DVR in further enhancing the Adult Education and/or Graduate Equivalency Diploma programs. As of August 2023, the total number of students with disabilities being served by the GDOE is 540. Grade 10 total of 196. Grade 11 total of 183 and Grade 12 total of 161.

Guam DVR continues working collaboratively with Guam Department of Labor-American Job Center to develop apprenticeship and internship programs for transition age youth in high schools.

GDVR is working with NTACT in identifying Corrective Action Plans to effect a robust Pre-ETS program.

Guam DVR's formal linkage agreement with Guam DOE/SpEd is in place. This agreement dictates processes and action driven provision of GDVR and DOE/SpEd services. GDVR is prioritizing the placement of fulltime VR Counselors in each public high school. GDVR in collaboration with local educational agencies are now required to offer to transition age high school students with disabilities (ages 14-21) Pre-Employment Transition Services (PETS) using 15% of our federal allocation on an annual basis.

PETS services include: Job exploration counseling/Work-Based learning experiences (after school work opportunities outside the traditional school setting including internships that are provided in an integrated environment)/ Counseling on opportunities in comprehensive



transition or enrollment in postsecondary educational programs/ Workplace Readiness to develop social skills and independent living/ Instruction in Self-Advocacy/ peer mentoring.

Guam DVR will provide support to students whose vocational goals require them to pursue an academic or vocational training program at postsecondary educational institutions with Guam Community College (GCC) or the University of Guam (UOG).

Guam DVR continues trades training opportunities with Guam Trades Academy for consumers/clients.

Workshop presentations will be conducted at the various high school and college campuses.

GDVR policy for youth with disabilities are recommended to apply for VR services at least two years prior to graduation. The plan for employment should be developed as soon as possible, but the time shall not exceed 90 days after the enrollment. GDVR staff will use rapid engagement and motivational interviewing techniques when working with this population. GDVR in collaboration the GDOE will provide services to assist the student in developing and successfully achieving their Individual Plan for Employment (IPE) goal.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the GDOE, Long Term Care and/or Mental Health Programs.

GDVR is recruiting six (6) Vocational Rehabilitation Counselors to have a caseload that consists youth exclusively. These counselors will be using specific evidence-based practices and rapid engagement services to most effectively serve youth in transition services we offer to our youth.

GDVR is committed to developing and implementing an eligible high school student's Individual Plan for Employment (IPE) as early as possible during the transition from high planning process. GDVR will develop a student's IPE prior to graduation. In accordance with the Memorandum of Understanding between GDVR and the GDOE, the Guam DVR will maintain contact with students and education agencies, attend transition meetings to provide transition planning consultation and technical assistance. It is the mission of GDVR to provide outreach to students with disabilities as early as possible so transition service needs can be identified and addressed prior to graduation.

#### K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

An assessment of the need for supported employment; Job development and placement services; Job Coach Services; Job development and placement; Social skills training; Follow-up services including regular contact with the employers, parents, guardians, family members, advocates or authorized representatives of the client; Facilitation of natural supports at the work site; and, any other service necessary to achieve an employment outcome.

These services will be provided for a period of time not to exceed twenty-four (24) months except for youth with disabilities under the age of 25 who may receive extended services for up to four years.

GDVR will work with GDOE/SPED to identify individuals and youth with the most significant disabilities through the IEP and transition process.

GDVR to sign a Memorandum of Agreement with mental health system as a source of providing supported employment.

GDVR training and technical assistance is to be provided island wide for both service providers and GDVR staff on the technical specifications for supported employment service agreements.

GDVR guidance pieces are provided to GDVR staff as well as external stakeholder partners to assist in the provision of supported employment services. Guidance documents are to be designed to explain supported employment service and outcome policy as it relates to the Rehabilitation Act and its implementing regulations, and to provide best practice suggestions and answer common questions.

The scope and extent of supported employment is affected by the availability of extended services funding for ongoing employment supports available in integrated community settings. The expansion of support services for individuals seeking competitive employment in an integrated setting has been primarily embarked upon by the Guam Department of Public Health's federal work programs.

The Individual Plan for Employment (IPE) for GDVR consumers, who select competitive employment in an integrated setting but may require long term employment support, usually begins with an assessment to help determine the employment goal related to the consumer's interests and strengths. The assessment process may include trial work to help identify the extent of supports that may be necessary. If the source of extended services cannot be identified at the time of implementation of the employment plan, the plan must at least identify the nature, scope, requirements, and source of extended services. The GDVR identifies extended services from private nonprofit organization, employers, and other appropriate resources for an individual with a most significant disability transitioning from employment supports provided by GDVR.

The GDVR will continue to support collaborative efforts aimed at expanding integrated, competitive community employment opportunities for those in need of supported employment services. With the increased efforts for placing more individuals in employment through supported employment, GDVR must also work with long term care partners to address transportation challenges faced by our common customers, especially with the need to enhance services of GRTA.

GDVR sets aside a portion of funds for development and implementation of innovative approaches to improve the provision of VR services. Funds shall be used for to enhance multi-marketing efforts that supports the employment of persons with disabilities. And to further engage with businesses in developing vocational rehabilitation services. Funds shall also be used to support the State Rehabilitation Council in promoting the VR program. The SRC developed a resource plan and to be implemented this Fiscal Year. DVR has reached out to the University of Guam Center for Excellence in Developmental Disabilities in Education, Research, & Service (UOG CEDDERS) to assist the SRC in the following areas:

1. Review, analyze, and advise DVR regarding the State Plan prior to its submission to the Rehabilitation Service Administration, RSA.
2. Organize SRC activities to support and assist with successful accomplishment of State Plan goals, as appropriate.

3. Review and analyze DVR policies and procedures for better understanding of DVR process and decision making. Recommend systemic changes as appropriate. *Refer to Article II, 2.01 Purpose, 1), 2), 3), and 5)* for all duties and responsibilities listed above.
4. Establish an Outreach Committee whose role is to organize and facilitate collaboration and cooperation activities with other agencies and advisory councils, i.e. Department of Education, Department of Health, State Independent Living Council.
5. Organize SRC activities to support and assist with the successful accomplishment of State Plan goals, as appropriate.

An important outcome of listening to business needs includes the development of specialized training programs either with other workforce partners or solely developed with GDVR consumers, helping GDVR job seekers obtain the needed curriculum instruction, experience, and recruitment assistance necessary to meet the talent needs and hiring of people with disabilities. The Guam Community College and the University of Guam continues to admit our consumers requiring postsecondary education. GDVR has begun discussions with Guam Trades Academy in admitting consumers in their programs (a place to train).

Guam DVR has initiated and continues to work collaboratively with the Guam DOL/AJC to maximize existing resources and promote the access and use of the resources and services that are available for our VR Clients at the DOL/AJC.

#### L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The educational needs for GDVR personnel are determined based on input from several different sources. These sources include but are not limited to: RSA regulatory language (34CFR Part 361), the Government of Guam's HR Division and Individualized Performance Reviews.

GDVR enhances the training needs of Division staffers by way of interagency collaborations, virtual continuing education training by VRTAC-QE, VRTAC-QM along with additional virtual professional training sites. Some of the trainings provide CRCC credits toward retaining certification. To minimize staff turnover and promote leadership development, all staff are encouraged and as appropriate, funded to participate in capacity building training activities. VR Counselors utilize staff mentoring that update and incorporating vocational counseling, job placement. GDVR will continue to emphasize use of rehabilitation technology services and resources. The GDVR access training material (including online formats). GDVR will continue to seek resources from RSA through its technical assistance offerings as it addresses Corrective Action Plans from a 2023 Audit.

More training will also be provided to advance "rapid engagement" with consumers to ensure a better and faster attachment to the labor force using techniques such as those demonstrated through VRTACL-QM. (Part 1: Background and Purpose of the Training/ Part 2: Training for

Counselors/ Part 3: The Essential Role of VR Partners and Providers/ Part 4: Reimaging Student and Youth Engagement: Awareness to Action). Administrative Staff participate on virtual meetings with training officers providing Fiscal Guidance. To include virtual trainings with : George Washington University, Disability Employment Technical Assistance Center (DETAC), Administration on Disabilities (AoD), Mandatory Ethics Training provided by the Government of Guam, Virginia Commonwealth University Rehabilitation Research and Training Center Online trainings on : Practical Strategies to Increase Graduation Success for Students with Disabilities/ What Works: Person Centered Planning for the Transition Process to Postsecondary Education/ Developing Work-Based Learning Opportunities/ Vocational Rehabilitation & Schools: Collaboration for Improved Transition Outcomes/ Customized Employment/ Moving Towards Independence for Individuals with Autism Spectrum Disorders/ Engaging Families in Transition Planning to name a few.

## 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 Farm to Table NPO to provide training and placement services for our VR Clients. GDVR Counselors provide counseling and guidance to the clients and training is provided to the staff in these agencies on disability awareness and sensitivity and how to work with individuals with disabilities.

## 3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

GDVR continues to collaborate with the Guam Dept. of Youth Affairs (DYA) to conduct outreach and provide transition services to out of school youth • GDVR has initiated discussions with the Senior Management of the Guam Department of Youth Affairs to include DVR in their Youth Development Team. • GDVR also collaborates with representatives from our local juvenile justice system at the Guam Superior Court and child welfare agencies at the Dept. of Public Health and Social Services (DPHSS) • GDVR also participates in the Guam Systems of Care Council to support the development and implementation of Guam's first Child Mental Health Initiative Cooperative Agreement known as "I'Famagu'on-ta" (Our Children , for those of ages 14-21) under the Guam Behavioral Health & Wellness Center (GBHWC) for children with behavioral disorders.

## 4. STATE USE CONTRACTING PROGRAMS;

GDVR currently has no cooperative agreements to participate in state use contracting programs.

## 5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

DISID will work collaboratively with the Guam Department of Public Health & Social Services (DPHSS), Medicaid Program and Division of Support Services (DSS) in seeking Medicaid reimbursements for medical durable equipment and personal care assistance services for our clients by working towards updating and amending Guam's Medicaid State Plan. GDVR is also providing technical assistance support to the State Medicaid Office in their efforts to recruit and hire qualified individuals with significant disabilities.

GDVR will implement an interagency agreement that defines necessary relationships, policies and procedures between GDVR and the Department of Public Health and Social Services. The agreement will be designed to create common understanding, and establish collaborative efforts regarding services that will ultimately improve employment outcomes for students with disabilities who may be eligible for GDVR services. The interagency agreement will focus on

both students with disabilities transitioning from high school as well as adults with disabilities, who have an expectation for integrated competitive employment.

#### 6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

GDVR's DSA (The Department of Integrated Services for Individuals with Disabilities) serves as the single point of entry State agency that is responsible for coordinating and providing services for all individuals with disabilities to include those with developmental disabilities.

Unfortunately, there is no Division or Program Unit within DISID that is dedicated to specifically address the needs of Individuals with Developmental Disabilities and program funds are quite limited. DISID is currently a member of the Guam Developmental Disabilities Council (GDCC) and collaboratively participates in the development of systems change strategies to promote the independence, integration and inclusion of people with developmental disabilities within the community by conducting community awareness activities and public forums to help address access to employment, transportation, housing, recreation, and education issues that impact on individuals with developmental disabilities.

#### 7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

GDVR works collaboratively with the Guam Behavioral Health & Wellness Center (GBHWC) and is represented in the Mental Health Planning Council. Client referrals for employment services are often received from staff at the GBHWC. Referrals for Mental Health services are sent to GBHWC by DISID's DVR and DSS program staff. GDVR participates as an active member of GBHWC's 'Famagu'on-ta (our children) Systems of Care Council to address issues affecting children with behavioral disorders.

GDVR and Behavioral Health will enter into an MOU in the second quarter of 2024, in which both agencies will agree that assisting individuals with behavioral health disorders to explore and attain employment is integral to the overall missions of both GDVR and Behavioral Health. High quality employment and support services for individuals with health disorders are high priorities for both agencies.

#### 8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

Federal Entities:

A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of format linkage agreement

B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel

C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act

D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local military bases.

State Entities:

- A. Guam Dept. of Education (GDOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD)
- B. Guam Dept. of Administration (DOA) Human Resources Office:
- C. Guam Behavioral Health & Wellness Center: Two-way referrals for mental health counseling services and employment services
- D. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support-Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences

Local Entities and NPOs:

- A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades
- B. Referrals for Job Coaching/Employment Training Services
- C. Guam PHRS and Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services
- D. I-CAN and PARE Inc. Referrals for Job Training and Placement in the Military installations under the Ability One Program
- E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance
- F. Discover Abilities: Referrals for Job Coaching Services
- G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement
- H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings
- I. Veterans Affairs Office: Referrals for Training and Employment Services
- J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services.
- K. Department of Labor American Jobs Center for continued collaborations, cross trainings and jobs training and job placements in private industries.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

GDVR does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers. Services are purchased on a fee for service basis for the coordination of services. GDVR has signed agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services. Only CRPs who meet the qualifications described in DVR's Standards for CRPs and the CRP application, and have a signed agreement with DVR, are eligible to provide such services. GDVR's VR Administrator is responsible for approving the agreements. Changes in key personnel and fees are reported to and negotiated with GDVR.

The service provider application and agreement:

- Requires a background check for all CRP staff who may have unsupervised contact with DVR consumers, as well as a summary of the education and employment experience of each staff person who works directly with DVR consumers;
- Establishes specific fees for each service;
- Outlines the conditions and guidelines under which the division and the CRP will provide services for individuals with disabilities, specifying the responsibilities of each party, the scope of services, the evaluation criteria, and reporting and billing requirements;
- Outlines standards for service providers including: organizational structure; personnel; fiscal management; health, safety, and accessibility;
- GDVR has established agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services. Discussions between GDVR, the CRP and the individual receiving services come to agreement on the provider and services based on needs in connection with the vocational goal on the IPE and informed choice of the client. These services with the stated expected outcomes are outlined on the IPE and/or any needed supportive documents and signatures gathered as appropriate. • GDVR continues in its efforts to recruit for new service providers and to encourage non-profit organizations to be a part of its pool of CRPs.
- GDVR currently has agreements in place with the following CRPs: Oasis Empowerment Center, Farm To Table, Flame Tree Inc., Lean Resources, Discover Abilities, Nene and Me, Sewing Bee, SMC Security, WestCare of the Pacific, Pacific Ability Resource Incorporation (PARI).

#### ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

**The VR agency must select the “Edit” button to review and agree to the VR State plan Assurances.**

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

The State Plan must include
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.



The State Plan must include
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:

The State Plan must include
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973

(REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Designated State Unit/Division of Vocational Rehabilitation

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department of Integrated Services for Individuals with Disabilities (Designated State Agency)

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Joseph A Cameron

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Vocational Rehabilitation Administrator/ Designated State Unit Director

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

#### FOOTNOTES

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

<sup>[5]</sup> No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

<sup>[6]</sup> Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

**To review and complete the Certification section of the VR portion of the State plan, please select the “Edit” button.**

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
<b>Name of Signatory</b>	Joseph A Cameron
<b>Title of Signatory</b>	Vocational Rehabilitation Administrator/DSU Director
<b>Date Signed</b>	February 19, 2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

**Effectiveness in Serving Employers**

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process

to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 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 <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*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.*

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

**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.

**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.

Please refer to GEPA 427 - Form Instructions for 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.***

*GEPA 427 - Form Instructions for 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.*

GDVR is committed to enable consumer participation and ensure equitable access in proposed project activities through outreaches designed to increase partnered 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 with disabilities categorized as most significant disabilities, involve persistent/natural supports, and multiagency coordination efforts through person-centered-planning.

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.***

GEPA 427 - Form Instructions for 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?*

Guam DISID-DVR is in its final process of recruiting critical permanent full-time positions such as additional VR Counselors to be assigned to the high schools to administer PRETS.

VR Services Manual pending technical assistance reviews by VRTAC-QM/NTACT:C

The Government of Guam's Regional Transit Authority lacks adequate buses, drivers, seamless routing, and funding.

Guam DISID-DVR acknowledges the continued transportation challenges that are faced by many individuals with disabilities who are seeking employment. Guam DISID-DVR shall identify other qualified job coach trainers.

Guam DISID-DVR realizes there is a serious gap in accessing qualified Personal Care Attendants. Guam DISID-DVR shall reach out to any entity that provides personal care in hopes of recommending expansion to their current level of services.

Some potential applicants are living below poverty level, at risk of homelessness or homes.

Pockets of rural areas lived on are still without basic utilities i.e., power/water/internet/sewer access; those affected are faced with barriers to efficient service. Their hierarchy for jobs assistance is not their immediate priority.



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.*

*GEPA 427 - Form Instructions for 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?*

Guam DVR acknowledges the continued transportation challenges that are faced by many individuals with disabilities who are seeking employment. GDVR remains vigilant in its advocacy of providing legislative input as to how transportation issues can best be addressed.

Guam DVR shall identify other qualified job coach trainers.

Guam DVR realizes there is a serious gap in accessing qualified Personal Care Attendants.

Guam DVR shall reach out to any entity that provides personal care in hopes of recommending expansion to their current level of services.

Guam DVR completed an existing Memorandum of Agreement with GDOE/SpEd and continues to work jointly in servicing students with disabilities. Applicants with significant disabilities, currently have no wait for service. GDVR requires at least monthly staff contact with consumers unless a different timeframe for contact is specified in the employment plan. Increased consumer contact is a strategy to both improve services and employment outcomes. The GDVR will implement a performance and outcome-based fee schedule for job placement activities that pays vendors for a consumer's success in finding and retaining competitive employment. GDVR focused increased time and attention and will improve VR services in for consumers in need of supported employment and long-term support services.

GDVR will use Title 1B funds to continue to provide On-the-Job Training (OJT) affirmative hiring opportunities to private sector employers who hire and provide temporary as well as permanent work opportunities to GDVR consumers. The GDVR will also support paid OJT internships within Government of Guam agencies willing to hire and provide temporary as well as permanent employment opportunities to GDVR consumers. The goal of the OJT affirmative hiring and paid internship initiatives is to increase on-the-job training hires and resume building opportunities in the private as well as public employment sectors. Ongoing cross-training between GDVR and that of AJC staffers to streamline services. GDVR is committed to espousing Rapid Engagement resolute of providing needed VR services to eligible students with disabilities.

GDVR is committed to developing and implementing an eligible high school student's Individual Plan for Employment (IPE) as early as possible during the transition from high planning process. GDVR will develop a student's IPE prior to graduation. In accordance with the

Memorandum of Understanding between GDVR and the Guam Public School System, the Guam DVR will maintain contact with students and

The State Rehabilitation Council (SRC)/GDVR partnership is intended to improve the performance of the GDVR with respect to the evaluation standards and performance indicators established in the Act. The SRC issues an annual report reviewing the activities and performance of the GDVR as well as offering SRC advise on goals and priorities in the State Plan. The GDVR and SRC jointly submit the report to RSA. Input from the SRC is an important component of the GDVR's comprehensive Needs Assessment and annual updates to the assessment. The Needs Assessment Report is a living document that places emphasis on the implementation of much needed services.

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.***

*GEPA 427 - Form Instructions for 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?*

2024, January-March 01/18 Staff Development: Immediate Pre-ETS 01/23 NTACT:C; Status of Pre-ETS 01/30 GDOE Special Ed Staff Mtg.; 02/25 Staff Development: Pacific Rim; Ho'opono Site visit; 03/07 NTACT:C/VRTAC-QM Fiscal Forecast & Expenditures; 03/15 Staff Development: Pre-ETS Status; 03/22 NTACT:C/VRTAC-QM Tracking & Reporting Pre-ETS

April-June, GRTA and Legislative input to address transportation; Continued NTACT:C focused on Pre-ETS; Pre-ETS Participant Data forecast w/GDOE Interagency Agreement w/GBHWC - I'Famagu'on-ta; Outreach to increase Qualified Job Coach Service Providers and Personal Care Attendants; Outreach to Businesses and Employers qualified to provide OJT.

July-September, Cross-training w/GBHWC on Streamlined Services; NDEAM Outreach Planning & Coordination; GDOE Streamlined Services Cross-training; Establish a Job Coach and Personal Care Attendant directory; Establish Business and Employer directory of OJT providers; Follow-up and Address issues in streamlined services with GDOL; GBHWC; GDOE/SpEd.

October-December, NDEAM Outreach Execution; CHRISTMAS BREAK Pre-ETS Pilot Program age 14; Address issues in Streamlined Services w/GDOE/SpEd; GBHWC; GDOL

2025-2027

Continue Staff Development; Continue to Aggregate and Monitor Data; Address Issues in Streamlined Services w/ GDOE; GBHWC; GDOL; Businesses/Employers; Job Coach and Personal Care Attendant Providers

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT

## **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.

### **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.

Please refer to GEPA 427 - Form Instructions for 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.

*GEPA 427 - Form Instructions for 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.*

Guam DVR is shifting its focus to a student, youth, and supported employment mode to ensure that the populations targeted for WIOA outreach have access to VR services. Under WIOA, Guam DVR will focus on innovation and expansions that target student, youth, and supported employment populations.

Guam DVR will continue to strengthen employment linkages for high school students in Guam by continuing the local employment-focused collaboration between Guam Public School System, local workforce investment system, private sector employers and community rehabilitation programs.

Guam DVR's formal linkage agreement with Guam DOE/SpED is in place. This agreement dictates processes and action driven provision of GDVR and DOE/SpEd services. GDVR is prioritizing the placement of fulfillment VR Counselors in each public high school. GDVR in collaboration with local educational agencies are now required to offer to transition age high school students with disabilities (ages 14-21) Pre-Employment Transition Services (PRETS) using 15% of our federal allocation on an annual basis.

PETS services include: Job exploration counseling/Work-Based learning experiences (after school work opportunities outside the traditional school setting including internships that are provided in an integrated environment)/ Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs/ Workplace Readiness to develop social skills and independent living/ Instruction in Self-Advocacy/ peer mentoring.

Guam DVR will provide support to students whose vocational goals require them to pursue an academic or vocational training program at postsecondary educational institutions with Guam Community College (GCC) or the University of Guam (UOG).

Guam DVR continues trades training opportunities with Guam Trades Academy for consumers/clients.

Workshop presentations will be conducted at the various high school and college campuses.

GDVR policy for youth with disabilities are recommended to apply for VR services at least two years prior to graduation. The plan for employment should be developed as soon as possible, but the time shall not exceed 90 days after the enrollment. GDVR staff will use rapid engagement and motivational interviewing techniques when working with this population. GDVR in collaboration the GDOE will provide services to assist the student in developing and successfully achieving their Individual Plan for Employment (IPE) goal.

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between GDVR, the GDOE, Long Term Care and/or Mental Health Programs.

GDVR is recruiting six (6) Vocational Rehabilitation Counselors to have a caseload that consists youth exclusively. These counselors will be using specific evidence-based practices and rapid engagement services to most effectively serve youth in transition services we offer to our youth.

**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.***

GEPA 427 - Form Instructions for 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?*

Guam DVR acknowledges the continued transportation challenges that are faced by many individuals with disabilities who are seeking employment.

Guam DVR shall identify other qualified job coach trainers.

Guam DVR realizes there is a serious gaps in accessing qualified Personal Care .

Guam DVR shall reach out to any entity that provides personal care in hopes of recommending expansion to their current level of services.

**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.***

GEPA 427 - Form Instructions for 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?*

GDVR will use Title 1B funds to continue to provide On-the-Job Training (OJT) affirmative hiring opportunities to private sector employers who hire and provide temporary as well as permanent work opportunities to GDVR consumers.

The GDVR will also support paid OJT internships within Government of Guam agencies willing to hire and provide temporary as well as permanent employment opportunities to GDVR consumers. The goal of the OJT affirmative hiring and paid internship initiatives is to increase on-the-job training hires and resume building opportunities in the private as well as public employment sectors.

GDVR is committed to developing and implementing an eligible high school student's Individual Plan for Employment (IPE) as early as possible during the transition from high planning process. GDVR will develop a student's IPE prior to graduation. In accordance with the Memorandum of Understanding between GDVR and the GDOE, the Guam DVR will maintain contact with students and education agencies, attend transition meetings to provide transition planning consultation and technical assistance.

It is the mission of GDVR to provide outreach to students with disabilities as early as possible so transition service needs can be identified and addressed prior to graduation.

The State Rehabilitation Council (SRC)/GDVR partnership is intended to improve the performance of the GDVR with respect to the evaluation standards and performance indicators established in the Act. The SRC issues an annual report reviewing the activities and performance of the GDVR as well as offering SRC advice on goals and priorities in the State Plan. The GDVR and SRC jointly submit the report to RSA.

Input from the SRC is an important component of the GDVR's comprehensive Needs Assessment and annual updates to the assessment.

#### 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.***

*GEPA 427 - Form Instructions for 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?*

2024, Jan-March - Supported Employment Data Assessments Staffing Feedback

Apr-June - Conduct SWOT Analysis Staff Development VRTAC-QE Updated Service Provider Directory GDOL Cross-Training GDOE Cross-Training; Staff Development on Supported Employment; Outreach to Potential Employers/Businesses to establish a directory Title 1B: OJT; Continued collaboration with State Rehabilitation Council.

Jul-September - Expand Service Provider Directory Awareness Outreach Increase Employers GRTA - Transportation meeting GDOL Cross-Training Streamlined Services GDOE Cross-Training Streamlined Services; Continued collaboration with State Rehabilitation Council.

Oct-December - Monitor and Aggregate data Streamlined Service Reinforcement: GDOL; GDOE; GBHWC; Continued collaboration with State Rehabilitation Council.

2025, Jan. - Aggregate and Monitor Data Address Issues in Streamlined Services w/ GDOE; GBHWC; GDOL; Continued collaboration with State Rehabilitation Council.

2026, Jan. - Aggregate and Monitor Data Address Issues in Streamlined Services w/ GDOE; GBHWC; GDOL; Continued collaboration with State Rehabilitation Council.

**VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS**

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

**Effectiveness in Serving Employers**

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 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

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
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 <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*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.*

#### VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

#### **Effectiveness in Serving Employers**

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to



report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*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.*